ARCH 12 Course Outline as of Fall 2009

CATALOG INFORMATION

Dept and Nbr: ARCH 12 Title: INTRO ENVIRONMENT DESIGN
Full Title: Introduction to Environmental Design
Last Reviewed: 1/25/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 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 79

Catalog Description:
Exploration of the work done in the design professions: architecture, landscape, and planning. Using case studies and environmental exploration, students will begin the process of articulating a personal design vocabulary. Project based course.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: Exploration of the work done in the design professions: architecture, landscape, and planning. Using case studies and environmental exploration, students will begin the process of articulating a personal design vocabulary. Project based course. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 1A or equivalent
Limits on Enrollment:

Transfer Credit: CSU;UC.
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:	Transferable	Effective:	Fall 2004	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 2008	Inactive:	

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Upon successful completion of this course, the student will be able to:
1. Describe the role of design professionals in the context of the creative process.
2. Evaluate the impact of social, climatic and technical elements influencing housing design and forms.
3. Analyze the role of landscape in building design.
4. Analyze the role of the urban planning context in the development of design.
5. Examine ecological processes and sustainability issues that influence design.
6. Express elements of a personal design vocabulary based on historic precedent, observation, personal experience and the creative process.

Topics and Scope:

I. The creative process for design professionals
II. What architects do and how they do it
III. Architectural design context
 A. Cultural context
  1. Communities and regions
  2. Planning ordinances
 B. Impact of climate
 C. Common building materials
 D. Methods of construction
 E. Building technology
 F. Function of housing
  1. Individual and multiple units
  2. Historic
  3. Contemporary
 G. Sustainability issues in architecture
IV. What landscape architects do and how they do it
V. Landscape design context

A. Natural environment
1. Historic
2. Contemporary
B. Relationship of buildings to landscape
C. Role of the garden
1. Historic
2. Contemporary
D. The landscaped environment
E. Sustainability issues in landscape architecture
VI. What planners do and how they do it
VII. Planning context
A. Developing the general plan
B. How cities are organized
C. Role of zoning ordinances
D. Location of city functions and impact on city form
1. Historic
2. Contemporary
E. Sustainability issues in planning
VIII. Integrated design context
A. Concept of ecological zones and importance of biodiversity
1. Historic
2. Contemporary
B. Principles of ecological restoration
C. Energy efficiency and design
IX. Developing and expressing a personal design vocabulary
A. Elements of a personal design vocabulary
1. Historic precedent
2. Observation
3. Personal experience
4. Creative process
B. Expressing a design vocabulary

Assignment:

Representative assignments:
1. Maintain a journal of research findings and observations.
2. 2-5 research papers and/or project report(s) of at least 2-3 pages each.
3. Design vocabulary project.
4. Reading: 20-30 pages per week.
5. Midterm; final exam.

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), project report(s)	Writing 35 - 50%

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

Project(s)	Problem solving 10 - 20%

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

Design vocabulary, project(s)	Skill Demonstrations 20 - 35%

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

Multiple choice, true/false, matching items, completion	Exams 15 - 25%

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

Attendance and participation.	Other Category 0 - 10%

Representative Textbooks and Materials:
House, Form and Culture. Rapoport, Amos. Prentice Hall, 1969
The Image of the City. Lynch, Kevin. MIT Press, 1960
The Meaning of Gardens. Francis, Mark, and Hester, Randolph. MIT Press, 1992 (classic texts)
Buildings Across Time: An introduction to world architecture, 3/e, McGraw-Hill, Inc., 2009
Nature, Landscape and Building for Sustainability. William S. Saunders, Ed. University of Minn. Press, 2008

Instructor prepared materials.