دانشگاه آزاد اسلامی واحد علوم و تحقیقات

Module Outline

Module: Architectural Design Studio II
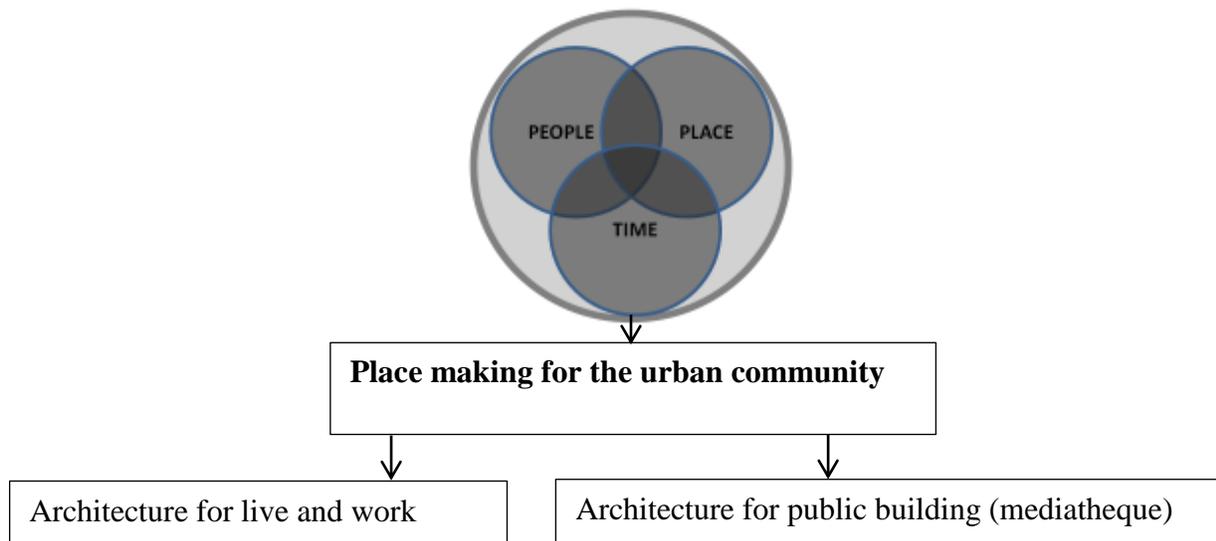**Prerequisite: Design Studio I**
Credit hours: 4
Semester: First semester 1395-1396
Lecturer: Dr. Mina Kaboudarahangi

Module Synopsis

Last design studio for master students, focuses on place making for the urban community and offers a choice of two studios. The studio master presents her studios to the students in the first week and students then rank their studio preferences and are assigned to studios in such a way as to ensure that each studio contains students with a range of abilities and interests while reflecting their preferences. In the Studio, students express and explore ideas, generate and evaluate alternatives, and ultimately make decisions and take action.

PEOPLE   PLACE

TIME

Place making for the urban community

| Architecture for live and work | Architecture for public building (mediatheque) |

 The two parallel studios will focus on prototypical development on:
 a) Architecture for live/work and
 b) Architecture for public building (preferably a mediatheque)
The studios emphasize the importance of design as a response to the urban conditions and characters. As the final studio of the Masters programme, students should demonstrate their ability to provide resolution and integration to creatively problem solve design problems that integrates the knowledge of theory and cultural context, environment and technology, and communicate an understanding of current legislation and cultural imperatives.

Content: In this studio, you will rigorously INVESTIGATE and research the needs, challenges and OPPORTUNITIES for change THE CITY and actively develop them. Two major parts of the studio are:

 a) urban contextual study and

 b) architectural design development

The studio will allow the students to develop an architectural program (to present) and to translate program into architectural design (to represent). In their preliminary design work, students engage with urban studies (Projects 1 & 2), architectural and planning regulations, architectural programming and strategy/concept derivation to develop a design brief for the live/work and mediatheque programs. The urban study involves in social and spatial issues pertaining to physical, functional/behavioral, historic, environmental and demographical sub-themes. Subsequently, the major project (Design Project) involves the design of an architectural scheme which engages with the spirit and culture of urban place and everyday life of the urban community.

In summary, the Design Studio 2 is a parallel Studio unfolding its arms into two important and key products of urban architecture. The students will be exploring the site context in a comprehensive, holistic and intensive way, reflect to those problems identified in the specific sub-themes and create the architectural prototypes. A complete flexibility is given to the students in order to achieve the conceptual flair and therefore the end product.

Keywords

People: CULTURE, THEORIES, SPATIAL TRANSLATION OF SOCIAL ISSUES, URBAN COMMUNITY, USER EXPERIENCES, SPATIAL LAYOUTS, PROGRAMMATICS, ERGONOMICS, SAFETY & HEALTH, MANAGEMENT

Place: SITE CONTEXT, URBAN CONTEXT, PLANNING & BUILDING REGULATIONS

Time: CONTEMPORARY TECHNOLOGIES, CONTEMPORARY MATERIALS, CURRENT & RELEVANT ISSUES, SUSTAINABLE DEVELOPMENT, PLANNING & MANAGEMENT

Teaching Objectives

_ To introduce aspects and issues of the city and urbanity in relation to architectural design.

_ To develop an awareness in the mediation between socio-cultural needs, the desires of internal spaces and the demands of external constraints.

_ To explore the key stages involved in architectural design development

Learning Outcomes

Upon successful completion of this module, students will be able to:

1. Identify and analyze dormant areas within an urban fabric.

2. Analyze case studies / precedents to understand various architectural responses for urban sites.

3. Analyze urban issues relating to living / working in the city.

4. Produce a formal architectural design strategy in response to these urban issues.

5. Generate an appropriate architectural program to re-activate urban sites.

6. Demonstrate the fundamental knowledge of Design Codes and Regulations

7. Design within the constraints of feasibility.

8. Generate appropriate architectural programme and planning within the broader urban context which addresses the social issues and community within its context

9. Produce appropriate design solutions in relation to diverse formal, functional and urban issues

10. Explore and produce elevational studies as part of the design process in terms of aesthetics, construction and environmental issues.

11. Produce drawings (both 2D and 3D), models and presentations to verbally and visually communicate architectural design and ideas.

Modes of Delivery

This is a 4 credit hour module conducted over a period of 16 weeks. The modes of delivery will be in the form of lectures, tutorials, and self-directed study. The breakdown of the contact hours for the module is as follows:

_ Lecture: 1 hours per week
_ Tutorial: 7 hours per week
_ Self-directed study: 7 hours per week

Contact Information

You are encouraged to visit the instructor/lecturer/tutor concerned for assistance during office hours. If the office hours do not meet your schedule, notify the instructor and set appointment times as needed. m-ahangi@srbiau.ac.ir ، 09212761229 ،telegram & whatsapp

Common Graduate Capabilities

The teaching and learning approach at this course is focused on developing the Graduate Capabilities in its students; capabilities that encompass the knowledge, cognitive capabilities and soft skills of our graduates. Module Learning Outcomes and Graduate Capabilities acquired by students upon successful completion of the module.

Discipline Specific Knowledge		Graduate Capabilities Acquired Through Module Learning Outcomes
1.0	Discipline Specific Knowledge	
1.1	Able to put theories into practice.	4-11
1.2	Understand ethical issues in the context of the field of studies.	6, 7
1.3	Understand professional practice within the field of studies.	4-7
Cognitive Capabilities		
2.0	Lifelong Learning	
2.1	Learn independently.	4-11
2.2	Locate, extract, synthesize and utilize information effectively.	1-11
2.3	Be intellectually engaged.	4-10
3.0	Thinking and Problem Solving Skills	
3.1	Think critically and creatively.	4-10
3.2	Define and analyze problems to arrive at effective solutions.	1-10
Soft Skills		
4.0	Communication Skills	
4.1	Communicate appropriately in various setting and modes.	4, 11

5.0	Interpersonal Skills	
5.1	Understand team dynamics and mobilise the power of teams.	1-4
5.2	Understand and assume leadership.	1-4
6.0	Intrapersonal Skills	
6.1	Manage one self and be self-reliant.	
6.2	Reflect on one's actions and learning.	
6.3	Embody social core values.	
7.0	Citizenship and Global Perspectives	
7.1	Be aware and form opinions from diverse perspectives.	
7.2	Understand the value of civic responsibility and community engagement.	
8.0	Digital Literacy	
8.1	Effective use of information and communication (ICT) and related technologies.	4, 11

General Rules and Regulations

Late Submission Penalty

The instructor imposes a late submission penalty for work submitted late without a valid reason e.g. a medical certificate. Any work submitted after the deadline (which may have been extended) shall have the percentage grade assigned to the work on face value reduced by 10% for the first day and 5% for each subsequent day late. A weekend counts as one (1) day. Absenteeism at intermediate or final presentation will result in zero mark for that presentation.

Attendance, Participation and Submission of Assessment Components

Attendance is compulsory. Any student who arrives late after the first half-hour of class will be considered as absent. The lectures and tutorials will assist you in expanding your ideas and your assessments. A minimum of 80% attendance is required to pass the module and/or be eligible for the final examination and/or presentation.

Students will be assessed based on their performance throughout the semester. Students are expected to attend and participate actively in class. Class participation is an important component of every module.

Students must attempt all assessment components. Failure to attempt all assessment components worth 20% or more, including final exam and final presentation, will result in failing the module irrespective of the marks earned, even though the student has achieved more than 50% in the overall assessment.

Plagiarism

Plagiarism, which is an attempt to present another person's work as your own by not acknowledging the source, is a serious case of misconduct which is deemed unacceptable by the University.

"Work" includes written materials such as books, journals and magazine articles or other papers and also includes films and computer programs. The two most common types of plagiarism are from published materials and other students' works.

Published Materials:

In general, whenever anything from someone else's work is used, whether it is an idea, an opinion or the results of a study or review, a standard system of referencing should be used. Examples of plagiarism may include a sentence or two, or a table or a diagram from a book or an article used without acknowledgement.

Serious cases of plagiarism can be seen in cases where the entire paper presented by the student is copied from another book, with an addition of only a sentence or two by the student.

While the former can be treated as a simple failure to cite references, the latter is likely to be viewed as cheating in an examination.

Though most assignments require the need for reference to other peoples' works, in order to avoid plagiarism, students should keep a detailed record of the sources of ideas and findings and ensure that these sources are clearly quoted in their assignment. Note that plagiarism also refers to materials obtained from the Internet too.

Other Students' Work:

Circulating relevant articles and discussing ideas before writing an assignment is a common practice. However, with the exception of group assignments, students should write their own papers. Plagiarizing the work of other students into assignments includes using identical or very similar sentences, paragraphs or sections. When two students submit papers that are very similar in tone and content, both are likely to be penalized.

Student Participation

Your participation in the module is encouraged. You have the opportunity to participate in the following ways:

Your ideas and questions are welcomed, valued and encouraged.
Your input is sought to understand your perspectives, ideas and needs in planning subject revision.
You have opportunities to give feedback and issues will be addressed in response to that feedback.
Do reflect on your performance in Portfolios.
Student evaluation on your views and experiences about the module are actively sought and used as an integral part of improvement in teaching and continuous improvement.

Student-centered Learning (SCL)

The module uses the Student-centered Learning (SCL) approach. Utilization of this method embodies most of the principles known to improve learning and to encourage student's participation. SCL requires students to be active, RESPONSIBLE participants in their own learning and the teachers are to facilitate the students learning process. Various teaching and learning strategies such as experiential learning, problem-based learning, site visits, group discussions, presentations, working in group and etc. will be employed to facilitate the learning process for the module.

In SCL students are to be:
- active in their own learning
- self-directed to be responsible to enhance their learning abilities
- able to cultivate skills that are useful in today's workplace
- active knowledge seekers
- active players in a teamwork

Types of Assessment and Feedback

Each student will be graded in the form of formative and summative assessments. Formative assessments will provide information to guide the student in the design/research process. This form of assessment will be conducted through Interim Critique/Review sessions. Summative assessment will inform the student about the level of understanding and performance capabilities achieved at the end of each project with form of a final assessment.

Assessment Plan

Assessments	Type	Learning outcomes	Marks	Presentation	Submission
Project 1	Group	1,2,3	4	yes	Week 4
Project 2	Group	4,5,6	3	yes	Week 7
Interim I	Individual	7-11	3	-	Week 10
Interim II	Individual	7-11	3	-	Week 13
Final Submission	Individual	All	7	yes	Week 16
Total			20		

Assessment Components
1. Project 1 (Group): Urban study
In groups, students need to make an urban study on the site area. This is study on an urban site, the street. Students would be taken to a site visit and would be given their themes of inquiries. There are five sub-themes of inquiry, namely;
a) URBAN ｜Form,
b) URBAN ｜Scenography,
c) URBAN ｜Perception,
d) URBAN ｜Society and
e) URBAN ｜History
The choice of the sub-theme is according to the students' interest. The whole class should nicely form teams to work in sub-themes so that there are no overlaps or gaps. Every sub-theme is interesting and valid in terms of providing knowledge and expertise in urban architecture.

Sub-themes	Study tools/methods of inquiry
URBAN ｜Form	Figure-ground & urban structures: built form/open spaces
URBAN ｜Scenography	Scenography surveys, local authorities plan & urban structures: use/activity
URBAN ｜Perception	Perceptional studies on five senses & urban structures: movement patterns
URBAN ｜Society	Unobtrusive observations, interviews, statistical information
URBAN ｜History	Visual survey, literature reviews, local library/museum studies

_ analyze the urban context‐both at city level and local level_ identify issues relating to;
 a) live/work activities of urban OR
 b) public building according to the choice of the Parallel Studios made_ locate dormant areas (both built and open spaces)
Submission: Power-point presentation and a video by the groups

2. Project 2 (Group): Site strategy
This stage of the project involves in a) proposal of an architectural program and b) preparation of sketch options for the development of the site that has been identified as dormant in Project 1. In Project 2, the students are required to propose recommendations with acquired knowledge on the issues pertaining to their sub-theme from Project 1. The architectural program proposal should be in response to the issues identified in the Project 1. And the proposal should be either of live/work or of public building accordingly to the choice of the Parallel Studios.
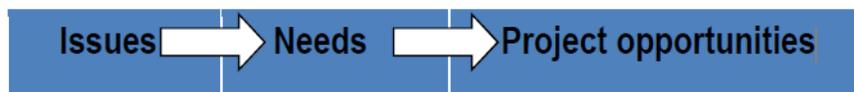
The students are required to gain knowledge from precedent study by analyzing urban response of a building. The final site strategy should indicate the user group, form and massing and highlight the important design consideration by use of clear diagrams. It is imperative that the strategy;

_ responds to the urban issues and therefore the OPPORTUNITIES students identified before
_ synchronizes with and improves the urban quality of the study area
_ is both an architectural and an urban responsive solution
_ conforms to Design Codes

The Studio is intended to encourage students to reflect upon the conditions of their urban areas, particularly to think about the specific attributes of localities in terms of their potential legacies to realize tangible characters and aspirations in an age of globalization. The proposals should not be tourist circumscribed or thermalized as much as global tourism has a ravaging effect on the physical and cultural landscapes of the city. Rather, the proposals should first and foremost, programmatically cater to the genuine needs and desires of emerging communities and to their respective uniqueness in architectural space and forms.

Submission: PowerPoint presentation, massing models testing your strategies
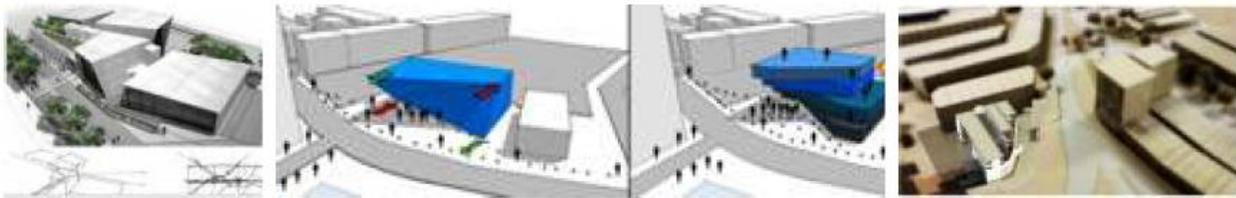
3. Final Project (Individual): Architecture for Live/work OR Mediatheque Public Building

This is an architectural design exercise of the students' proposal made in the Project 2. It is imperative that the design respond to the urban study. Design Development and Building Integration are two key stages here. Design Development could be free flowing and be from any of the three conceptual approaches namely;

 a) poetic,
b) tectonic and
c) scenographic approaches in architecture.

The approaches are mere suggestions only. It is up to the student should he/she would like to keep the approach otherwise. However, it is to be noted that the suggested design approaches comply with the study content of the Project 1.

Submission: 5-6 x A1 size sheets, Model A3 base-boards.

Module Schedule

Week /Date	Topics/Readers	Lectures	Tutorial	Self-directed study
		Hours	Hours	Hours
Week 1	General introduction: Module Outline Icebreaker Study Introduction to Project Launch Project 1	1	Site visit	7
Week 2	Lecture on Site Analysis: Urban Study Methodologies	1	7	7 Online research for project
Week 3	- Control on groups' progress	1	7	7
Week 4	- Presentation (Project 1)	1	7	7
Week 5	- Project 2 Launch - Site strategy: precedent study - Lecture on 'Developing a Strategy'	2	6	7
Week 6	- Site strategy: Massing - Lecture on 'Design Codes' - User group and massing	1	6	7
Weeks 7	- Project 2 - Site strategy: Submission	1	6	7
Week 8	- Final Project: Launch - Lecture on 'Design Approaches in Architecture' - Sketch design: Development of schematic plans and models	2	6	7
Week 9	- Sketch design: Development of schematic plans and models - Lecture on 'Tectonics in Architecture'	1	7	7

Week 10	- Students' submission: Sketch design: Development of schematic plans and models INTERIM REVIEW	1	7	7
Week 11	- Lecture on 'Facade Design' Design development: Development of façade design, plan-section	1	7	7
Week 12	- Design development: Development of façade design, plan-section	1	1	4
Week 13	- Students' submission: Development of façade design, plan-section INTERIM REVIEW	1	7	7
Week 14	- Briefing on Final Submission Development of final drawings and models	1	7	4 (BL) (50% of 8)
Week 15	Control on students' progress	-	8	(Digital Upload)
Week 16	FINAL REVIEW	-	8	

Note: The Module Schedule above is subject to change at short notice.

Main References:

1. Baker, G. 1989. *Design Strategies In Architecture* (2nd Ed.). New York: Van Nostrand Reinhold.
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