ARCH 25B Course Outline as of Fall 2011

CATALOG INFORMATION

Dept and Nbr: ARCH 25B Title: DESIGN STUDIO 2
Full Title: Architectural Design Studio 2
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 61B

Catalog Description:
Research, develop and present site analysis and architectural programming data. Research and articulate an architectural philosophy. Develop simple spatial and environmental designs. Apply color theory and design communication skills to the presentation of design solutions.

Prerequisites/Corequisites:
Course Completion of ARCH 25A and ARCH 27

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Research, develop and present site analysis and architectural programming data. Research and articulate an architectural philosophy. Develop simple spatial and environmental designs. Apply color theory and design communication skills to the presentation of design solutions. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ARCH 25A and ARCH 27
Recommended:

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:	Spring 2010	Inactive:	Fall 2021
UC Transfer:	Transferable	Effective:	Spring 2010	Inactive:	Fall 2021

CID:

Certificate/Major Applicable:
Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:
1. Research and document site analysis information.
2. Research and document architectural program information.
3. Generate and annotate proportionally reasonable alternative conceptual solutions to a simple architectural program using plan sketches.
4. Articulate an architectural philosophy.
5. Develop solutions and presentations of two- and three-dimensional abstract and spatial designs.

Topics and Scope:

1. The design problem-solving process
   A. Review of basic principles and concepts
   B. Site analysis and programming in the design process
2. The role of analysis and critique in architectural design education
   A. Determining basis for analysis
   B. Elements of critique
   C. Verbal and written communication of analysis and critique conclusions
   D. Analysis and critique in a group context
3. Architectural philosophy
   A. Elements of an architectural philosophy
   B. Determining an architectural philosophy from published examples of an architect’s work
   C. Articulating a personal architectural philosophy
4. Two- and three-dimensional design
   A. Review of basic principles and concepts
   B. Transition from two dimensions to three dimensions
   C. Advanced concepts
5. Color theory
   A. Review of basic principles and concepts

B. Advanced concepts
C. Application of color to two- and three-dimensional designs
D. Using color to enhance the illusion of three-dimensional form and space

6. Developing spatial design concepts
A. Types of spatial relationships
B. Defining an experiential spatial continuum from simple to more complex
C. Design research resources and strategies
D. Role of physical mass models in spatial design concept development
E. Presentation of spatial design concepts

7. Design communication
A. Communicating the essence of quantitative and qualitative information, ideas, concepts and emotions
B. Written documents, images, graphics, models and color
C. Oral presentations

8. Site analysis
A. Objectives of site analysis
B. Role of site analysis in the design process
C. Research of site analysis information
D. Analysis of site elements: physical, climate, biological, human and regulatory
E. Drawing a site
F. Symbols used in site analysis drawings
G. Representing other site analysis information
H. Oral and graphic presentation of site analysis information
I. Analyzing and critiquing site analysis

9. The architectural program
A. Objectives of an architectural program
B. Role of the architectural program in the design process
C. Project objectives, functions and values in programming
D. Activity-based programming and adjacent activities
E. Program research and documentation
F. Mapping adjacencies
G. Mapping circulation patterns
H. Oral and graphic presentation of an architectural program: activity needs, area, volume, spatial relationships
I. Using the program to develop alternative design solutions
J. Analyzing and critiquing the program

10. Developing a simple environmental design
A. Role of site analysis and program for a simple environmental design project
B. Generating and evaluating alternative designs for a simple environmental design project
C. Presenting an environmental design project
D. Documenting the design problem-solving process for the environmental design experience
E. Analyzing and critiquing environmental design

Assignment:

1. 20-30 pages of reading per week
2. One analytical paper 3-5 pages in length
3. 5-10 individual and/or group two- and three-dimensional design exercises
4. 5-10 individual and/or group color exercises
5. 2-6 individual and/or group exercises of spatial designs, site analysis, architectural programs and environmental designs
6. 4-8 oral presentations

7. 2-5 oral and/or written analyses and critiques of student work
8. 2-3 objective quizzes
9. 1 objective final exam and/or design project of a simple spatial design environment and presentation of the results

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.

Analytical paper	Writing 10 - 20%

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

Exercises of basic two- and three-dimensional design concepts, design project(s)	Problem solving 30 - 40%

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

Design project(s) and oral presentations	Skill Demonstrations 30 - 40%

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

Quizzes and final exam and/or project	Exams 15 - 25%

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

Analysis and critique of student work	Other Category 5 - 10%

Representative Textbooks and Materials:
Ching, Francis D.K. and Juroszek, Steven. Design Drawing. Van Norstrand Reinhold Publishers, New York, 1998 (classic)
Ching, Francis D.K. Architectural Graphics. 4/3 John Wiley Publishers, New York, 2003 (classic)
Winter, Nathan. Architecure is Elementary. Gibbs Smith Publishers., 2005
Benedict, William R. Design and Drawing 1.2. El Corral Publicaitons, 2007
Benedict, William R. Design and Drawing 1.3. El Corral Publications, 2008
Edwards, Betty. Color by Betty Edwards: A Course in Mastering the Art of Mixing Colors, 2004
Instructor prepared materials