**ARCH 2634-001: Architectural Design Fundamentals Studio**

4 credit hours  
Section 001: MW, 12:55-3:55 pm  
FLD H 206 (Einar Nielsen Fieldhouse)

**Section 001 Instructor**  
Brian Hebdon  
Brian.Hebdon@utah.edu  
office hours: by appointment

**Teaching Assistant – sections 001**  
Tyler Kimmel  
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**Requirements fulfilled by the course**  
School of Architecture: Required for admission to the architecture major

**Course Description**  
The course provides experience and training in studio-related skill development prior to admittance to the Architectural Studies major. The course emphasizes the fundamentals of design process, include basic skills in research, argument curation, design pedagogy and collaborative process, scale, environmental factors, 3-D composition, representation, and presentation. Successful completion of ARCH 2632: Advanced Design Workshop is a pre-requisite for admission to ARCH 2634.

**Teaching and Learning Methods**  
As this is a studio course, much of the scheduled class time will be spent in the development of the design projects. Class periods will be structured differently depending on the requirements of each project. In general, each class will begin with a short group discussion followed by studio time with desk critiques, group pin-ups, and/or group discussion. Each design project will be discussed on the day it is assigned and formally reviewed on the date it is due.

Students should come to each class prepared to display and discuss their design progress. Students are expected to continue to work on their projects and other assignments outside of scheduled class time. There will be occasions when all students are required to produce the same materials for a given class period. There may be other occasions when individual assignments are made based on that student’s unique process or project. There also will be times when students will not be given specific requirements for the next scheduled class period. Students are expected to continue with the rigorous development of their projects in all cases. As you develop your individual design processes and habits, you should begin to anticipate next steps in the development of your design without explicit direction from the instructor.
Design Studio
The studio environment is an essential component of your education in design. The studio provides a collaborative atmosphere of shared investigation and shared commitment. You will be in the company of fellow students who are engaged with the same problems and opportunities that you face. It is important that you develop relationships with your classmates in which you discuss your work, seek their criticism, and learn to constructively critique their work. You should spend as much time as possible in this work environment. Please be respectful of the space and property of others when working in the studio. As your studio desks will be shared, please coordinate storage of materials and access to studio outside of class time with other students sharing your desks.

You will have access to the Fieldhouse from 6am-12am, however, our studio space is shared with other classes. Your student ID will unlock the studio once the 2*number on the back has been registered with Jennifer Browning in the 2nd floor College of Architecture + Planning office. Any problems accessing the studio should be work out with your instructor or Jennifer Browning.

Learning Outcomes
You will develop an understanding of:

- Iterative and non-linear design processes,
- Relationships between drawing and meaning, and
- How designers create intention.

You will be introduced to:

- Research methods – information gathering and processing;
- Basics of design pedagogy – the purpose of juries, desk critiques, etc.; the studio as a learning community and a community of excellence; and responsibility to each other; and
- Environmental analysis and ethics.

You will practice:

- Collaborative processes and leadership;
- Collecting, curating, and forming arguments (verbal and visual);
- Developing a project from conception to drawing to fabrication; and
- Exploring place-based design at the scale of the human body with an emphasis on section and a focus on architectural instruments such as edges/thresholds, vertical and horizontal planes, material qualities, and environmental factors such as light, wind, and rain.

Course Requirements
This course will be structured around a series of four design projects or “problems” which generally will build on each other and increase in complexity throughout the semester. Students will be required to participate in group discussions, workshops, lectures, pin-ups, design reviews, and desk critiques throughout the course. Attendance at School of Architecture lectures is strongly encouraged.

Time Commitment
Design is a time-intensive activity. You likely will not be able to complete all the assignments solely during scheduled class hours. It is expected that you will devote a substantial amount of time outside of class to
complete your projects. University standards for undergraduate courses suggest that at least 2-3 hours are spent outside of class for each credit hour awarded in a studio course.

**Suggestions**
Make a commitment to work and to develop a dialogue with the other students in the studio, which will enable you to explore the abstract ideas implicit in the assigned problems.

Take your work seriously, but keep a sense of humor about your performance. If you make a mistake do not let it throw you. Put the mistake in perspective and keep on going with the realization that you will not make it again. Don’t ever take criticism of your work as criticism of you as a person. Our task is to help you develop the self-critical ability to be objective about your work. By employing the ability to self-criticize your work you can identify the weak areas of your design proposal and correct them before a final presentation of your project. Further, the development of critical abilities allows you to evaluate an appropriate approach to any given problem. Finally if you avoid criticism you really are denying the goals of the design studio.

Don’t procrastinate. Start the problem immediately. Remember design involves confronting real tangible issues. As you develop your design process, you will find design becomes more rewarding – and it often needs a lot of time to marinate.

Use your eyes, hands and mind as a coordinated instrument to achieve design.

The goal of being your own best critic is good, but conversely don’t accept your ideas as good without seeking criticism and discussion by other members of the class engaged in the design process. This practice of dialogue will strengthen your presentation of the design material.

**Sketchbook**
You are required to keep a sketchbook for the class to record your ideas and working process. Drawing and writing is to be done by hand; however, printed images and other forms of notation may be permanently attached for reference. The sketchbook is a tool of reflection, and sketchbook assignments will be due regularly corresponding to class projects.

**Materials**
Materials will be project-specific and student-specific and will be addressed at the introduction of each project. Below is a sample list of materials students have used in previous semesters. All students should maintain a sketchbook for documentation of their design development process. See the Student Handbook on the School of Architecture website for material sources.

- Sketch Book - this cannot be a spiral notebook
- Black Ink Pens - pens with a felt tip or even cartridge flow is recommended
- Pencil and Eraser
- Black Medium or Wide Sharpies
- Cutting Mat or Triple-Ply Chip Board - you may not cut on any desk surface
- Bristol Board
- Watercolors & paper (a specific materials suggestion list will be provided for assignment 4)
12” or 24” wide white tracing paper
24” Ruler - stainless steel ruler with cork back recommended
Push Pins - clear, metal, or white heads, the long shank is preferred (no colored pins)
Drafting Tape or Artist’s Tape - this is similar to masking tape, but is designed to be easily removed from surfaces.
Xacto Knife or Utility Knife - sharply angled blade; buy plenty of blades as cutting paper dulls them quickly.
36” or 42” wide plotting paper – available at Monson Engineering (800-821-0672), ask for a student discount.
Other materials shall be required as this course progresses through scale and materials iteration

Note: The material cost for this class may be in excess of $300.00.

Schedule (subject to change)
Jan 6  Course Introduction, Begin Exercise 1. – Human Scale
Jan 15 Exercise 1 Due
Jan 20 MLK Day – no class
Jan 22 Start Exercise 2. – Planes in the Landscape
Feb 3 Exercise 2 Due
Feb 10 Start Exercise 3 – Site: Body and Meditation
Feb 17 Presidents Day – no class
Mar 4 Exercise 3 Due
Mar 9 Spring Break – no class
Mar 11 Spring Break – no class
Mar 16 Start Exercise 4 – Spiritual Light Capsule
April 15 Section 001 & 002 Final Review Date
April 20 (last day of class)

Project Evaluation
40% DESIGN PROCESS – How engaged is the student throughout the project? How well does the student respond to critique and feedback? Do they engage in the iterative design process? Is the student continually seeking a better solution?
35% DESIGN SOLUTION – How well did the student understand and analyze the design problem? Did the final outcome fulfill or exceed the parameters of the assignment? Was the solution thoughtful, appropriate, well-developed, and complete?
15% REPRESENTATION AND CRAFT – Were all the required drawings, models, and materials completed? Were the drawings clear and easy to read? Were models executed with precision and integrity? How clean and coherent was the student’s overall presentation?
10% VERBAL PRESENTATION – How well did the student speak about their work? Was the presentation clear and concise? How well did the student respond to feedback and answer questions from the reviewers?

Grading
Class Participation / Attendance  10%
Exercise 1  10%
Exercise 2  15%
Exercise 3 15%
Exercise 4 40%
Sketchbook 10%

Grading Scale
A / A- Exceptionally Clear, Complete, Provocative, and Insightful Response, Exceeds Project
B+ / B / B- Requirements Strong and Insightful Response to Assigned Project, High Level of Participation
C+ / C / C- Basic Response to Assigned Project, Standard Level of Participation
D+ / D / D- Substandard Performance, Low Level of Participation, Some Missing Requirements

Unsatisfactory
E Performance, Missing Requirements, Incomplete Projects

NOTE: The instructor may choose to adjust slightly the relative weight of each of the evaluation criteria. This may be in relation to the assignment or the weight of each assignment relative to the overall semester grade based on how the semester proceeds.

The following percentage grading scale will be used for the final letter grade.

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<thead>
<tr>
<th>Letter Grade</th>
<th>4-Point Scale</th>
<th>Percentage Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>94%-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90%-93.9%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>87%-89.9%</td>
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<tr>
<td>B</td>
<td>3</td>
<td>84%-86.9%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80%-83.9%</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77%-79.9%</td>
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<td>C</td>
<td>2</td>
<td>74%-76.9%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70%-73.9%</td>
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<td>D+</td>
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<td>1</td>
<td>64%-66.9%</td>
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<td>D-</td>
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<td>60%-63.9%</td>
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Student/faculty responsibilities
Faculty must strive to maintain a classroom climate conducive to thinking and learning. The University and your instructor expect regular attendance at all class meetings. More than one unexcused absence will affect your participation grade negatively. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.

All students are expected to maintain professional behavior in the classroom setting, according to the University of Utah Student Code (http://regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should
read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty’s responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

All course materials are subject to GRAMA regulations and the Student Code. Student work may be collected and used by the College for review and accreditation purposes.

**Non-Contract note:** The syllabus is not a binding legal contract. It may be modified by the instructor with reasonable notice of the modification. If you would like more information on University academic policies, please see: [http://regulations.utah.edu/academics/guides/instruction/courseContents.php](http://regulations.utah.edu/academics/guides/instruction/courseContents.php).

**Ethical Conflicts:** No student is required to participate in an activity that creates a religious, political, and/or moral conflict for the student. If you feel that you that any activities associated with this course will create a religious, political, and/or moral conflict for you, please contact Associate Dean Keith Bartholomew (bartholomew@arch.utah.edu; 801-585-8944), and he will explain your options.

**Canvas:** This course uses Canvas software to distribute information and assignments, share information about newsworthy events, provide additional course materials, facilitate discussions outside of class, give instant access to grades, and provide information about unanticipated changes in the course syllabus and schedule. You have “constructive notice” of any information posted on the course Canvas site during the semester. That means that you are assumed to have received information posted to the site, and that you take responsibility for the consequences if you choose to not check the site regularly.

**Late or Missing Work:** A late paper or missed presentation means no credit. If you notify the instructor of an illness or other problem prior to the official due date of the paper or time of the presentation, you will be given consideration regarding extending the paper deadline or finding an alternative time for the presentation.

**Attendance:** The University expects regular attendance at all class meetings, including arriving on time and staying for the duration of each class period. In Design Contexts, learning is a collaborative experience and as such your attendance and participation in class discussion and activities is required not only for your benefit but also for the benefit of your classmates. Unexcused absences and inconsistent participation will negatively affect your grade. An absence may be excused if, for example, a doctor’s note is provided. Please inform your instructor prior to class if you will be absent, and be sure to discuss any extenuating circumstances with your instructor. You are expected to make up any work you miss for an excused (or unexcused) absence – please contact your instructor to discuss a plan to complete the work.

**Courtesy:** Please arrive on time. By the same token, please wait until the official end of class to start packing up your books and other belongings. If class goes over the scheduled time by a minute or two, please be courteous. Please turn off cell phones and other mobile devices, unless they are being used for a class activity.

**Electronic Devices:** Using tablets and laptops can aid the taking of notes and reference to materials without having to carry printed texts to class. Cell phone conversations, texting, and other use of electronic devices in
a manner that does not relate to our classroom conversations is not acceptable. Please be courteous to the instructor and your classmates by not misusing laptops, smart phones, and other devices in class.

**Student Success:** The College of Architecture + Planning supports an active student success program, providing guidance and advice to all students on matters relating to academic progress, graduation, and career development. The program also maintains strong links across campus to a variety of student services designed to nurture holistic wellbeing. The Student Success Advisor for students in this class is Amaris Leiataua. You can contact Amaris at amaris@arch.utah.edu. The Student Success Program website, through which you can sign up for an appointment, access information on student services, find information about jobs and internships, and keep tabs on social and extra-curricular activities, is located at [http://www.cap.utah.edu/student-success/](http://www.cap.utah.edu/student-success/)

**Student Organizations:** The College of Architecture + Planning hosts several student interest groups that provide students with opportunities for social interaction, networking, and professional development. Here is a list of those organizations, with information on how you can find out more:

- American Institute of Architects Students (AIAS): [https://www.facebook.com/aiasutah/](https://www.facebook.com/aiasutah/)
- Point B Student Transportation Group: [https://www.facebook.com/pointbtransportationuofu/](https://www.facebook.com/pointbtransportationuofu/) pointbtransportation@gmail.com
- Student Collective of Allied Planner and Ecologist (SCAPE): [https://www.facebook.com/scapeuofu/](https://www.facebook.com/scapeuofu/)

**Student Support**

Please speak with the instructor if there is any additional support you would like to discuss for this class. The University offers many support services – some are listed below.

**Wellness:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776. The CA+P Major Advisor, Grant Allen, is also available to provide assistance ([grant.allen@arch.utah.edu](mailto:grant.allen@arch.utah.edu)).

If you are a **student veteran,** please know that the University of Utah has a Veterans Support Center on campus, located in Room 161 in the Olpin Union Building (M-F 8 am - 5 pm). Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: [http://veteranscenter.utah.edu/](http://veteranscenter.utah.edu/).

If you are an **English language learner,** please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program ([http://linguistics.utah.edu/eas-program/index.php](http://linguistics.utah.edu/eas-program/index.php)); the Writing Center
Preferred Names & Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

If you are a member of the LGBTQ community, please know that our classroom is a safe zone. Additionally, the University of Utah has an LGBT Resource Center on campus, located in Room 409 in the Oplin Union Building (open M-F 8 am - 5 pm). You can visit their website to find more information about the support they can offer, a list of events through the center, and links to additional resources: http://lgbt.utah.edu/.

ADA Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Academic Misconduct: The university’s Student Code contains the academic conduct standards expected of all University of Utah students. The Code defines “Plagiarism” as “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression” (Policy 6-400.1.B.2.c). Plagiarism is not a victimless offense; it hurts most the person who commits it by subverting their integrity and undermining their ability to learn. Both of these effects impede the offender’s professional potential. Students who engage in academic misconduct more than once are subject to the policy of the College of Architecture + Planning, which directs college and department administrators to seek the dismissal of the offending students from their academic program.

Addressing Sexual Misconduct: Title IX of the federal Education Amendments of 1972 states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial
assistance.” Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.