



**FLORIDA
ATLANTIC
UNIVERSITY**

COURSE CHANGE REQUEST Undergraduate Programs

Department Architecture
College Arts and Letters

UUPC Approval 2/26/24
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number ARC 4326

Current Course Title
Architectural Design 7

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change description to:

Change prefix

From: _____ **To:** _____

Change course number

From: _____ **To:** _____

Change credits*

From: _____ **To:** _____

Change grading

From: _____ **To:** _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change prerequisites/minimum grades to:

Existing Prerequisite: ARC 3321 with minimum grade of C.
Add: ARC 3133 and ARC 3185C with minimum grade of C as new prerequisites

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Fall 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Francis Lyn / FLyn1@fau.edu / 6-5608

Approved by

Department Chair [Signature]
College Curriculum Chair [Signature]
College Dean _____
UUPC Chair Korey Sorge
Undergraduate Studies Dean Dan Meeroff
UFS President _____
Provost _____

Date

1/29/2024
5 FEB 2024
2/8/24
2/26/24
2/26/24

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

ARC4326 Architectural Design 7 | SYLLABUS

4 Credit Hours

Instructors: Daniel Bolojan | Emmanouil Vermisso | Dustin White | Shermeen Yousif

Term: Fall 2023

Class Meeting Days: Tuesday and Thursday

Class Meeting Hours: 12:30-4:20pm

Class Locations:

Prof. Bolojan: HEC Room 605

Prof. White: HEC 8th floor studio space

Prof. Vermisso: HEC 7th floor studio space

Prof. Yousif: HEC Room 613

Office:

Prof. Bolojan: By appointment online (Microsoft Teams) or in person HEC Room 710 (F- 10:00am -1:00pm)

Prof. White: By appointment online (Microsoft Teams) or in person HEC Room 809 (F- 10:00am –1:00pm)

Prof. Vermisso: By appointment online (Microsoft Teams) or in person HEC Room 709 (TUE-THU 10:30am-12:00pm)

Prof. Yousif: By appointment online (Microsoft Teams) or in person HEC Room 813 (Wednesday 10:00am-1:00pm)

Email: dbolojan@fau.edu; evermiss@fau.edu; whited@fau.edu; syousif@fau.edu

Website: <http://cdsi.fau.edu/soa/people>

I. Course Description

This course focuses on systems of structure, circulation, enclosure and programmatic organization within a specific context. Each system acts as a generative tool responsive to the context and the sequencing of design processes. Such processes, manifested through the appropriate means of architectural representation, act as modes for identifying and understanding the possible correlations and oppositions among the above systems and context. Coursework introduces advanced design research, building analysis and study of the social and physical attributes of an architectural project.

II. Instructional Method

This course is designed as “In Person” which means the class will meet in the designated studio and classroom spaces in HEC (Higher Education Complex) downtown Ft. Lauderdale.

III. NAAB Program Criteria

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

IV. Course Objectives/Learning Outcomes

The course tries to integrate conceptual and technical thinking by examining topics like building construction systems and human behavior as drivers for design across scales. The projects aim to respond to already built or partially occupied sites, through an understanding of cultural, financial, political and environmental and other factors which shape communities. A design proposal is being pursued in order to meet the SPCs (Student Performance Criteria) for this course, as listed below.

V. Prerequisites and Co-requisites

ARC 3321, ARC 3133 and ARC 3185C with a minimum grade of "C" This course focuses on systems of structure, circulation, enclosure and programmatic organization within a specific context. Each system acts as a generative tool responsive to the context and the sequencing of design processes. Such processes, manifested through the appropriate means of architectural representation, act as modes for identifying and understanding the possible correlations and oppositions among the above systems and context. Coursework introduces advanced design research, building analysis and study of the social and physical attributes of an architectural project.

VI. Required & Recommended Text

A number of readings will be provided by the professor to support the particular assignments, including but not limited to the following:

Selected Theoretical Texts

- Ahlquist, S and Menges, A: Computational Design Thinking, Wiley 2011
- Cogdell, C: Self-Organizing and Emergent Architecture (Ch.1), in Toward a Living Architecture: Complexism and Biology in Generative Design, Univ Of Minnesota Press 2018
- De Landa, M: Philosophy and Simulation: The Emergence of Synthetic Reason, Continuum 2011
- Johnson, S: Emergence: The connected Lives of Ants, Brains, Cities and Software, Scribner 2002
- Leach, N: Swarm Urbanism, in AD: Digital Cities, Wiley 2009
- Portugali, J (Editor), Stock, E (Editor): Complexity, Cognition, Urban Planning and Design: Post-Proceedings of the 2nd Delft International Conference (Springer Proceedings in Complexity), 1st edition, Springer 2016
- Weinstock, M: The Architecture of Emergence: The evolution of form in nature and civilization, Wiley 2010

Standard Reference Texts

- Allen, E and Iano, J.: The Architect's Studio Companion: Rules of Thumb for Preliminary Design (6th edition), Wiley 2017
- Ching, F K.: Building Construction Illustrated (6th edition), Wiley 2020
- Ching, F K.: Building Codes Illustrated: A Guide to Understanding the International Building Code (6th edition), Wiley 2018
- Hedges, K, AIA, Architectural Graphic Standards (12th edition), Wiley 2017

VII. Special Course Requirements

The students in this course are expected to participate in a series of local field trips. Details will be provided at the beginning of the semester.

VIII. Teaching Methodologies

The course addresses *Systems Thinking* as a means to address architectural design, through focusing on **Process** before **Result**. It introduces the notion of "bottom-up" and "parametric" design thinking for guiding architectural decisions and interpreting the various situations which inform an architectural project. The design development of the project will be informed by a research and analysis phase during which students will identify useful ideas for generating a concept which is then tested at various scales (i.e. massing, detail). The reciprocity between local and global within the building cycle will also be addressed.

IX. Studio Project Outline and Schedule (subject to modifications)

This design project negotiates various manifestations of office typologies, interrogating possible programmatic expansions. Students will examine issues including the choice between comfort and affordability and the gradient conditions of private, semi-public and public space relative to the insertion of new buildings within an existing dense urban fabric. The 'expanded' design programs will be shaped by the local idiosyncrasies, determined during the research and analysis stage within each studio section. The program will be considered at various scales, addressing the relationship between the local and global parameters of the systems.

Project Theme:

Module 1: Research, Analysis, Computational Skills. (40%)

Module 2: Design Concepts from the analysis in the previous phase. (25%)

Module 3: Design Development. (30%)

Project Schedule & Grade Distribution

| WEEK | (this schedule is subject to minor modifications) | GRADE VALUE |
|-------|---|-------------|
| 1-7 | Research and Analysis (Group work) | 45% |
| 7-11 | Design Conceptualization (Group work) | 25% |
| 12-15 | Design Development (Group work) | 30% |
| All | Class participation and engagement | 5% |

Project Documentation/Archiving

A closeout procedure will be given upon completion of the final review (including design revisions and submission of digital material from the whole semester) and will be due by Tuesday, December 12th, 2023. Final grades will be withheld until this material is turned in. The grading policy is established in accordance with Florida Atlantic University and the School of Architecture policies as outlined in the Florida Atlantic University Course Catalog. The following criterion supplements those policies and will be used to evaluate your work.

X. Course Evaluation Methods

Outside of class time, it is expected that, on average, each student will work a **minimum of 20 hours per week on readings, homework assignments, research papers, interactive tutorials, study groups or projects**. As this class is a design studio course, the hours required **may end up being considerably more than the minimum stated above**. **The students are expected to develop competence in integrating explicit computational methods in design workflow.**

For this course, group work shall account for the entirety of your grade. Within group projects, students may have an opportunity to comment on the quality, content, and volume of work of their fellow group members. These comments shall be taken into account when assigning a final grade for participation and engagement at the discretion of the instructor. Though the grading rubric above will be used in evaluation of student performance, please keep in mind that each week is essentially worth a percentage of your grade. You will be graded often in a timely manner, so you are aware of your academic standing in the studio. **Failure to follow verbal and written directions will negatively affect your grade.**

- Ability to analyze precedents and extrapolate principles for design application
- Ability to integrate computational methods in design decision making
- Ability to synthesize knowledge from prior design modules into a proposal by articulating various systems (organizational, structural, environmental, contextual, etc.) in reference to given context (physical, cultural, etc),

XI. Course Grading Scale

In specific terms, each percentage point is equal to one (1) point, with a total cumulative value of one hundred (100) possible points for the course.

Grade scale:

- A: 97-100 pts
- A-: 93-96 pts
- B+: 89-92 pts
- B: 85-88 pts
- B-: 81-84 pts
- C+: 76-80 pts
- C: 71-75 pts
- C-: 67-70 pts
- D+: 63-66 pts
- D: 59-62 pts
- D-: 55-58 pts
- F: Below 55 pts.

In general terms, letter grades above indicate that students have achieved the following:

A to A- Excellent Work

Work of exceptional quality typically achieved through purposive self-direction, rigor, and expansive design investigations of the studio objectives. This work demonstrates a very high level of intellectual and material craftsmanship with results that are beyond the expectations established for a student at this level of study.

B+ to B- Good Work

Work of a high quality that exhibits insight, development, and academic performance above an average level. Work at this level exhibits a certain level of self-direction and discovery beyond a mere understanding of course content and objectives. Work is independently directed and demonstrates a high level of intellectual and physical craftsmanship.

C+ to C Average Work

Average work satisfies the objectives of the course, demonstrating an understanding of course content, and competence in concept production, design development, and craftsmanship in final work products. This work is typical and exhibits modest or normative intellectual and design ambition.

C- to D- Marginal Work

Marginal work is failing work, characterized by indifference and a marginal understanding of course content. This work is incomplete, manifesting little initiative, and lacking design development and integration of key concepts in the final work products. Students who earn a grade lower than a C typically do not read assigned literature, investigate relevant precedents, attend class, or maintain consistent progress in work production.

F Failing Work

Failing work is unacceptable and without substantive consideration of course content and/or satisfactory design development in work products. This work typically lacks synthesis of content, detail, specific course objectives, and/or is substantially incomplete. The work betrays incompetence and the inability to perform in a satisfactory manner at this level of study.

I Incomplete Work

Work that is Incomplete for a minor part of the course requirements due to an illness or other excused absence. An Incomplete is not intended to be an extension of the semester due to marginal performance. A passing grade is expected once the work is completed. An "I" is merely provisional and rolls over to an F in the following semester.

A grade of F for the final submission at the time of the jury constitutes automatic failure of the course. All students are required to submit a CD documenting studio work throughout the semester. Failure to submit a CD by the semester deadline that meets required specifications constitutes an Incomplete for the semester, which rolls over to an F in the following semester.

XII. Policy on Make Ups/Late/Incompletes

Late work will not be accepted. Students must inform the instructor, in writing, prior to absence. Medical reasons for absence require a letter from a physician or clinic. Other serious reasons for absences, such as participation in University-approved activities, must be given in writing in advance of the class and accepted by the instructor. It is the student's responsibility to stay abreast of all course activities. If you miss a class, it is your responsibility to learn and complete missed work/material. **Missed projects or class activities due to an unexcused absence will result in a ZERO for that activity.** At the instructor's discretion, such projects could be made up within a time frame approved by the instructor. Students cannot be penalized for participation in University-approved activities such as athletic events, theatrical or musical performances, etc. In general, decisions about penalties for absences and late work are the discretion of the instructor.

XIII. Attendance and Participation Protocols

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Each unexcused absence shall result in a **penalty of 5 points** from your final cumulative point total. **Students absent more than THREE classes without serious reasons (medical or otherwise) given in writing in advance of the class will automatically fail the class.** Students who have not signed in 10' after the start of class will be marked as late. Students joining late (after 10') will receive a **3-point penalty** from their final cumulative

point total. Students absent from a required presentation, assignment, or examination will receive, without exception, an F for that presentation, assignment, or examination. Absence does not absolve the student from homework, assignments, or work progress due on the day of absence and the work due the following class. In case of absence, it is the student's responsibility to contact someone from the class to get information on the material covered and assignments. Enforcement of the attendance is at the discretion of the instructor.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. **It is the student's responsibility to give the instructor notice prior to any anticipated absences or late arrivals, and within a reasonable amount of time after an unanticipated absence,** ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

XIV. CLASSROOM ETIQUETTE POLICY

Students are expected to conduct themselves in a collegial and professional manner. This includes respecting the opinions of others, being attentive during lectures, and reviews, and participating fully in all discussions. During individual critiques students are expected to work productively at their desks. Electronic communications with persons outside of the classroom (telephone, texting, social media, etc.) is prohibited. In case of extenuating circumstances, students must make prior arrangements with faculty. Disruptive use of electronic communication may result in the instructor asking student to leave class, which shall result in an absence for that class.

It is the students' responsibility to maintain a professional, clean and safe working environment in the class at all times.

XV. NAAB Program and Student Performance Criteria

Upon completion of this course, a minimum passing grade indicates that the student has met the following criteria, set forth by the faculty in accordance with the *National Architectural Accrediting Board (NAAB)* requirements. A full description of the NAAB SPC criteria may be downloaded at the following website: http://www.naab.org/accreditation/2014_Conditions. By receipt of this syllabus the student acknowledges having read and understood the full published descriptions contained in the Guide for each of the following.

PRIMARY NAAB PCs

A2. Design 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 alternative outcomes against relevant criteria and standards.

A6. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

B4. Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

C2. Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

SECONDARY SPCs

The following criteria are engaged generally within this studio, however they are not specifically addressed for accreditation purposes.

A4. Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

B1. Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B2. Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

C3. Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

D5. Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct. **FA1. Regional Responsiveness**

XVI. Outside Employment

While the University is sensitive to the financial and professional needs of our students, outside employment is not considered an extenuating circumstance in cases of poor performance, excessive absences or failure to submit assigned work on schedule.

XVII. Student Work

The School of Architecture reserves the right to retain all student work for the purpose of record, exhibition, and instruction. All students are encouraged to reproduce all work for their own records prior to submission of originals to the instructor. In the event of publication, the author or the work will be recognized and receive full attribution.

XVIII. General Information

Information concerning academic regulations, student rights and responsibilities may be found in the current Florida Atlantic University Catalog and Student Handbook. Personal communication devices such as pagers, beepers, and cellular telephones are to be disabled in class sessions. The Dorothy F. Schmidt College of Arts and Letters prohibits audio or video recording of instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does not apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

1. Safewalk - Night Owls, Ft. Lauderdale: Tel. 954-762-5611 Campus security will escort individuals' day or night. Call ahead or go to their offices.
2. Discrimination or Harassment: Tel. 561-297-4004. Students who have concerns about on-campus discrimination or harassment can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291.

XIX. Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

XX. Disability Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

XXI. Code of Academic Integrity Policy and Ethical Responsibilities

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at: http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

The Dorothy F. Schmidt College of Arts and Letters expects students to communicate their ideas effectively and professionally. This includes legible text with proper spelling, punctuation, and grammar, as well as reference citations that meet the standards of your discipline for research and scholarly writing.

Once it is documented in writing or in drawing, an idea is the intellectual property of the author. When presenting anything that is not your own, you are legally and ethically bound to identify your source. To do otherwise is plagiarism, which constitutes cheating. Using the ideas, writings, or drawings of another and attempting to pass them off as yours is plagiarism. Examples of plagiarism include, (but are not limited to): lifting material verbatim (or with minimal changes) directly from someone else's work without citing the original author, as well as submitting work prepared by someone else as your own. Plagiarism is a very serious offense, as is submitting a product which was not originally prepared for this course, or one which is used to fulfill the requirements of more than one course. In any such case, the student will receive no credit for the work, and/or a failing grade for the course. Moreover, depending on the severity of the offense and any previous violations, additional penalties may be assessed by the university, (which can include academic probation or expulsion from the university). A grade of "F" received for academic misconduct cannot be removed from your transcript through the university's forgiveness policy.

XXII. 2D Printing / Plotting Protocols

For the fall 2020 semester, all 2D printing and plotting will be available by appointment only. Any student requiring printing or plotting services must contact Joe Sher (Jsher@fau.edu) to make an appointment, a minimum of 48 hours prior to the requested appointment.

XXIII. FABLAB Usage Protocols

For all new FAU School of Architecture Students, the FabLab Safety Orientation must be completed to gain access to any part of the FabLab. You can enroll yourself in this course through the following link: <https://canvas.fau.edu/enroll/JEW9J6>

XXIV. Policy on the Recording of Lectures

Students enrolled in this course may **record video or audio of class lectures** for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. **Recording class activities other than class lectures, including but not limited to student presentations, class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.** Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

XXV. Course Topical Outline (Tentative and Subject to Change)

| Week/Date | Modules and Topics | Important Dates and Activities |
|------------------------|--|---------------------------------------|
| Week 1,2,3 | Precedent Analysis Architectural Precedent Analysis | |
| Week 4,5 | Precedent Analysis Analysis of Natural Systems (Self-Organization) | |
| Week 6,7 | Integration – Proto Architecture | |
| Week 7,8,9 | Design Space Exploration | |
| Week 10,11 | Massing Options + Design Space Exploration | |
| Week 12, 13, 14 | Design Space Articulation | |

* This Syllabus is subject to revision at the discretion of the professor. Students will be notified about any changes.