Course Number: ARC 228
Course Title: ARCHITECTURE DESIGN II
Credits: 5

Hours: Lecture/Lab/Other: 1 / 8

Co- or Pre-requisite: ARC227 with a minimum C grade

Implementation sem/year: Spring 2017

Catalog description (2016-2017 Catalog):
Sophomore level design course emphasizing the exploration and development of architectural design concepts and their transition into physical form. Two to Three major design problems challenge the student’s preconceptions about architecture and stimulate the growth of an architectural vocabulary.

Revision date: 2017

Course coordinator:
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Information resources:
- Architectural Graphic Standards, on reserve in Library
- Fine Homebuilding Magazine,
- Architecture and Architecture Record Magazines, in library

Course Goals:
Students in Architecture Design I shall gain the skills and knowledge defined by the following performance criteria which constitute the minimum requirements for meeting the demands for success in course. These Student Learning Outcomes are taken from the NAAB requirements of accredited schools of architecture. The criteria encompass three levels of accomplishment:

Ability, Understanding, Awareness
The student shall:
1. Demonstrate the ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.
2. Demonstrate the ability to employ basic methods of data collection and analysis to inform all aspects of the programming a project and process of design.

3. Demonstrate the ability to employ appropriate representational media, (Graphic Skills) including computer technology, to convey essential formal elements at each stage of the programming and design process.

4. Demonstrate Critical Thinking Skills through the ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

5. Demonstrate the ability to respond to natural and built site characteristics in the development of a program and design of a project.

6. Demonstrate the ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings.

7. Demonstrate the ability to design both site and building to accommodate (accessibility) individuals with varying physical abilities.

8. Demonstrate the ability to discuss his/her work during a critique and critically evaluate and justify his/her own design and process.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 6. Humanities. Students will analyze works in the fields of art, music, and architecture

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.


MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
Units of Study in Detail.

Unit 1 Precedent Analysis
The student will be able to:
Course Goal 2,3,4,5; Goal 1. Goal. 6 Goal. 7 Skills Goals ABDE&G
- Employ basic research methods of image and fact collection for a comprehensive analysis and evaluation of a significant building and its architect.
- Demonstrate critical thinking through a comprehensive analysis and evaluation of a significant building.
- Employ appropriate representational media, including computer technology, to convey essential formal elements for a comprehensive analysis and evaluation of a significant building and its architect.
- Demonstrate ability to articulate visually his/her analysis and evaluation of a significant building and its architect.

Unit 2 Site Analysis
The student will be able to:
Course Goal 2,3,5,6; Goal 1. Goal. 6 Goal. 7 Skills Goals ABDE&G
- Analyze natural and built site characteristics in the development of a program and design of an architecture project. Employ appropriate representational media, (Graphic Skills) including computer technology, to convey essential formal elements at each stage of the programming and design process.
- Identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a team.

Unit 3 Design
The student will be able to:
Course Goal 1,3,5,7,8; Skills Goals ABDEF&G
- Respond to natural and built site characteristics in the development of a program and design of an architecture project.
- Design an architecture project informed by a comprehensive program, from schematic design through the development of programmatic spaces, structural, accessibility, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria.
- Demonstrate the understanding of design both site and building to accommodate individuals with varying physical abilities.
- Make technically precise descriptions and documentation of a proposed design for purposes of review.
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice.

REQUIREMENTS:

1. READINGS: Readings will be assigned as they relate to the lecture topics. These will come primarily from required and suggested texts but also from a variety of references, which will either be photocopy handouts or available on reserve. It is important to do the readings and develop a WORKING KNOWLEDGE of the ideas they contain.
2. PROJECTS: Students are required to complete all the parts of the projects throughout the semester. Each part will be given a percentage of the semester's total grade; any part missed because of absence will not be given credit.

3. SKETCHBOOK: Compilation of a sketchbook throughout the semester is an essential aspect of this course. The student will be expected to sketch from the planned field trips during studio time throughout the semester. You will be encouraged to keep a documentation/sketches and notes of your observations and analysis/evaluation of places and buildings in your search for design solutions the built environment. You should purchase a sketchbook (8 1/2" x 11" or larger will be required). In addition, you should have a variety of drawing instruments, charcoal, soft pencil, and ink pens.

4. QUIZZES: There may be pop quizzes during the semester at the discretion of the instructor. These will normally occur at the beginning of the class to test if you are doing the readings and understanding the readings and lectures.

5. EVALUATION: Your final grade for the course will be compiled from the relative excellence of your DESIGNS, SKETCHBOOK, your ATTENDANCE, CLASS PARTICIPATION, PROFESSIONALISM and, QUIZ grades. Attendance and participation are of extreme importance since it is the primary source of learning and will be reflected in the final grade.

6. PORTFOLIO: You are required to submit a copy of all projects and (some) sketches completed in the course in a portfolio on the date and time of the final exam. This is to be a copy (photocopies of reductions) 8 1/2" x 11" format. This will not be returned to the student. This portfolio should be bound in a clear covered binder with the students resume as the first page.

IV. Evaluation of Student Learning / Course Grading
Instructional modes to be used are: Integrated lecture and laboratory, studio assignments with specifications and limitations set by the instructor, demonstrations by the instructor, and discussions and critiques of student work.
The student is responsible for his or her regular attendance, participation in classroom discussions and critiques of student work, and for including his or her work to be discussed and evaluated.
Evaluation of progress and grades are determined by the instructor, based upon the following considerations: attendance, participation, and estimate of quality of class work and homework assignments (by instructor).
Values of quality, aesthetics, etc., are based upon the instructor’s judgment of the work produced, the effort employed, and the total result achieved. To receive full credit, all assignments are due on time.
The grade of “A” will be earned by students who demonstrate mastery of the essential objectives of the project, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% accuracy.
The grade of “B” will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.
The grade of “C” will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% accuracy.
The grade of “D” is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% accuracy.
The grade of “F” will be earned by students who do not demonstrate achievement.

**Academic Integrity Statement:**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

**Special Needs Students Statement**

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson’s office is LB221, and she can be reached at (609) 570-3525.