

# VALENCIA COLLEGE

Department of Architecture  
Division of Architecture, Engineering, & Technology  
West Campus Building 9, Room 220 (407) 582-1902  
<http://www.valenciacollege.edu/west/architecture/>

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## Course Syllabus for ARC 1301, Architectural Design I

### Professor's Information:

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Office hours:	Monday	09:00pm-10:00am
	Tuesday	08:30pm-09:30am (virtual hour) 03:30pm-05:00pm
	Wednesday	09:00am-10:00am 04:00pm-05:00pm
	Thursday	08:30pm-09:30am (virtual hour) 03:30pm-05:00pm
	Friday	11:30am-01:30pm

### Catalog Course Description: ARC1301 Architectural Design I

This course is an introduction to the fundamentals of two and three-dimensional design, principles of architectonics and basic architectural design. Model making, drawing and rendering techniques will be applied to projects that explore the conceptualization and communication of design ideas.

**Class Time and Location:** Tuesday and Thursday 10:00 A.M. to 12:20 P.M. Building 9, Room 213.

**Textbook(s):** See Registration

**Reference(s):** None

**Materials:** See Attached information.

**\*Architectural Kit: Available in our West campus bookstore.**

### Student Performance Assessment:

#### Performance

There are no tests in Design. There are also no right or wrong answers per se. You will not be taking in information over the course of the term and regurgitating it for us in another form. Studio is not preparation for making things; you will begin as you will go on - by making things over and over and over. Each time you will take on new questions or the same questions at another level of sophistication. Therefore there is no single answer for which we are looking. We will give you feedback on the directions you have taken, suggestions for further work, and assess the architectural implications of your projects.

Our goals for you are:

1. for you to have at your fingertips a thousand fruitful ways to approach any problem and
2. for you to learn to critique yourselves effectively.

What we ask from you is a concerted effort, an innovative take on the problem, constructions that raise architectural issues, and most importantly, for you to challenge yourself and be willing to continue to develop a scheme. Grades will be assigned

as much on dedication and improvement as on talent - if you enter the course gifted, and just sit on your skill all term, you cannot earn an A. All of your graded assignments will be evaluated on a 4 point scale and you will be given a grading rubric at least one week prior to project due date.

To clarify the system of grading we would like to spell out:

Evaluation	
A	3.50-4.00
B	3.49-2.76
C	2.75-2.00
D	1.99-.99
E	0

### Course Introduction:

Design One is the first of four lower division studios that collectively explore fundamental issues of design. During the fall term, we will address a range of items that form the foundation for what we might call a "design culture". Often termed a "skills" course, D1 will indeed explore basic design skills in terms of drawing, sketching and model building.

Additionally, we will develop a sense of a *design process* - the methodology one implores while developing a project. To this end, the vocabulary we develop in D1 is critical to the discourse that accompanies the development of your project. Of equal importance, however, is the issue of *thinking as a designer*. The ability to conceptualize the design process, state a position with respect to your intent, and develop a system of logic for decision-making is critical to your development as a designer.

### Course Goals:

- To introduce and develop the skills that will foster the perception, comprehension and design of meaningful space.

### Instructional Goals:

- To introduce fundamental design through studio involvement with a basic formal language based in simple Cartesian spatial concepts.
- To challenge that Cartesian Language to communicate architecturally significant ideas.
- To examine the bases for decision making within the Design Process.
- To understand and organize space as the central focus of design activity.
- To develop the basic skills required for the visual and verbal communication of Design concepts.

### Course Requirements:

Specific model and drawing assignments will be given out each day and are always due at the beginning of the next class unless stated otherwise. Please be prepared to talk about your work each day.

The course will require attendance at **every** class and project review, completion of every assignment and in-class exercise, and attendance at a group discussion. Also, there are lectures featuring internationally prominent architects held on Monday nights at the University of Florida in Gainesville that we encourage you to attend depending on your schedules.

## **The Studio System:**

This structure is substantially different from a lecture format, more closely approximating a lab class. The basic assumption of the studio format is that the student learns as much from fellow students as from instructors. The process is an active and communal one, involving redundant sequences of doing, looking, articulating, clarifying and doing again. All efforts and critiques are public - therefore it is essential that you learn to trust and respect one another. A good design studio is necessarily one in which the class forms a collective identity. The first few sessions will be difficult. After that it will become easy.

In later years you will have a permanent desk in a studio with your fellow students. This is great because it means that while working you are always surrounded by your best resources, and critics and inspiration are always at hand. However, you are encouraged to come in and work at night or form groups to work in collectively with fellow students. In fact, success in the early years of Design seems directly correlated to whether or not the student is working in school or at least in groups with his or her peers at night. You should also visit Second year studios and students as often as possible to look at the work and talk to the students there for feedback and constructive critiques.

## **Discussion and Critique:**

From time to time at the end of a project, or at a critical moment of the work, Critiques or Reviews are scheduled. These are public presentations of the work and provide a forum for discussion. These sessions are usually more formal than class sessions, and should be taken quite seriously. External critics come in on their own time and expend a serious level of energy on trying to understand your endeavors and give you good feedback. You should think of your presentation not as a moment of judgment, but as an opportunity to get input on implications and possible directions for development. The critiques of your fellow students will also be essential to your education as a designer.

## **Room Use:**

Since so many students will be using the rooms that you will be occupying - it is essential that you work quietly and unobtrusively, that you respect your fellow student's work, and that you clean up after you are finished. Security dictates that you vacate the premise by 10:30 pm.

**Please note that Spray Painting anywhere on the campus grounds is prohibited!**

## **Safety:**

On the first day of class, we will go over cutting with xacto blades and other safety concerns. Please be aware of safety issues with tools, materials, or sprays you have not used before, and **do not hesitate to ask us for a refresher course in safety at any time!**

## **Policy on Retaining Work:**

You should be prepared for the instructor to ask that it be exhibited or photographed during or after the term. Having your work retained for photography or exhibition is evidence of its quality and value to the school. Not to worry, you will always be able either to retrieve your original work or retrieve it temporarily to make copies/photograph it for your own personal purposes.

## **ATTENDANCE:**

**ANY absence must be registered. It is your responsibility to get the assignments from your fellow students. Two un-excused absences may adversely affect your grade. Three absences can constitute an automatic drop from the course or a failing grade. Chronic lateness will also affect your grade. Leaving early will also affect your grade. It is never permissible to miss an oral presentation, mid-term exam or final exam. Please know that vacations (family, personal, or non-holiday church events such as youth group trips or missions, incarceration, apply/renewing a passport, driver's license or visa) are not legitimate reasons or excuses for you to miss class and will adversely affect all levels of your performance in this class. Please consult the Valencia College semester calendar on Atlas before scheduling personal**

time away from class. It is imperative, absolutely necessary, and required that all students attend and participate in all oral presentations, midterm exam and final exam.

**Also, if you miss the Mid Term or Final Critique, you will automatically receive a grade of an "F" for your Mid Term or Final project grade.**

### **Student Core Competencies:**

The faculty of Valencia College has established four Core Competencies that describe the learning outcomes for a Valencia graduate. They are: THINK, VALUE, COMMUNICATE, & ACT. These general competencies can be applied in many contexts and must be developed over a lifetime. They specify how learning can be expressed and assessed in practice. They enable students and faculty to set learning goals and assess learning within and across the many disciplines of human inquiry. Use the descriptions and examples of academic work for each to measure your own learning outcomes. Samples of the academic work are great additions to your Learning Portfolio. For further information on student core competencies please go to [www.valenciacollege.edu/competencies](http://www.valenciacollege.edu/competencies)

### **Special Needs:**

Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities (West Campus SSB 102, ext. 1523).

### **Expected Student Conduct:**

Valencia College is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at Valencia College, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in the disruption of a class may be directed by the faculty member to leave the class. Violation of any classroom or Valencia's rules may lead to disciplinary action up to and including expulsion from Valencia. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. You will find the Student Code of Conduct in the current Valencia Student Handbook.

Please note that all audiovisual, tape recorders, etc. are strictly forbidden from this course. You do not have my permission to video tape or audio record any portion of **ARC 1301, Architectural Design I**.

### **Online Website Assessment:**

As part of our continuing goal to provide the best possible instruction for Valencia College students, the architecture department has launched a new website that students can access to find information or help answer any questions or concerns. Periodically, throughout the course of the semester, you will be asked to download and complete an assessment form. This information will remain completely confidential. The intent of the assessment form is to provide constructive evaluation of the merits of the website. Completion of this form will not affect your course grade in any manner.

### **DISCLAIMER**

Changes or revisions to the course syllabus and/or schedule/class calendar may be made at any time during the term by announcement of the instructor. Student may request a written copy of revisions.

## **Studio Projects:**

You will each develop a series of related projects throughout the term. The work of the term will, more or less, break down into four projects as follows:

### **Week 1-4: The Cubic Construct– Reading a Spatial Language**

**This project will equate to 20% of your final grade.**

The cube is a familiar, platonic volume that will serve as a neutral three-dimensional universe in which dynamic spatial relationships, as well as fundamental design vocabularies, are studied. You will each develop your own cubic construct in models and drawings (sketches, sections and axonometrics).

### **Week 5-7: Activity and Itinerary – The Layered Plane**

**This project will equate to 20% of your final grade.**

In the second project, your abstract spatial vocabularies will become related to human activity sequences and simple ideas of occupation. You will revisit drawing conventions including axonometrics, sections, and computer images, and we will develop more sophisticated and varied modeling techniques.

### **Week 8-10-7: Matrix / Field – A System of Systems: 20% of total grade**

**This project will equate to 20% of your final grade.**

This In the third project, the spatial ideas operating in the cube meet another set of comparative artifacts with their own complex spatial structures such as text, music, or painting. The cube is situated in another dynamic field and unfolds itself in a process of organizational transformation. We will zoom in an out of the matrix to study particular intersections as compositional details. You will each develop personal matrix designs through graphic constructs and layered drawings.

### **Week 11-16: Occupation and Intervention – Room and Garden**

**This project will equate to 40% of your final grade.**

This final project for a volume (room) within a linked sequence or itinerary of events (garden) becomes more deliberately inhabited through a rich and meaningful programme of dwelling, being, acting, and thinking that is subjectively expounded upon in a different way by each individual student. Drawings and models of varied medium and materiality will be used in the development of the project and exquisite final models and drawings will resonate with your own individual concepts.

**Specific model and drawing assignments will be given out each day and are always due at the beginning of the next class unless stated otherwise. Please be prepared to talk about your work each day.**

**I have read and understand these policies and understand that failure to adhere to them may result in the lowering of my grade and/or withdrawal from the course at the discretion of the professor.**

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**Print name**

**Sign and date**



**Assignment 1.0**

Due at the beginning of next class

Materials: corrugated cardboard

Dimensions: 6"x 6"x 6" (IMPLIED! The model need not be an impenetrable box, but should be open and dynamic).

You will elect to be part of one of the following groups for this short assignment only. (Everyone will switch groups later for part 2).

**Group A: This group is expected to be elegant and thorough in following a set of rules:**

Each student in this group must construct **TWO** models of 6"x6"x6". Both of your cubes are to be based on a three-dimensional grid of 2-inch squares (each side of the cube will be broken down into 9 squares or 2 inches each, like a tic-tac-toe game). The 9-square grid need not be actually drawn on the cube, but should be subtly perceptible in the masses, volumes and planes within and throughout the cube.

*The Stereotomic model:*

This cube should seem like it was originally a solid mass that has now been carved to make space flow into, around, and through it. You don't literally have to carve it, but should make solid-looking volumes with cardboard. You decide how much mass and how much void, but try to have a nice balance (not all solid with only a small void and not all void with only a small solid). Masses and voids should follow the proportions of the 9-square grid (i.e.: masses can not be 1"x3"x4.5" but should be multiples of two inches and should fall on the lines of the grid)!

*The Tectonic model:*

An assemblage of rectangular cardboard planes interlocking and intersecting. Again, you decide the size and number of planes while following the proportions of the 9-square grid. You may use as few as three planes to define the cube or as many as 30! Planes should not just be on the surface of the cube, but should penetrate it. No curves and no angle other than 90 degrees.

**Note:** The models should have more than one orientation. For example, it should not have a base, but rather it should be multi-sided, and able to sit in more than one position.

**Group B: This group has fewer rules, but will be challenged by conceptual complexity:**

Group B model may consist of planes, masses, volumes, and grids. Angles, but not curves, may be used.

**Please choose ONE of the following cube 'programmes' and construct TWO models that demonstrate some or all of the given vocabulary:**

1. *Weave a cubic tapestry:* **tension, folding, layering, seam, bind.**
2. *Construct a cubic constellation:* **trajectory/vector/axis; join, align, anchor, intersect.**
3. *Compose a cubic symphony:* **rhythm, sequence, repetition, pause, shift.**
4. *Choreograph a cubic dance:* **balance, foreshadow, suspension, extension, contraction.**

**Note:** The model should have more than one orientation. For example, it should not have a base, but rather it should be multi-sided, and able to sit in more than one position.



