ARCH 25A Course Outline as of Fall 2021

CATALOG INFORMATION

Dept and Nbr: ARCH 25A Title: ARCH DESIGN STUDIO 1
Full Title: Architecture Design Studio 1
Last Reviewed: 12/14/2015

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	3.00	Lab Scheduled	3.00	17.5	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	5.00		Contact Total	87.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	ARCH 61A

Catalog Description:
This course focuses on the perception and description of the environment to discern, document and develop two- and three-dimensional shapes, forms and relationships which are critical to the development of architectural design ability. It also introduces model building, color theory and the development of architectural concepts such as spatial definition and experiential continua.

Prerequisites/Corequisites:
Course Completion or Concurrent Enrollment in ARCH 12 AND ARCH 26A AND ARCH 60A

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course focuses on the perception and description of the environment to discern, document and develop two- and three-dimensional shapes, forms and relationships which are critical to the development of architectural design ability. It also introduces model building, color theory and the development of architectural concepts such as spatial definition and experiential continua. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion or Concurrent Enrollment in ARCH 12 AND ARCH 26A AND ARCH 60A
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	Effective:	Inactive:

CID:

Certificate/Major Applicable:
Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Apply basic two dimensional (2D) and three-dimensional (3D) design concepts to the development, documentation and presentation of 2D and 3D abstract and spatial designs
2. Apply basic architectural concepts to create, and communicate aspects of, a simple environment
3. Implement physical model-building skills

Objectives:
Upon completion of the course, students will be able to:
1. Plan, execute and communicate a design problem-solving process
2. Generate alternative solutions to defined 2D and 3D abstract and spatial design problems
3. Demonstrate presentation skills for 2D and 3D abstract and spatial design solutions
4. Apply basic color theory to design and presentations
5. Develop a rationale for, and a design sequence of, spaces that create an experiential continuum
6. Demonstrate physical model-building skills
7. Demonstrate effective team participation

Topics and Scope:

I. Lecture: Architectural concepts introduced
  A. The design studio experience and working as a member of a team: roles and responsibilities; time management
  B. Introduction to the field of contemporary architecture and selected works
  C. Technical graphics: plans, elevations, sections, plan oblique

D. Presentation graphics: one and two point perspectives
E. Designing 2D presentation documents: content, layout
F. Oral presentations in architecture
G. Critiquing the work of others
H. Architectural concepts

1. Perception and meaning: physical process, resulting mental constructs, communication, narrative and symbolism in architecture

2. Visual cues: seeing (binocular effect); environmental cues (light, aerial perspective, light and color); positional cues (size, vertical location, foreshortening, textural gradient, overlap, and convergence)

3. The design process and architectural problem-solving: overview and stages

4. Basic design considerations

a. Space definition - linear, planar and volumetric elements: size, shape, material, context, number, variety, implicit versus explicit spatial definition
b. Space definition - relationships among/between elements: contrast, hierarchy, balance, motion, organization, and pattern
c. Geometry, proportion and additive and subtractive forms
d. Continua: simple/complex; explicit/implicit spatial definition; experiential
e. Circulation, sequence and transitions
f. Design intent

5. Color basics: hue; value; chroma; primary, secondary and tertiary colors; complementary and analogous colors; and color transitions

6. The architectural program

7. Concept mapping: problem statement and continua

8. Model building techniques

II. Studio/Lab: Architectural concepts applied

A. Interpret visual cues, analyze images and prepare graphic and oral presentation
B. Design abstract 2D shapes following a set of rules, and prepare graphic and oral presentation
C. Develop hierarchy, balance and motion in shapes generated and prepare graphic and oral presentation
D Create an abstract 3D model from shapes generated and prepare oral presentation
E. Develop spaces and forms from shapes generated and prepare graphic and oral presentation
F. Communicate design decisions using 2D manual and digital design communication skills
G Complete color studies exploring hues, values, complementary and analogous colors and prepare graphic and oral presentation
H. Design a “folly” structure by constructing a model

1. Prepare a schedule for the project

2. Prepare concept maps of the problem statement, continua requirements, hypothesis for achieving experiential objectives, and identification of linear, planar and volumetric means

3. Interpret program and determine functional requirements

4. Plan how to build a model given a site and the means

5. Develop “folly” continua: Simple/complex; explicit/implicit spatial definition; experiential

6. Determine “folly” sequence of spaces and circulation pattern

7. Build the model and prepare oral presentation of the project process and results

III. Skill development

A. Technical graphics: plans, elevations, sections, plan oblique
B. Designing 2D presentation documents: content, layout
C. Model making
D. Concept mapping

E. Oral presentations
F. Critiques

Assignment:

1. 15-30 pages of reading per week
2. 1-2 research papers 3-5 pages in length
3. 5-10 individual and/or group design exercises: 2D and 3D design concepts; models; and color
4. 5-10 design presentations: oral and graphic
5. 2-5 verbal and/or written analyses and critiques of student work
6. 1-3 quizzes
7. Final design project, 2D and 3D documentation, and presentation

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Research paper(s) and written critiques of student work	Writing 10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

2D and 3D design exercises, and final design project	Problem solving 40 - 60%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Design presentations and critiques.	Skill Demonstrations 20 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Objective quizzes	Exams 10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%

Representative Textbooks and Materials:
Introduction to Architecture, Ching and Eckler, Wiley, 2013
Design and Drawing 1.1. Benedict, William R. El Corral Publications, 2008. Classic
Design and Drawing 1.2. Benedict, William R. El Corral Publications, 2007. Classic
Color: A Course in Mastering the Art of Mixing Colors, Edwards, Betty. Tarcher, 2004. Classic
Understanding Color: An Introduction for Designers. Holtzschue, Linda. Wiley, 4/e, 2011
Instructor prepared materials