INTRODUCTION

This is a housing studio. It is designed so that you may engage the problem of dwelling at several scales, including, first, the city, second, the house, and finally, multiple dwellings. During the fall semester, the projects will facilitate the development of design and technical skills as students deepen their architectural research abilities and understanding of the design process. This development will occur as a result of employing more extensive research; through greater expectations of your abilities to generate clear architectural ideas leading to the meaningful articulation of a design concept and its translation into space and form; and, finally, to the increased capacity to integrate structure, building systems, accessibility and egress into a design proposal.

The general process of design will be applied to each of the three projects that we are designing. The process will be reiterated and articulated and demonstrated throughout so the customarily hidden processes become visible.

This studio has three objectives. The first is to develop basic skills in architectural representation, including drawing and modeling; as well as thoughtfully conveying important ideas. The second is to gain an understanding about the nature of human dwelling and response to the city. Finally, we will develop, throughout, your ability to form a central idea and elaborate that through your response to the formal, technical, programmatic, environmental and site considerations of your project.

STUDIO GOALS and VALUES

- Learning, exploration and risk-taking can only occur in an atmosphere of mutual respect, diversity, and collegiality.
- Creative exploration and critical inquiry of the built environment is a difficult and demanding task that rewards preparation, hard work and
special skills and talents. The culture and touchstone of architectural education is the extraordinary effort and passion that is demanded of students and faculty alike. Long hours, painstaking craftsmanship, and academic rigor are expected from the entire scholarly community.

- Architects have an ethical responsibility to society and to the environment, especially to our own community. The purpose of the study will be to teach and model the values associated with ethical practice: cooperation, sensitivity to place and people, collaboration, environmental soundness, and high aesthetic and moral standards.
- An interdisciplinary and engaged education is our tradition and a model for all society’s future problem solving. Architects and planners have traditionally embraced technology, humanities, social science, and the arts in order to solve multi-layered problems. Through this studio, we engage the student and the world in a unique pedagogy; a pedagogy that we believe can be shared with the university as a whole.
- New technology is an energizing force, especially when combined with traditional methods. High-speed information processing and computer graphics have revolutionized our professions, raising new theoretical and philosophical issues as well as technical ones. We believe in embracing these changes while examining their impact.

STUDIO ORGANIZATION & CONDUCT

Studio attendance is required for all students, as is the expectation that you do the majority of your design work in the studio (both within and outside of class hours). The instructor will have instructional and evaluative responsibilities for the studio and will be responsible for at-desk and pin-up critiques throughout the duration of each project. Informal reviews will be scheduled during the semester, and these may involve critics from the same studio level as well as other architecture faculty. Formal reviews will be held at the end of each major assignment, with guest critics invited from the professional community as well as the faculty. It is the expectation that each student will have completed all assigned work by the start of class in order to have their project reviewed.

Students will be responsible for making site visits necessitated by the projects given, and are expected to participate in any field trips taken during the semester. We will travel to our final project site and each student will be responsible for participating in this trip and performing the required on-site fieldwork. In addition, students are expected to attend all lectures, films and programs assigned through the course and scheduled by the School of Architecture.

The projects in this semester will all involve housing, going from a very conceptual notion of the fabric of dwelling, to specific design for a client, to a more complex site embedded in a city, with multiple housing types. An explicit section on Human Dimensions in architecture will require readings and research about your specific client.
ASSIGNMENTS

The term is divided into three assignments, approximately two, four, and six weeks long. Each will build explicitly on the skills that are learned in previous assignments. The following is a brief synopsis of each assignment. Detailed handouts describing the nature of the assignment and its deliverables will be provided at the beginning of each.

1. The City. In this project you will select a neighborhood to model and will be given a single word that you must express as a central idea. We will focus on the expressive content of form, as well as the context for building – the city and its timeless form.

2. Accessory dwelling. This project will involve the design of a simple, small house on a specific site. It will be designed to accommodate a single person, but each of you will be assigned a different kind of user, for example, a person with Alzheimers or a person with a disability, or a recent immigrant. This project requires that you assimilate technical, programmatic, cultural, and passive energy construction in a manner that is truly sensitive to your user. You will also integrate the central idea and concept representation from the first project. Finally, the site for the project will be sensitive to neighborhood and primary dwelling contexts.

3. Mixed-typology housing. This project will be on a site in South Salt Lake. You will study precedents of types from around the world, before performing a site analysis. The project will be derived from a study of the site of the proposed homeless resource center near the Jordan River; Your project will add site, urban and typological considerations to the previous mix of central idea, concept representation, sensitivity to diverse users, and technical construction.

REQUIREMENTS

1. You are required to attend all class sessions unless you have a written excuse for illness. If you have three unexcused absences, you will be referred to the school chair for possible probation or other action.

2. You will work the full studio time in the studio. You are expected to interact with your classmates to share information, provide critique and discussion, and generally assist with your special skills. You are to following the studio culture guide as found here: http://www.arch.utah.edu/PDFs/Studio%20Culture%20revised.pdf

3. You will keep a sketchbook to record your ideas and working process, record the desk crits and seminar discussions, and record the critiques you receive. You will review your sketchbook with me from time to time and on the last day of class.

4. You will be responsible for the several readings of the class that are assigned to you and uploaded on Canvas. In addition to desk time, there will be lectures and research materials.
EVALUATION

I will communicate with you through Canvas or by text message. You may text me to ask for a private meeting at any time. Following the first project, or after the time of fall break, I will meet with you individually to assess your strengths and your weaknesses, using your own self-critique as a guide.

Evaluation is central to your development of critical thinking capacities; therefore students will be involved in critical assessments of their own work, and that of their peers. This evaluation will occur at the desk, in group discussions and critiques, or in debate over the merits of a design in the more formal review context. It should be clear that evaluation is not solely the responsibility of the instructor: seek it, be open to it and employ it in your development as a designer.

The assignments provide you with a framework for investigating architectural design skills and concepts. The work that you produce in this context will be the primary basis for evaluating how well you have mastered the concepts described in the assignments and in class. The following is a summary of the grading policy for graduate students:

C or C+ The project work and participation clearly demonstrates that the student understands the conceptual framework and can carry out the project to a satisfactory completion, on time and within parameters.

B- B or B+ The work of the student shows understanding, but also demonstrates greater depth, clear ideas, and insightful responses. Student shows progress from earlier projects

A- or A The work is complete, exceptionally clear, very well represented, provocative, insightful. It demonstrates excellent design and compositional skills.

Each project will be graded after is fully completed and reviewed. Sub- assignment quality will be a part of the consideration of the project grade.

Students are reminded that they must maintain a 3.0 average in requirements of the degree program in order to be continued without probation. (Please refer to the Architecture grading policy on the last page of the syllabus.)

Project one: 10 points
Project two: 30 points
Project three: 50 points
Sketchbook: 10 points

NAAB Student Performance Criteria (SPC) The following SPC areas are covered in this course: A.1 Professional Communication Skills, A.2 Design Thinking Skills, A.3 Investigative Skills, A.4 Architectural Design Skills, A.5 Ordering Systems, A.6 Use of Precedents, B.1 Pre-design. We will also address the NAAB Perspectives of: Design and Stewardship of the Environment. For this section only, we will also address designing for A.8 Cultural Diversity and Social Equity.
PROJECT DOCUMENTATION
Documentation of all studio projects (including models, drawings, sketches, and all relevant process work and final presentation boards and models) is important for your portfolio and for the School of Architecture’s program review process. You will be required to submit a labeled CD of high resolution images at the end of this semester. This documentation will not be graded, however, students who do not submit the CD will receive an incomplete until this requirement is met. The CD is due Monday, December 11. by 5:00 pm
## 3+ schedule fall 2017

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
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<tr>
<td>1</td>
<td>8/21</td>
<td>Charrette</td>
<td>Charrette</td>
<td>Intro to studio. Exercise 1</td>
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<tr>
<td>2</td>
<td>8/28</td>
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<td>Exercise 1 due</td>
<td>Exercise 2</td>
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<tr>
<td>3</td>
<td>9/4</td>
<td>HOLIDAY</td>
<td>Design</td>
<td>Exercise 2 due</td>
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<tr>
<td>4</td>
<td>9/11</td>
<td>Backyard house</td>
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<td>5</td>
<td>9/18</td>
<td>Research discussion</td>
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<td>Backyard house pinup</td>
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<td>6</td>
<td>9/25</td>
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<td>Backyard house</td>
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<td>7</td>
<td>10/2</td>
<td>Backyard house final presentation</td>
<td>JR (Shaleane) site visit Brenda out</td>
<td>JR (Shaleane) lectures, discussion Brenda out</td>
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<td>8</td>
<td>10/9</td>
<td>F A L L BREAK</td>
<td>self-evaluations due</td>
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<td></td>
<td>10/16</td>
<td>JR Phase 1 Research</td>
<td>mid-term evaluation</td>
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<td>9</td>
<td>10/23</td>
<td>Research presentation</td>
<td>Site study</td>
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<td>10</td>
<td>10/30</td>
<td>Site study part 2</td>
<td>Site discussion, program discussion</td>
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<td></td>
<td>11/6</td>
<td>Phase 2 Site plan analysis and programming due</td>
<td>Design process</td>
<td>Design process</td>
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<td>11</td>
<td>11/13</td>
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<td>Preliminary present</td>
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<td>12</td>
<td>11/20</td>
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<td>THANKSGIVING</td>
<td>Thanksgiving</td>
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<td>11/27</td>
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<td>HOLIDAY</td>
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<tr>
<td>13</td>
<td>12/4</td>
<td>Shop time</td>
<td>TUESDAY 12/5 – FINAL JURY 1 pm-5pm</td>
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This schedule is subject to change.
Notes:
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.

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776. Students with medical problems or family emergencies which will keep them from studio or cause a project to be submitted late are expected to notify their studio faculty as soon as possible, and preferably before the project is due. Verification of illness or family emergencies is required (i.e., physician’s statement, obituary, etc.)

Grades
In major undergraduate courses, a grade of B or better indicates that the work is appropriate as a foundation for graduate work in the architecture program. Grades of C+, C, C- indicate that the work meets a standard acceptable for undergraduate work but is not acceptable as a foundation for continuation at the graduate level.

In the graduate program students must achieve a minimum letter grade of B– to count a course toward graduate degree requirements. Courses with lower grades or with a credit/no-credit grading option will not be counted.

Each professor will include a grade scale as part of their syllabus, in addition to a statement of the work required for the course. In accordance with the University of Utah grade scale (Found here), A grade of C+, C, or C- indicates “standard performance and achievement.” In order to receive a B- or higher students must show “good performance” and “substantial achievement” or better.

Minimum Grade Point Regulations
Graduate Students must maintain a minimum GPA of 3.0. Students whose GPAs fall below a 3.0 or who accumulate more than 3 incompletes will be placed on probation. Probation may carry specific requirements that the student must meet in order for probation to be removed. Students who are on probation may not take the Final Studio. Students on probation for two consecutive terms may be asked to withdraw from the program.

Students may retake courses up to a total of three times in an attempt to raise their grades up to . At the point of entry of the first grade, a student’s transcript will note that the course has been repeated. The new grade is shown in the semester in which
the course is retaken. The student’s GPA is recalculated to eliminate the effect of the first grade and to recognize only the new grade.

Incompletes and Work-in Progress Grades
Occasionally, a student needs to discontinue work in a particular course before the semester is finished. An “I” (incomplete) can be given in such cases and needs to be cleared within one calendar year or the “I” will be converted to an “E” (failure) automatically. If the course is successfully completed, the “I” will remain on a student’s transcript and a letter grade will be inserted next to the “I”. Sometimes a “T” grade is used instead of an “I” for courses, such as the professional project course, where students are engaged in independent research. Students can check the status of their grades by visiting the Campus Information System.