

# ARCH 2010 – Design Fundamentals I

## Course Description & Syllabus

**Term:** Fall 2023

**Class times:** Tue / Thu

**Location:** Charles Addams Hall

**Credit hours:** 1.5

**Sections:** 201, 202, 203, 204

### Faculty, Contact Info & Office hours:

**Seher Erdoğan Ford**

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by appointment

**Stéphanie C. Feldman**

by appointment

**Teaching Assistant TBC**

**Teaching Assistant TBC**

### How This Course Will Be Taught

- Arch 2010 is divided into four in person sections and a lecture. All sections will meet on Tuesdays and Thursdays. The lecture component will take place on Thursdays.
- The sections will be led by two different instructors but will be following the same curriculum and project deadlines.
- In addition to the studio instructors, there will be two teaching assistants supporting classroom activities as well as offering additional meetings as needed.
- Coursework activities will include: group discussions and pin-ups, presentations and workshops, individual “desk crits,” independent studio work, and site visits.

### Attendance Policy

Refer to Attendance and Grading Policy for Undergraduate Architecture issued separately.

### Course Description

This course offers a process-oriented, place-based approach to design inquiry to educate and inspire students to be active and inquisitive participants in society with aspirations for creative and social achievement, discovery and empathy. To do this, we will draw on our campus and the surrounding neighborhood for community-oriented resources, and initiate opportunities for meaningful engagement with important contextual issues. We will begin to investigate complex relationships between different scales, ranging from the body to the city, and between materials, tectonics, and spatial experience. Students will follow an iterative process to articulate their individual expression and conceptual agenda while practicing critical making skills, using a variety of media and technologies. Through exploration and reflection, students will develop an awareness of design’s powerful and lasting impact on the world of living and non living things, and begin to ask questions about their own ethical stances as creative thinkers, makers, and advocates of design.

## PROJECTS

### Project 1

Descriptive study of an artifact, represented through a visual narrative conveying connections across multiple scales and contexts.

### Project 2

Analytical study of a series of architectural scale “thresholds” through the lenses of formal, sensory, and programmatic conditions.

### Project 3

Architectural design proposal for an addition to a community-oriented space in West Philly, addressing matters of form, use, human experience, the environment, and social life.

## Course Objectives

Our goal for the semester is that by the end, students will be able to

- Engage in an iterative design process as a form of inquiry
- Engage in analytical, interpretive, and critical thinking and making
- Build upon foundational analog and digital skills to gain fluency in design processes and production
- Demonstrate the use of syntactic relationship between compositional elements, conceptual underpinning of spatial relationships, and poetic potential of materials and techniques, and the human experience
- Develop a sensibility toward tectonics and architectural form at multiple scales
- Develop a sensibility toward a study of site in terms of scale, access, contextual responsiveness and the environment
- Identify interactions between built/designed spaces and social life
- Develop an awareness of ethical responsibilities as designers

## Evaluation Policy & Rubrics

Course grades are based on the students’ process, progress and submissions during the course of the semester, as well as class participation. Participation includes attendance and attentiveness, in-class participation in discussion, peer feedback, on-time presentation and development of your work during class pinups and dedicated work-time, and note-taking.

**Projects** will be evaluated on the criteria below. Specific weight of each criteria for a given project will be listed on their respective project sheets.

Investigation & Research	Design Thinking	Formal, Spatial & Tectonic Qualities	Representation, Production & Craft	Verbal Presentation & Collaboration
Research and analysis of context and precedents; gather and evaluate relevant information	Interpret information, generate & develop concepts, models, drawings, techniques, and methods	Develop capacity to make connections between experience and design	Employment of representational techniques, good craft, and clarity to convey ideas	Verbal presentation of work, collaboration with and constructive critique of ideas and artifacts

**Participation in Studio** will be evaluated on the criteria below. **15 points possible.**

<b><u>Preparedness</u></b> Student's <b>process</b> was consistent and iterative; they were prepared for class sessions and pin-ups, met project deadlines, and followed submission instructions. <i>10 points</i>	<b><u>Participation and Attendance</u></b> Student engaged in class discussions in an attentive, thoughtful and constructive manner. <i>5 points</i>
Student's process was inconsistent, but they were mostly prepared for class sessions and pin-ups, met project deadlines, and followed submission instructions. <i>5 points</i>	Student's engagement in class discussions was often not thoughtful or constructive. <i>3 points</i>
Student's process was incomplete, they were not prepared for many class sessions and pin-ups, and/or missed project deadline(s). <i>0 points</i>	Student did not engage in discussions in any way or had more than 3 unexcused absences. (All Covid-related absences are excused.) <i>0 points</i>

## Grading Breakdown

The final grade for this course will be determined according to the following formula:

<b>PROJECTS</b>	<b>% of Final Grade</b>
Project 1 (see brief for rubric)	15%
Project 2 (see brief for rubric)	25%
Project 3 (see brief for rubric)	45%
Participation	15%

Grades can be viewed on Canvas Course Management System for this course. Letter grades for the entire course will be assigned as follows per the University guidelines:

Letter Grade	Points
A+	4.00
A	4.00
A-	3.7
B+	3.3
B	3.00
B-	2.7
C+	2.3
C	2.0

C-	1.7
D+	1.3
D	1.0
F	0.0

## Project Submissions

Completing a project entails two components: 1/ **digital submission** and 2/ **presentation**.

**On the digital submission due date and time**, all projects must be uploaded to the designated location following specific instructions provided per project. Failure to do so may be considered as late or no submission, and result in the appropriate grade reduction.

**On presentation/review days**, all students, regardless of presentation order, must have digitally uploaded their work and be present throughout the duration of the review. Failure to do so may be considered as late or no submission, and result in the appropriate grade reduction.

If you meet the deadline and submit your work, you may continue to develop your project after initial feedback has been provided. If a student makes significant improvements and resubmits an assignment your instructor may reevaluate the grade assigned. You are encouraged to re-examine previous work as you move forward throughout the semester, editing previous submissions to better clarify the results of newer submissions.

## References

Over the course of the semester, readings, presentations and images will be posted on Canvas. Students are expected to check for new materials on a regular basis. There is no required textbook for this course. A list of suggested references for beginning architecture students will be posted to Canvas and serve to contribute to the students' general knowledge about architecture, design and the built environment.

## Communication

It is important that you **check your University of Pennsylvania email account daily**. All official University notifications will be sent to your Penn O365 email account. Your studio instructor may set additional policies for communication.

## Technology Requirements

Most of the required work for this course will be completed using computer software. Therefore, all students must own a laptop that meets certain specifications and/or use the computer lab. Required software will include Rhinoceros 3D and Adobe Creative Suite (primarily Photoshop, Illustrator, InDesign). Students are advised to consult the University resources list here <https://www.design.upenn.edu/it/software> and their studio professor and teaching assistants with any questions or concerns.

**Important:** Students are strongly urged to and responsible for **backing up their digital work regularly and in multiple locations** such as their computer hard drives, external hard drives and the cloud. Any missing submission due to failures to digitally store your work will not be excused. Save your work constantly.

## Course Materials

Students are expected to have basic studio supplies some of which is listed below. Details for specific requirements for materials and tools will be communicated prior to class sessions.

- your favorite **sketching** supplies: graphite pencils (2H, HB, 2B, 4B), charcoal, colored pencils, kneaded eraser...
- your trusted **modeling** tools: Olfa knife, extra Blades, Aluminum cutting ruler, Elmer's glue, masking tape...
- **Sketchbooks:** Each student is required to maintain a sketchbook solely dedicated for this studio throughout the course of the semester.

For specific assignments and class sessions, students will be given more detailed instructions to procure additional materials and/or tools.

## Expectations for Class Conduct

It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. All students are encouraged to participate, speak up, and express their viewpoints in a manner that is in keeping with the principles we seek to maintain as a community: mutual respect, tolerance of difference, kindness, and compassion.

## Names & Pronouns

The class list for this course is generated by the university registration system. If you use a different name(s) than those provided on the class list, or prefer a specific pronoun, please advise your professor now or at any time during the course.

## Resources for Academic Support

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. To contact the Weingarten Center, call 215-573-9235. The office is located in Hamilton Village at 220 S. 40th Street, Suite 260.

Learning consultations and learning strategies workshops support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

Students can take advantage of free on-campus tutoring for many Penn courses in both drop-in and weekly contract format. Tutoring may be individual or in small groups. Tutors will assist with applying course information, understanding key concepts, and developing course-specific strategies. Tutoring support is available throughout the term but is best accessed early in the semester. First-time users must meet with a staff member; returning users may submit their requests online.

## Accommodations

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from Disability Services. Students can contact Disability Services and make appointments to discuss and/or request accommodations by visiting <https://weingartencenter.universitylife.upenn.edu/academic-accommodations/>.

## ARCH 2010 | Fall 2023

### Schedule - Overview

<b>WEEK 1</b>	
Tues, Aug 29	Welcome - Course Introduction <b>Project 1 Assigned</b>
Thurs, Aug 31	<ul style="list-style-type: none"> <li>• Welcome Back Reception for Students</li> <li>• Sketching in 2D and 3D</li> </ul>
<b>WEEK 2</b>	
Tues, Sept 5	Physical concept models Visual narratives
Thurs, Sept 7	<b>Project 1 Pin-up</b> <b>Project 2 Assigned</b>
<b>WEEK 3</b>	
Tues, Sept 12	Threshold Sites
Thurs, Sept 14	Threshold Sites - Documentation
<b>WEEK 4</b>	
Tues, Sept 19	Analysis work in 2D and 3D
Thurs, Sept 21	Analysis work in 2D and 3D
<b>WEEK 5</b>	
Tues, Sept 26	Representation
Thurs, Sept 28	<b>MID-REVIEW</b>
<b>WEEK 6</b>	
Tues, Oct 3	Mid-review Recap
Thurs, Oct 5	<b>Project 3 Assigned</b> Site Visit
<b>WEEK 7</b>	
Tues, Oct 10	Site Visit - self guided
Thurs, Oct 12	<b>FALL BREAK - NO STUDIO</b>
<b>WEEK 8</b>	
Tues, Oct 17	Site, Program, Client Study
Thurs, Oct 19	Site, Program, Client Study

<b>WEEK 9</b>	
Tues, Oct 24	Design iteration
Thurs, Oct 26	Design iteration
<b>WEEK 10</b>	
Tues, Oct 31	Design Concept
Thurs, Nov 2	<b>Design Concept Pin-up</b>
<b>WEEK 11</b>	
Tues, Nov 7	(Election Day) Independent work
Thurs, Nov 9	Design iteration
<b>WEEK 12</b>	
Tues, Nov 14	Design iteration
Thurs, Nov 16	Design iteration
<b>WEEK 13</b>	
Tues, Nov 21	(Thursday Schedule) Design Proposal Pin-up
Thurs, Nov 23	<b>THANKSGIVING - NO STUDIO</b>
<b>WEEK 14</b>	
Tues, Nov 28	Desk Crits
Thurs, Nov 30	Representation
<b>WEEK 15</b>	
Tues, Dec 5	Representation
Thurs, Dec 7	<b>Practice Review</b>
<b>WEEK 16</b>	
Tues, Dec 12	<b>READING DAYS - NO STUDIO</b>
<b>WEEK 17</b>	
Mon, Dec 18	<b>FINAL REVIEW</b>