

# CUArch

## The Catholic University of America School of Architecture and Planning

### ARCH 102A: Architectural Foundations II (3 credits) Spring 2009

**Lecture:** TTh 12:35– 1:30 pm  
**Studio:** TTh 1:45 – 3:30 pm

#### Coordinator

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#### Teaching Fellows

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The TAs will notify students of their sections of the location of their studio and the hours they are available for consultation. Students must meet their TAs **only** during those schedules hours. Other appointments can be made via email.

#### Description and Goals

This course will introduce students to the fundamentals of architecture. Issued to covered in the lectures and studios include a brief survey of the history and practice of architecture, basic notions of structural systems and building materials, design fundamentals, and architectural communication, including graphite drawing, model building and sketching. Students will gain a familiarity with historical and contemporary precedents and how to employ these precedents in future design problems. They will also be asked to develop a working knowledge of architectural drawing conventions as they are needed both in the process of design and in the service of clear graphic communication. This course, in tandem with ARCH101A, Architectural Foundations I, will provide the foundation for future architecture studies at CUA.

#### Educational Objectives

At the end of the course students will have a comprehensive overview of architecture as a discipline. The rudimentary knowledge gained in this course will be explored in greater depth and specificity as students advance in the program.

#### Instructional Methods

Class meetings will alternate between classroom lectures and studios. Tuesday lectures will focus on history & contemporary practice, structures and materials. Thursday lectures will focus on design fundamentals and graphic skills.

#### Professional Standards

All accredited architecture programs must ensure that each graduate possesses a specific set of knowledge and skills that have been determined to meet the demands of an internship leading to registration for practice. At the completion of this course, it is expected that students will have gained knowledge and skills in the following areas:

##### 3.13.1. Speaking and Writing Skills

*Ability to read, write, listen, and speak effectively.*

##### 3.13.2. Critical Thinking Skills

*Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.*

##### 3.13.3. Graphics Skills

*Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.*

### **3.13.5. Formal Ordering Systems**

*Understanding of* the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.

### **3.13.6. Fundamental Design Skills**

*Ability to* use basic architectural principles in the design of buildings, interior spaces, and sites.

### **3.13.8. Western Traditions**

*Understanding of* the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.

### **3.13.9. Non-Western Traditions**

*Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

### **3.13.10. National and Regional Traditions**

*Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition.

### **3.13.11. Use of Precedents**

*Ability to* incorporate relevant precedents into architecture and urban design projects.

## **Issues to be Covered**

- Understanding the role of precedent in architecture
- Training the mind and eye to be able to see and envision two- and three-dimensional form and space
- Developing eye/hand coordination
- Drawing conventions and types: Line weights and tones
- Introduction to the strengths and weaknesses of different types of two- and three-dimensional representations
- Drawing composition
- Laying out guidelines for sketching
- Figure/Ground, Black and white (positive/negative), poché

## **Modes of Learning**

Research and Analysis:

- Introduction to architectural history, structures and materials, visual thinking
- Introduction to research: observation and documentation
- Study of exemplary drawings and models

Reading/Exposure to Buildings & Places:

- Readings on architectural history, structures and materials, and graphic and model-making conventions and methods
- Fieldtrips for sketching or as part of documentation/analysis projects

Synthesis:

- Analytical case studies in service to the development of skills
- Exposure to the design process: purposeful exploration and discovery

Skills and Communication:

- Drawing methods – drafting, rendering & freehand drawing
- Drawing principles – line weights, the principle of the cut & poché
- Drawing types – orthographic projections, paraline drawings, perspectives
- Visual presentation – formatting & arrangement of drawings
- Verbal communication – architectural vocabulary and public speaking

Acculturation:

- Enthusiasm for lectures, discussions, criticism, exhibitions, current events and looking at and experiencing buildings and places

## **Grading Policy**

The coordinators and critics will assign grades to all students in the course. Grading will focus on whether the drawings and models possess the necessary skill and technique to communicate information to the viewer. Input will be sought from section leaders regarding progress, process and interaction. Where appropriate, jurors will assess students on design and personal presentation skills.

To graduate with a Bachelor of Science in Architecture, students must receive a grade of C- or higher in all courses in the major. Please keep in mind that students who receive less than a C- in the course are NOT able to enroll in ARCH201 in the fall. Also, students on academic probation are NOT able to enroll in ARCH201 in the fall. Take all of your courses seriously!

We will follow the University's grading scale ("A": Excellent, "B": Very Good, "C": Satisfactory, "D": Low Pass, "F": Fail) when addressing the following issues:

<b>Skill:</b>	Craft Proficiency in drawing conventions (understanding, application & exceeding) Completeness and punctuality Clarity and accuracy
<b>Progress:</b>	Degree of improvement and development
<b>Process/Interaction:</b>	Quality of investigation (includes method, vigor, number and type) Reaction to criticism Attendance/Tardiness

### Grading Distribution

Final course grades will be based on the distribution below:

<b>Project #1:</b>	5%
<b>Analytical Study #1:</b>	5%
<b>Project #2:</b>	10%
<b>Med-Term Exam:</b>	10%
<b>Analytical Study #2:</b>	10%
<b>Sketchbook:</b>	15%
<b>Final Exam:</b>	15%
<b>Project #3:</b>	30%

The midterm grade will be determined as follows:

<b>Project #1:</b>	25%
<b>Sketchbook #1:</b>	25%
<b>Project #2:</b>	50%

### Academic Honesty

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication. This includes, but is not limited to, copying any other student's work or obtaining discarded work from another student and incorporating it into your own project. We recognize the collaborative nature of studio and that you will learn from one another. This does not, however, free you from maintaining academic honesty.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (*from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>*): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate."

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm>.

### Class Policies

- Attendance is required
- Class starts promptly at the time stated above. Do NOT arrive late, as you will be asked to leave.
- Participation is required in your studio section. A portion of your final grade will factor in your participation or lack thereof.
- During lectures and studio time, cell phones, IM, email and other electronic forms of communication are NOT permitted. If your phone rings in class, you will be asked to leave (which will, in turn, be considered an absence).
- Assignments must be turned in no later than the time specified on the assignment sheet. Late assignments will be marked down a full letter grade.
- Assignments must be submitted directly to your TA. Assignments placed in the professor's mailbox will NOT be accepted.
- Exams begin promptly at the time announced in class.

## **Absences**

Lectures and studio are not only about assignments but also about participation and interaction with your critic and colleagues – attendance is mandatory for learning. Roll may be taken at each class period. Class meets 12:35 until 1:30 pm and again from 1:45 until 3:30 pm. It is your responsibility to be on time. There will be occasions when the lecture portion of the class is extended until 1:50 pm. On such days, studio will begin at 2:10 and end at 3:30 pm. If you are consistently late for class, your grade will be affected by a drop in a letter grade. If a student misses more than two (2) days of class, he or she will automatically fail the course. Absences are only excused in the following cases: 1) death in the family, 2) student illness and 3) collegiate athletic responsibilities. Appropriate documentation must be provided for an absence to be excused. CUA athletes must provide a full schedule to their critic and communicate IN ADVANCE with their critic in order to be excused for athletic events.

## **Required Textbooks**

All readings are to be completed prior to the classtime for which they are assigned.

Francis D.K. Ching, *Architecture: Form Space and Order*, 3<sup>rd</sup> Edition (Wiley, 2007).

Francis D.K. Ching, *Design Drawing* (Wiley, 1997).

Roger H. Clark & Michael Pause, *Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis*, 3<sup>rd</sup> Edition (Wiley, 2004).

Matthew Frederick, *101 Things I Learned in Architecture School* (MIT Press, 2007).

*Phaidon Atlas of Contemporary World Architecture: Travel Edition* (Phaidon Press, 2005).

Leland M. Roth, *Understanding Architecture: Its Elements, History, and Meaning*, 2<sup>nd</sup> Edition (Westview Press, 2007)

Mario Salvadori, *Why Buildings Stand Up: The Strength of Architecture* (W.W. Norton & Company, 1980).

John Silber, *Architecture of the Absurd: How "Genius" Disfigured a Practical Art* (Quantuck Lake, 2007).

## **Required Sketchbook**

The sketchbook is a fundamental and necessary tool for all architects throughout their careers, as such you are all expected to keep and maintain a series of sketchbooks throughout your CUA education. Students are required to maintain a sketchbook for ARCH 102A. You can continue to use your ARCH101A sketchbook, but you should make sure to clearly delineate between the two.

You are expected to work in your sketchbook daily (even on days when ARCH 102A does not meet). Your sketchbook should contain your weekly schedule, notes from the lectures and studio, sketchbook assignments, lecture documentation, and your architectural thoughts and design work. Since your sketchbook will be handed in and graded throughout the semester, you should not take notes for any other class in your ARCH102A sketchbook. You should also label all of your sketchbook entries by date. For assignments, you should label them by the date they were assigned and by title or number, where applicable.

Your sketchbook should be with you at ALL times when the class is in session. If you fail to bring your sketchbook to class, you will be considered absent and graded accordingly.

## **Note-Taking**

One objective in this course is to develop the graphic note-taking skills that you will carry forward with you in architecture school. While the bulk of your notes will rely on the written word, you must begin to develop the ability to take graphic notes that employ quick sketches of buildings from the many slides you will be shown. To assist you in this process, notes for this course MUST be taken in a sketchbook with blank pages. Also, notes are to be written by hand (i.e., NO computer note-taking).

## **Required Town Hall Attendance**

As a new architecture student, your acculturation into the program is incredibly important. You are required to attend all CUArch Town Hall meetings, scheduled for Wednesdays at 2:10 pm. The scheduled dates are listed on the calendar, but you are responsible to attend any additional meetings announced during the semester. If you have a course conflict, please discuss it with your critic IN ADVANCE of the first meeting.

## **Required Lecture Series Attendance**

Students are required to attend the Spring Semester Lecture Series and document the lectures in their sketch books. All lectures take place in Koubek Auditorium on Mondays at 5:30 pm (unless otherwise specified on the lecture series poster). Please refer to the lecture series poster for final details on all lectures. In the event a lecture has restricted attendance, you will not be required to attend.

February 2

**Nathalie de Vries, MVRDV**

"Recent Works"

February 16

**Edzo Bindels, West 8**

"Dutch Horizons"

February 23

**Lars Spuybroek, NOX**

“The Radical Picturesque”

March 16

**Jurgen Bey, Studio Makkink and Bey**

“Recent Works”

### **Course Website**

The school’s website will be updated periodically with slide images from the course. You can find the course website at <http://architecture.cua.edu/courses/Arch102A/index.cfm>. While the images are available for you to download, please be mindful of the environment when you are printing copies for yourself – printing double-sided or printing thumbnails (or both) will help to cut down on the amount of paper waste. You can also choose to only print the images that are not in your textbooks. If you would like to print the files, right-click on the document name to save onto your computer rather than printing straight from your browser as that tends to waste paper.

To double-side from one of the printers in the computer lab, select HP5550A or HP5550B. Under Printer Set-up, go to Properties and under Finishing select Print Both Sides.

To print multiple images on one page (i.e., thumbnails), go to Print and select Print Multiple Pages per Sheet. I recommend printing 4 sheets per page. You can then cut them up and turn them into flashcards to help you study.

All staff in the Computer Lab has been directed to CANCEL any print of ARCH 102A slides that does not print double-sided or as thumbnails.

### **Documentation of Student Work**

At the end of the semester, you will be required to submit TWO CDs with your work from the semester in digital format. They should contain both the final product and your design process for your work. As such, you should make every effort to document your projects as you go. This should include photographs of your models, scans of your final drawings, as well as scans of your sketchbook and trace paper. If the CDs are not submitted by the due date, you will receive a failing grade for the course.

The school retains the right to keep your original drawings and model for exhibition or accreditation purposes. You should always have digital copies of your own work in this event. You will also need these digital copies to create your portfolio, the most important document as you apply to graduate school or attempt to join the workforce.

### **Email**

Throughout the semester, the instructors and TAs will need to contact students via email. It is your responsibility to maintain your CUA email account, ensure that your inbox is not full and check your email regularly.

### **Campus Resources for Student Support**

Architecture as a major, and more specifically the studio courses, can be incredibly stressful for students. The workload, combined with a more subjective learning experience, can be difficult to adjust to. The Counseling Center on campus is a vital resource for many architecture students. It is located in 127 O’Boyle Hall. To schedule an appointment, call 202-319-5765, or go to the Center between the hours of 9:00 a.m. and 6:30 p.m., Monday through Thursday, and 9:00am-5:00pm on Friday. They provide a range of services to all full-time students. You can get more information at the Center’s website at: <http://counseling.cua.edu>.

ATLAS, the Academic Tutoring and Learning Assistance Service, provides study skills counseling and a variety of other workshops designed to maximize your academic potential.

The Center also provides individual and group counseling services that can assist with the adjustment and personal growth necessary to cope effectively and to maximize both your success and satisfaction at CUA. Seeking an objective and professional perspective is a mature answer to how to manage when you begin to feel overwhelmed. The Counseling Center provides counseling and therapy for a wide range of personal problems confronting students. Ranging in intensity from mild or situational distress to severe and chronic problems, some examples of common concerns related ARCH104 include:

- Procrastination, Work Blocks, and Loss of Motivation
- Public Speaking Anxiety
- Stress and Time Management
- Academics and/or Social Pressures
- Problems with Food and Nutrition
- Problematic Feelings, such as Anxiety, Depression, Loneliness, Shyness, Fear, and Anger
- Memory, Concentration, and Learning Problems
- Balancing Work/Family/Relationships/School

## **Accommodations for students with disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202-319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

## **Studio Culture**

CUArch's Policy on Studio Culture will be a guiding document for you as you begin studio coursework. Please be sure to read it thoroughly, as expectations for students and faculty are clearly laid out. Beginning with this course, the primary method of architectural education takes place in the design studio. The CUA studio is open 24 hours a day, 7 days a week (with the exception of Thanksgiving Recess, when the building is closed to all students). While being able to work all day and all night in studio may be an exciting prospect, it is far more advisable to map out your schedule in advance and plan your studio time accordingly. As adults away from home, it is easy for all of you to get wrapped up in living and breathing studio. But as adults, it is also your responsibility to maintain your physical and emotional health. That means sleeping, eating right, decreasing stress, etc.

You will be given a weekly calendar that you should use to schedule your activities for the week. It should include the times that you are in class, as well as designated study periods for each class. It should also include mealtimes, exercise, social periods, etc. Having free or personal time built into your schedule is incredibly important for you to maintain a healthy and stress-free existence. The key is scheduling it, so that you never lose track of what you have to get done. Place a copy of this schedule in your sketchbook.

People in your age range need 8-10 hours of sleep a night in order to function properly. Pulling an all-nighter may be tempting (especially if you are prone to procrastination), but entirely unproductive. The less you sleep, the more likely you are to screw up, ruin your drawing or slice your hand open. The workload in this class is manageable, provided that you plan ahead and think of your architecture education as a 9 to 5 job rather than a series of individual classes with social time in between and studying late at night.

You should be very conscious of your dietary habits. Eat a balanced diet and consume caffeine and junk food in moderation. If you do not eat properly, you run the risk of getting sick. Since this usually happens two days before your project is due, this is generally unadvisable. To help you keep track of your dietary and sleeping habits, you should keep an HONEST daily log in your sketchbook.

## **Studio Decorum**

The studio portion of the class will meet on Tuesday and Thursday afternoons from 1:45-3:30 pm. A few things must be remembered regarding studio. Studio is a place of learning at all times – not only on Tuesdays and Thursdays. Although it doesn't look like a classroom, it is one. Besides civilized and mature behavior there are four (4) simple, fundamental rules in studio. Any disregard of these rules will result in 1) loss of studio privileges and 2) university-level judicial action.

### **1. NO SMOKING.**

If caught smoking in studio, students will lose studio privileges and face expulsion from the University.

### **2. NO ELECTRONICALLY PRODUCED SOUNDS WITHOUT THE USE OF HEADPHONES.**

Silence is the standard. We can turn down volume, but we cannot turn up the silence. Many prefer to work in studio in silence and it is the right of everyone to work in studio. Violation of others' rights is wrong. This rule goes at ALL TIMES and all circumstances – even if all of you agree to listen to the same music. Violating this rule will also result in the loss of studio privileges. Even if "someone else" was playing music or "they're playing music in the 4th year studio" – YOU (that's the singular and plural) are not to produce sounds without the use of headphones.

### **3. RESPECT FOR THE BUILDING AND OTHERS.**

Please care for the studio. Students enrolled in the course will be assessed a fine and/or be required to clean and repair any damage to the ARCH101A studio space above normal wear and tear. Once again, the studio is a place of learning – not a dorm room or lounge. Additionally, there shall be NO propping open of doors – doing so is an invitation for theft and potential bodily harm.

### **4. PROPER USE OF YOUR EQUIPMENT.**

You have paid good money for all of your supplies and equipment (or, in most cases, your parents did). You should have a respect for the money that was spent. All supplies should be treated with care. Most especially, all supplies should be used only for their intended purpose. For example, X-ACTO blades are made to cut paper, chipboard, wood and other model making materials. They should NEVER be made into any other device. That means no Ninja stars or other weapons. If any student make one of these items (or throws an X-ACTO blade) they will be automatically expelled from the University.

## **Safety**

The Crough Center is a highly visible location on campus. Given its many points of access, volume of expensive personal items and its location near the edge of campus, the building becomes an ideal target for crime. You should all be aware of the people who sit around you and be able to recognize people who do not belong in the building. You should always lock up your personal items if you plan to be away from your desk; this includes computers, MP3 players, flash drives, etc. There should be NO exterior doors propped open. This puts you, your classmates and your property at risk.

You should avoid being the last person in studio late in the evening. You should also avoid walking to your dorm alone late at night. Make plans to walk back with a classmate or call public safety for an escort (319-5111). In case of an emergency, do NOT call 911. You should call Public Safety and they will contact MPD or EMS if necessary.

### ARCH 102A Spring 2009 Semester Schedule

Meeting times, locations, in-class exercises and other aspects of this schedule are subject to change. However, the project dates (start of project and reviews) and general content will remain the same. Each teaching fellow will develop his or her own interim assignments during each of the projects — although there are major deadlines, please expect unexpected deadlines.

Day	Date	Task
Tue	13 JAN	Lecture: Introduction to course and faculty Studio: Introduction to the studio environment Distribute Project #1
Wed	14 JAN	Town Hall Meeting at 2:10 pm
Thurs	15 JAN	Lecture: One-Point Perspective Studio: Continue Project #1  READ: <i>Design Drawing</i> , pp. 175-81; 201-33 ASSIGNMENT: <i>will be given in lecture</i>
Tue	20 JAN	NO CLASS: Inauguration Day
Thurs	22 JAN	Lecture: Two-Point Perspective Studio: Continue Project #1  READ: <i>Design Drawing</i> , pp. 237-51 ASSIGNMENT: <i>will be given in lecture</i>
Fri	23 JAN	LAST DAY TO ADD/DROP WITHOUT RECORD
Tue	27 JAN	NO LECTURE: Patronal Feast of St. Thomas Aquinas University Mass at 11:10 am Studio: <b>MEET in KOUBEK Auditorium at 1:20 pm</b> <b>DUE: Project #1 at 1:20 pm (in studio)</b> Distribute Project #2
Thurs	29 JAN	Lecture: Tone Studio: Continue Project #2  READ: <i>Design Drawing</i> , pp. 39-63 ASSIGNMENT: <i>will be given in lecture</i>
Mon	02 FEB	LECTURE: Nathalie de Vries
Tue	03 FEB	Lecture: Enlightenment Studio: Continue Project #2  READ: <i>Understanding Architecture</i> , Chapter 17 (pp. 439-65)
Thurs	05 FEB	Lecture: Spaces Studio: <b>DUE: Mid-Review Pin-Up for Project #2</b>  ASSIGNMENT: <i>Sketchbook: sketch a space on campus, or DC area, which best describes the type of spaces discussed in class (one sketch per spatial type); write a one-paragraph explanation for each sketch</i>

Day	Date	Task
Tue	10 FEB	Lecture: Nineteenth Century Studio: Continue Project #2
		READ: <i>Understanding Architecture</i> , Chapter 18 (pp. 469-515); <i>Why Buildings Stand Up</i> , Chaps. 7, 8, & 10 (pp. 107-43; 165-178)
Thurs	12 FEB	Lecture: Architecture as Event Studio: Continue Project #2 <b>SKETCHBOOKS due at 3:30 pm in studio!</b>
		ASSIGNMENT: <i>Sketchbook: sketch a space on campus, or DC area, which best emphasizes the idea of "architecture as event" (using tone); write a two-paragraph critique and explanation</i>
Mon	16 FEB	LECTURE: Edzo Bindels
Tue	17 Feb	Lecture: Modern Architecture Studio: <b>DUE: Project #2</b> Distribute Analytical Study #1
		READ: <i>Understanding Architecture</i> , Chapter 19 (pp. 519-62)
Thurs	19 FEB	Lecture: Enlightened Spaces Studio: Continue Analytical Study #1
		ASSIGNMENT: <i>Sketchbook: sketch an enlightened space on campus, or DC area (using tone); draw a rough section showing natural light; and write a one-paragraph critique and explanation</i>
Mon	23 FEB	LECTURE: Lars Spuybroek
Tue	24 FEB	Lecture: Modern Architecture Studio: Continue Analytical Study #1
		READ: <i>Understanding Architecture</i> , Chapter 20 (pp. 567-612)
Thurs	26 FEB	Lecture: Analytical Drawings/Precedents Studio: <b>DUE: Analytical Study #1</b>
		ASSIGNMENT: <i>Sketchbook: draw two vignettes of The Vietnam Veterans Memorial (The National Mall, DC) using tone; sketch the following analytical diagrams for the VVM: circulation/structure/geometry; write a two-paragraph critique of the work, include the name of the architect and completion year</i>
Fri	27 FEB	Mid-term grades due (based on sketchbook review and Projects #1 & 2)
Tue	03 MAR	NO CLASS: Spring Recess
Thurs	05 MAR	NO CLASS: Spring Recess
Tue	10 MAR	Lecture: <b>MID-TERM EXAM</b> Studio: Distribute Analytical Study #2
Wed	11 MAR	Town Hall Meeting at 2:10 pm
Thurs	12 MAR	Lecture: Analytical Drawings/Precedents Studio: Continue Analytical Study #2

<b>Day</b>	<b>Date</b>	<b>Task</b>
Mon	16 MAR	LECTURE: Jurgen Bey
Tue	17 MAR	Lecture: Architectural Education and Practice Studio: Continue Analytical Study #2  READ: <i>Understanding Architecture</i> , Chapter 6 (pp. 119-34)
Thurs	19 MAR	Lecture: Modern Materials
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Tue	24 MAR	Lecture: Sustainability Studio: <b>DUE: Analytical Study #2</b> Distribute Project #3  READ: <i>Understanding Architecture</i> , Chapter 7 (pp. 137-50)
Thurs	26 MAR	Lecture: Sustainability Studio: Continue Project #3 <b>SKETCHBOOKS due at 3:30 pm in studio!</b>  ASSIGNMENT: <i>Kevin Lynch's "Imageability" hand out</i>
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Tue	31 MAR	Lecture: Contemporary Architecture Studio: Continue Project #3  READ: one article in a recent issue of <i>Architectural Record</i> and write in your sketchbook a thoughtful one-page critique of BOTH the article and the work presented in it.
Wed	01 APR	Last day to withdraw with a "W" grade
Thurs	02 APR	Lecture: Urban Planning Studio: Continue Project #3  ASSIGNMENT: <i>Architecture of the Absurd</i>
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Mon	06 APR	<b>DUE at 7 pm: Mid-Review drawings &amp; models for Project #3</b>
Tue	07 APR	Lecture: Contemporary Architecture Studio: <b>Mid-Review Pin-Up for Project #3</b> Distribute Phase Two of Project #3  READ: one article in a recent issue of <i>Architectural Record</i> and write in your sketchbook a thoughtful one-page critique of BOTH the article and the work presented in it.
Thurs	09 APR	NO CLASS: Easter Recess
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Tue	14 APR	Lecture: Contemporary Architecture Studio: Continue Project #3  READ: one article in a recent issue of <i>Architectural Record</i> and write in your sketchbook a thoughtful one-page critique of BOTH the article and the work presented in it.
Thurs	16 APR	Lecture: Interior Design Studio: Continue Project #3  ASSIGNMENT: <i>Sketchbook: sketch two different interior spaces of any building on campus or the DC area; write a two-paragraph explanation of the concept and critique</i>

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<b>Day</b>	<b>Date</b>	<b>Task</b>
Tue	21 APR	Lecture: Contemporary Architecture Studio: Continue Project #3  READ: one article in a recent issue of <i>Architectural Record</i> and write in your sketchbook a thoughtful one-page critique of BOTH the article and the work presented in it.
Thurs	23 APR	Lecture: Architecture of the Absurd Studio: Continue Project #3 <b>SKETCHBOOKS due at 3:30 pm in studio!</b>  READ: <i>Architecture of the Absurd</i> ASSIGNMENT: <i>Sketchbook: select a building by one of the architects mentioned in Silber's book; sketch the following analytical diagrams for that building: additive+subtractive/circulation/unit-to-whole</i>
Tue	28 APR	Lecture: Course Review Studio: Continue Project #3  READ: one article in a recent issue of <i>Architectural Record</i> and write in your sketchbook a thoughtful one-page critique of BOTH the article and the work presented in it.
Wed	29 APR	<b>DUE at 7 pm: Final Review drawings &amp; models for Project #3</b>
Thurs	30 APR	Lecture: Course Review Studio: <b>Final Review for Project #3</b>
Thurs	07 MAY	<b>FINAL EXAM (1:30 – 3:30 pm)</b> <b>DUE: Two CDs of Semester Work (at 1:30pm!)</b>

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## The Catholic University of America School of Architecture and Planning

### Policy on Studio Culture

In keeping with CUArch's mission of *Building Stewardship*, the school's policy on studio culture emphasizes a series of key elements inherent to the school:

1. The faculty, staff and students of CUArch are to be engaged and active citizens within the school, the university, and their community;
2. The faculty, staff and students of CUArch enhance and maintain the quality of life for all members of the CUArch community;
3. The faculty, staff and students of CUArch understand the impacts and consequences of their behaviors and actions; and
4. The faculty, staff and students of CUArch work to uphold an ethical and professional environment for all members of the CUArch community.

#### ***Engaged and Active Citizens***

A community is a collective group with a shared culture. In order to be successful, a community must balance the rights of individuals with the needs of the collective. The CUArch community is composed of a group of individuals with diverse socioeconomic and cultural backgrounds, as well as varying beliefs, philosophies and viewpoints. Our passion for the study of architecture, however, binds us as a *shared culture* and we strive to instill lifelong learning methods and an overall passion for design and learning.

The full participation of its faculty, staff and students is required to maintain the culture of the CUArch community. A constant and continuing respect for the diversity of opinions, expertise, cultural backgrounds, political perspectives, methods/media, and formal preferences that make the CUArch community vibrant is required of all its members. It is understood that a diversity of ideals and goals among faculty and students is a great asset to the school. The school's success, as well as the individual success of its faculty and students, is a personal responsibility. All members of the CUArch community are expected to:

- Have a respect for others without discrimination as to race, color, religion, gender or sexual orientation
- Take initiative to improve the school
- Lead by example
- Mentor students in earlier stages in the program
- Seek out collaborative opportunities both within and outside of the school
- Take advantage of the cultural and natural resources in the area
- Actively work to enforce studio culture policies

#### ***Quality of Life***

A successful community requires that each member of the community maintain a positive and healthy lifestyle. Students and faculty who do not maintain a healthy lifestyle cannot fully participate in and contribute to a healthy academic community. To ensure a well-rounded lifestyle, CUArch has the following expectations of its community members:

##### Faculty:

- Exercise, teach and model effective time management
- Respect the university's desire to develop full, well-rounded citizens
- Respect the non-studio commitments of their students
- Recognize that architectural education is an evolving enterprise and be aware of new models in education
- Encourage students to participate in activities that will broaden their understanding of the world
- Come to studio on-time and prepared to teach
- Use studio time well and equitably among students
- End class on time
- Work with other faculty to develop integrated coursework that reinforces architecture as a holistic discipline
- Respect and work to the overall goals of the studio in the larger context of the curriculum while still maintaining individuality in studio sections

##### Students:

- Devote sufficient time to non-architecture coursework, as an intensive study of the liberal arts and sciences is fundamental to the study of architecture
- Show up on-time and ready to work
- Use studio time well
- Maximize the value of the studio environment by working in studio

### ***Behaviors and Actions***

Maintaining positive and constructive behaviors and actions is vital to the success of any community. The CUArch community is committed to maintaining constructive and respectful relationships between its faculty, staff and students. The exchange of ideas, whether they be in the informal setting of the studio outside of class time, during established studio hours, or during a formally coordinated review, should always be constructive and respectful. The following is expected in the CUArch community:

All:

- Respect the diversity of opinions and beliefs at all times
- Respect and appreciate the diverging design paths that students might take
- Be mindful of how you communicate yourself to others (e.g., verbal and nonverbal communication, the appearance and content of your workspace, etc.) and recognize how your words and actions may be perceived by others
- Conduct themselves in a committed, passionate, open, supportive and respectful way during public reviews of work
- Utilize student reviews as an opportunity to facilitate discussion as well as an occasion to consider differing viewpoints and possibilities

Faculty:

- Respect and adhere to due dates and assigned jury dates/times
- Articulate and adhere to rigorous, explicit grading guidelines and apply them uniformly
- Clearly communicate and adhere to university grading policies
- Clearly communicate the standards of student readiness to proceed to the next level
- Challenge and support students with a wide range of skills, educational backgrounds, disabilities and learning needs
- Inform invited guests and jurors of the expectations of the review
- Reiterate to invited guests the school's commitment to a culture of respect, engagement and professionalism

Students:

- Make clear arguments for their work and present them coherently
- Attend and participate fully in their classmates' reviews
- Submit thoughtful and constructive faculty evaluations
- Adhere to the university's policies on academic dishonesty

### ***Ethical and Professional Environment***

A positive working environment is expected for all members of the CUArch community. All public areas of the building should, at all times, be places that are conducive to receiving instruction from faculty, engaging in constructive dialogue with classmates, studying and production of design work. The public spaces include, but are not limited to, studios, classrooms, fabrication and computing labs, and plotting rooms. Additionally, bathrooms and outdoor spaces adjacent to Crough should be maintained in a similar manner. Each member of the community must be considerate of unique working conditions of the Crough Center. To achieve this, CUArch expects the following from its community members:

All:

- Respect for the equipment, work products and work space of others, which prohibits their use without prior permission
- Keep the studio clean on a daily basis by throwing away your own garbage and refuse
- Recycle materials in their proper containers
- Exercise of caution and responsibility for their own safety, as well as that of others

Faculty:

- Consider the material use and natural resource implications of assignments

Students:

- Elimination of noise pollution by the use of headphones at all times
- Plan work in such a way that minimizes the amount of waste generated
- Maintain all public spaces in a professional manner and understand that profane and/or disrespectful postings will not be tolerated.
- Leave the studio better than you found it at the beginning of the semester, which requires students to remove their personal items from the building at the end of every semester

### ***Continuing Assessment of Studio Culture***

There are several mechanisms in place to ensure that the policy on studio culture is being embraced and followed within the school:

- School-wide town hall meetings for faculty, staff and students to discuss the policy as a community
- Monthly AIAS & CSI meetings for students to engage in a private and open discussion
- Studio coordinators to ensure goals of studio are being met within the spirit of the policy on studio culture
- Annual strategic planning efforts to reassess and evaluate the school's mission and priorities
- End-of-the-semester course evaluations to assess course goals and faculty performance
- Yearly review of policy by faculty and students