

SYLLABUS



“Take your pleasure seriously.”

Charles and Ray Eames

This studio focuses on **fun times** and architectures of **joy**.

We will look at architecture and the designed environment as potential sites of delight, beauty, optimism, community, healing, and generosity. To design with the goal of providing joy, and to experience joy and play through your work, are the thematic objectives of this term.

TERRITORIAL ACKNOWLEDGMENT

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

FACULTY FACILITATORS

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TEACHING ASSISTANTS

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INTRODUCTION

ARCH 192 is the first in a series of design studios intended to develop design and representation skills, architectural literacy, and critical thought. Assignments are organized around a sequence of four design explorations which serve as the primary vehicle for students to achieve course objectives. Each project focuses on a set of tasks that simultaneously develop conceptual, technical, and analytical skills, while introducing various approaches to design methodology, specifically two- and three-dimensional composition, transformational operations, analytical and comparative studies, and the exploration of the relationship between architectural space and its site and program. Students will be expected to reflect on and synthesize all lessons, identify their strengths and interests, then take risks by venturing beyond perceived minimum expectations.

COURSE GOALS AND LEARNING OUTCOMES

- 1.** the conceptual, technical, critical, and analytical skills required to formulate, develop, evaluate, and articulate a coherent design proposal;
- 2.** the ability to raise thoughtful and precise questions, reach well-reasoned and informed conclusions, and test them against relevant criteria and standards, both in existing and proposed work;
- 3.** the ability and intuition to effectively manipulate basic architectural relations: form, space, structure, order, proportion, mass, surface, light, program, site, scale in relation to the human body, and an understanding of material properties;
- 4.** the ability to apply the fundamental elements of architecture (walls, openings, floors, roof, and stairs) to design a building with clear and appropriate program and site relationships; and
- 5.** the ability to effectively communicate an architectural idea at each stage of the design process verbally, and through two- and three-dimensional drawing and model.

A1 – A: Design Theories, Precedents, and Methods

A2: Design Skills

A3: Design Tools

A4: Program Analysis

A5: Site Context and Design

A8: Design Documentation

B1 – A: Critical Thinking and Communication

B4: Cultural Diversity and Global Perspectives

INSTRUCTION

Instruction occurs through individual meetings between faculty and/or TAs and students, seminars, group pinups, and workshops. Each project will conclude with a formal review. The class will be divided into five sections, each working with a different faculty member, and rotating five times during the term. Within the common framework of the assignments, each instructor will provide additional pedagogical direction to their respective section.

SCHEDULE

Monday:	9:30 AM - 12:30 PM, 1:30 PM - 5:30 PM ET
Thursday:	9:30 AM - 12:30 PM, 1:30 PM - 5:30 PM ET

Students are required to be present and working for the duration of these scheduled hours. Repeated absences without cause will prompt a meeting with the studio coordinator and Undergraduate Office.

Students are also required to attend and participate in all scheduled reviews, and expected to attend all guest lectures and school events.

STUDIO

The studio is a place of work, study, and collaboration. A large component of individual development stems from the experience of and contribution to a collective and cooperative studio setting. The development of a healthy studio culture involves intensive drawing and making as well as a critical and speculative dialogue regarding one's own work and the work of others. The participation in this evolving dialogue is essential to a student's success, and the success of the larger body of the studio. The studio is a safe and inclusive environment in which all students can work without unnecessary harassment or distraction.

COURSE DELIVERY PLATFORMS AND COMMUNICATION

Course delivery is in person and students are required to present physical work at each studio session. Several platforms will be used to supplement in person delivery for communication purposes and to organize and share course content.

LEARN: Official communication, work submission, and grade recording and release.

MS Teams: Repository of course documents, and regular communication.

Miro: Virtual pin up space for presenting and sharing work.

STUDIO SESSIONS

Studio sessions are opportunities to receive feedback specific to each student and each project. Studio faculty will not provide answers, but will offer advice and prompts to aid in the development of critical thinking; however, the project and the decisions are ultimately the student's responsibility. Students must have work to present at every session.

REVIEWS

Formal reviews of each student's work will be scheduled at the end of each project. These reviews are held publicly with the feedback intended to provide students with a deeper understanding of their work, its strengths, areas for improvement, and to open broader discussions about architecture. Reviews are an important teaching and learning tool. Any feedback is intended to be constructive and educational. It is important for students to participate in the review of their own work, as well as the reviews of their colleagues' work. Reviews are not evaluative. The review may not be a reliable indication of the project's final grade. Desk crits and reviews may not be recorded without the approval of the instructor.

ASSIGNMENTS

There is no single correct answer to a studio project, or a strictly linear or formulaic process to arrive at a solution. The skills and insights gained from previous studio projects and personal explorations, along with the theoretical, historical, and technical knowledge obtained across all courses are synthesized into cohesive propositions through a process of informed speculation.

There are four projects each with a specific pedagogical focus providing a diversity of conceptual and technical strategies and practices. These assignments also provide opportunities for the development of representational tools, and with the support of ARCH 110, an understanding of the techniques and uses of orthographic, paraline, and perspective drawing. The term will culminate in the design of a small building to synthesize the skills acquired through earlier projects.

A schedule of important dates and deadlines is included at the end of this document. Students are required to document all assignments digitally and post them on the ARCH 192 LEARN site.

The grade breakdown for the assignments is as follows:

Project 1	Cube	15%
Project 2	Pavilion	20%
Project 3	Precedent Analysis	15%
Project 4	Friends, Not Fences	50%

LATE WORK

All projects are due at the specified time and date. Only in the case of a documented medical or personal reason will additional late work be accepted, and only if these have been officially submitted to the Undergraduate Student Services Coordinator and accepted by the Undergraduate Office. Students seeking accommodations due to COVID-19, are to follow the accommodations outlined by the university [here](#).

PASSING GRADES

The minimum passing grade is 60% for all studio courses. Grades below the specified passing grade result in a course failure.

EVALUATION

Evaluation occurs in confidential sessions by the studio faculty working as a group, in which all critical aspects of each project are considered. The specific basis for the evaluation of each project will be identified in individual project assignments. In addition, grading will reflect student attendance, participation, commitment, effort, and improvement over the course. Students must complete all projects and obtain a passing average to receive credit for this course. Notwithstanding the cumulative mark from aggregate term projects, failure to earn a passing grade in the final term design project will result in a failing grade for the term.

COMMUNICATION WITH STUDIO FACULTY

Students are required to use their uwaterloo.ca account for all official academic correspondence, and check this email account regularly. Students should ensure that their LEARN account is active, and that notifications are turned on for all required remote course delivery platforms. Failure to read communications will not be accepted as an excuse for late, incomplete, or unacceptable work.

Discussions concerning individual projects or any other matter requiring direction, confirmation or advice from faculty occur during scheduled studio hours. All official academic correspondence should be sent by email to the studio coordinator.

COURSE TIME ZONE

All dates and times communicated in the document are expressed in Eastern Time (local time in Waterloo Ontario, Canada). Eastern Standard Time (EST, UTC – 05:00) applies November to March and Eastern Daylight Time (EDT, UTC – 04:00) applies from March to November.

IN-PERSON ACTIVITIES PLANNING

If course activities are impacted by a change in restrictions to in-person activities, such as changes in room occupancy limits, the instructor will communicate updated in-person activity plans. These plans may alter student plans for in-person activities.

COVID-19 SPECIAL STATEMENT

Given the continuously evolving situation around COVID-19, students are to refer to the University of Waterloo's developing [information resource page](#) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

MENTAL HEALTH SUPPORT

We encourage you to seek out mental health supports as needed. Please reach out to [Campus Wellness](#) and [Counselling Services](#).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

EQUITY, DIVERSITY, AND INCLUSION COMMITMENT

We are committed to foster and support equity, diversity, and inclusion. We recognize that discrimination does occur, sometimes through an isolated act, but also through practices and policies that must be changed. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against LGBTQ2S+, or disability, there are different pathways to report them:

1. If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.
2. You can reach out to either the Undergraduate office, Graduate office, or Director. If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.
3. You can choose to report centrally to the Equity Office. More information on the functions and services of the equity office can be found [here](#).

4. Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service. The initiatives include but are not limited to formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their online form.

UNIVERSITY POLICIES

Academic integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences or about "rules" for group work should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#) collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

SCHEDULE

WEEK 1

Thu Sept 8	PROJECT 1 ASSIGNED P1 intro Seminars
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WEEK 2

Mon Sept 12	Desk crits
Thu Sept 15	Desk crits

WEEK 3

Mon Sept 19	Desk crits PROJECT 1 DUE (5:00 PM ET)
Thu Sept 22	PROJECT 1 REVIEW PROJECT 2 ASSIGNED

WEEK 4

Mon Sept 26	Desk crits
Thu Sept 29	Desk crits

WEEK 5

Mon Oct 03	Desk crits PROJECT 2 DUE (5:00 PM ET)
Thu Oct 06	PROJECT 2 REVIEW PROJECT 3a ASSIGNED

WEEK X

Mon Oct 10	STUDY WEEK
Thu Oct 13	

WEEK 6

Mon Oct 17	PROJECT 3b ASSIGNED P3 Intro Desk crits
Thu Oct 20	Desk crits

WEEK 7

Mon Oct 24	Desk crits PROJECT 3 DUE (5:00 PM ET)
Thu Oct 27	PROJECT 3 REVIEW PROJECT 4 ASSIGNED

WEEK 8

Mon Oct 31	Lecture Charette
Thu Nov 03	Desk crits

WEEK 9

Mon Nov 07	Lecture Desk crits
Thu Nov 10	Desk crits

WEEK 10

Mon Nov 14	PROJECT 4 INTERIM REVIEW
Thu Nov 17	Desk crits

WEEK 11

Mon Nov 21	Lecture Desk crits
Thu Nov 24	Desk crits

WEEK 12

Mon Nov 28	Desk crits
Thu Dec 01	Desk crits

WEEK 13

Mon Dec 05	PROJECT 4 DRAWINGS DUE (11:00 PM ET)
Thurs Dec 08	PROJECT 4 MODEL DUE (5:00 PM ET)
Fri Dec 09	PROJECT 4 FINAL REVIEW

SECTIONS

A

Lara Acikgoz
Thanh Cao
Kimberley Cheung
Maggie Chong
Kavyah Gandhiram
Joyce Habashy
Rachel Jia
Sylvana Kam
Nara Kang
Jacob Mark Kleiman
Jennifer Liu
Sophie Nicholls
Bridget Reynolds
Alessia Sciardi
Cecilia Sereda

D

Ilya Belevitin
Beth Jean Campbell
Ben Cheah
Kate Cummings
Leili Eslami Nodushan
Christabel Ezeh
Lillian He
Byron Huang
Kerem Karabatak
Husna Rouha Khan
Jimin Park
Eishwa Qaiser
Avery Ross
Kalen Schellenberg
Andrada Stanomir
Melody Wang

B

Jayden Chan
Graydon Clarke
Gretta Duggan
Cindy Xin Yi He
Irene Lee
Jasleen Matharu
Matthias Pahlavi
Ayesha Qadri
Hibah Sadruddin
Danielle Santos
Megan Sobkowich
Anagha Thottam
Maeve Wang
Hannah Woodley
Shavonne Wu

E

Juntao Bing
Mikayla Brennan
Ann Chen
Thomas Coleman
Isaac Duong
Kaela Marie Gurdon
Renelle Handa
Alyssa Lee
Anisha Mohnish Malik
Afra Nawar
Kaleigh Nguyen
Isis Pedraza-Abernethy
Hazel Puzon
Brienna Tran
Emma Wang
Natalie Ward

C

Tobi Alade
Andy Chen
Madeleine Earl
Moxiao Guo
Jessica Jia
Leni Kalpakidi
Eeman Fatima Khawar
Nicole Leng
Saman Mukkaram
Nabeeha Rahman
Mariem Saad
Sophie Spiegl
Anika Nawshin Syed
Jessica Wang
Astrid Woodruff