**UNSW Course Outline**

# ARCH1311 Architectural Design Studio 5 - 2024

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## General Course Information

**Course Code :**  ARCH1311
**Year :**  2024
**Term :**  Term 1
**Teaching Period :**  T1
**Is a multi-term course? :**  No
**Faculty :**  Faculty of Arts, Design and Architecture
**Academic Unit :**  School of Built Environment
**Delivery Mode :**  In Person
**Delivery Format :**  Standard
**Delivery Location :**  Kensington
**Campus :**  Sydney
**Study Level :**  Undergraduate
**Units of Credit :**  6

Useful Links

Handbook Class Timetable

## Course Details & Outcomes

### Course Description

Architectural Design Studio 5 draws on the knowledge and skills gained in previous design studios to further develop your skills in design generation, development and management at a moderate level of complexity. You will design several dwellings to accommodate a mix of

household types on a single suburban lot in a middle suburb of Sydney with reference to existing models for the processes of suburban densification. The studio promotes coordinated relationships between the medium of architecture, patterns of human activity and elements and patterns of the site.

# Relationship to Other Courses

This course is the fifth studio in the sequence of six Bachelor of Architectural Studies design studio courses. The studio draws on the knowledge and skills gained in the previous design studios to further develop students' skills in design generation, development and management at a moderate level of complexity.

# Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : Apply an iterative architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of a conceptual and schematic design proposal to an intermediate level of resolution. |
| CLO2 : Apply intermediate knowledge of social, ethical, environmental concerns and regulatory requirements to the architectural design process. |
| CLO3 : Communicate architectural concepts through hand sketches, models and digital representation. |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : Apply an iterative architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of a conceptual and schematic design proposal to an intermediate level of resolution. | • Design Proposal<br>• Final Design Proposal |
| CLO2 : Apply intermediate knowledge of social, ethical, environmental concerns and regulatory requirements to the architectural design process. | • Situation and Site<br>• Design Proposal<br>• Final Design Proposal |
| CLO3 : Communicate architectural concepts through hand sketches, models and digital representation. | • Situation and Site<br>• Design Proposal<br>• Final Design Proposal |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

The course incorporates weekly lectures and studio tutorials.

# Additional Course Information

Students will design several dwellings to accommodate a mix of household types on a single suburban lot in a middle suburb of Sydney with reference to existing models for the processes of suburban densification.

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Situation and Site<br>Assessment Format: Individual | 25% | Start Date: 04/03/2024 12:00 AM<br>Due Date: 03/03/2024 11:00 PM<br>Post Date: 01/03/2024 11:00 PM |
| Design Proposal<br>Assessment Format: Individual | 25% | Start Date: 22/03/2024 12:00 AM<br>Due Date: 25/03/2024 10:59 PM<br>Post Date: 21/03/2024 11:00 PM |
| Final Design Proposal<br>Assessment Format: Group | 50% | Start Date: 29/04/2024 12:00 AM<br>Due Date: 28/04/2024 11:00 PM<br>Post Date: 26/04/2024 11:00 PM |

## Assessment Details
### Situation and Site

Assessment Overview

You will develop and present broad options for the formal organisation of the major architectural elements in the site. Grading will be done against assessment criteria accompanied by written feedback. Verbal feedback will also be given in the studio.

Course Learning Outcomes

- CLO2 : Apply intermediate knowledge of social, ethical, environmental concerns and regulatory requirements to the architectural design process.
- CLO3 : Communicate architectural concepts through hand sketches, models and digital representation.

Detailed Assessment Description

Stage / Assignment 1:

For Stage 1 you will present and critique three broad options for the formal organisation of the

major architectural elements in the site. The design focus is on the potential of each option to accommodate and represent the project's human and site situations and the efficacy of your critique of these potentials. Individual student work and submission. The work will be marked against assessment criteria. During the Week 4 presentation, comments by your tutor and other students will be recorded by a peer within your tutorial group. Feedback by your tutor will be available.

## Assessment Length

drawings, models

## Submission notes

pdf to moodle

## Assessment information

## Assignment submission Turnitin type

Not Applicable

# Design Proposal

## Assessment Overview

You will develop and present a single proposal for the organisation of all parts of the architecture located in the site. Grading will be done against assessment criteria accompanied by written feedback. Verbal feedback will also be given in the studio.

## Course Learning Outcomes

- CLO1 : Apply an iterative architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of a conceptual and schematic design proposal to an intermediate level of resolution.
- CLO2 : Apply intermediate knowledge of social, ethical, environmental concerns and regulatory requirements to the architectural design process.
- CLO3 : Communicate architectural concepts through hand sketches, models and digital representation.

## Detailed Assessment Description

Stage / Assignment 2:

For Stage 2 you will present and critique a single proposal for the organisation of all parts of the architecture located in the site. Individual student work and submission. The work will be marked against assessment criteria. During the Week 7 presentation, comments by your tutor and other

students will be recorded by a peer within your tutorial group. Feedback by your tutor will be available.

## Assessment Length

drawings, model

## Submission notes

## Assessment information

## Assignment submission Turnitin type

Not Applicable

# Final Design Proposal

## Assessment Overview

You will develop and present your final design proposal for the organisation of the architecture on the site. Grading will be done against assessment criteria accompanied by written feedback. Verbal feedback will also be given in the studio.

## Course Learning Outcomes

- CLO1 : Apply an iterative architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of a conceptual and schematic design proposal to an intermediate level of resolution.
- CLO2 : Apply intermediate knowledge of social, ethical, environmental concerns and regulatory requirements to the architectural design process.
- CLO3 : Communicate architectural concepts through hand sketches, models and digital representation.

## Detailed Assessment Description

Stage / Assignment 3:

For Stage 3 you will present your final design proposal for the organisation of the architecture in the site. Individual student work and submission. The work will be marked against assessment criteria. During the Week 8 presentation, comments by your tutor and other students will be recorded by a peer within your tutorial group. Feedback by your tutor will be available.

## Assessment Length

drawings, model

### Submission notes

### Assessment information

### Assignment submission Turnitin type

Not Applicable

# General Assessment Information

### Grading Basis

Standard

### Requirements to pass course

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 12 February - 18 February | Lecture | Introduction to the course.<br>Lecture:  Housing precedents study |
| | Studio | Tutorial: Whole studio discussion of the site study<br>Studio: Selection of studio group reps and site visit to Newtown |
| Week 2 : 19 February - 25 February | Lecture | Lecture: Specific precedents and general design ideas<br>Site study, Adaptable housing, External spaces |
| | Tutorial | Tutorial:Site study & Precedents study |
| Week 3 : 26 February - 3 March | Lecture | Lecture: Precedents study & Site study |
| | Studio | Tutorial: Site study, Precedents study, Broad organisation possibilities |
| Week 4 : 4 March - 10 March | Assessment | Presentation of Assignment 1 |
| Week 5 : 11 March - 17 March | Lecture | Lecture: TBA |
| | Studio | Tutorial: Sketch design for a single design proposal |
| Week 6 : 18 March - 24 March | Tutorial | Lecture: TBA & Tutorial: Sketch design for a single design proposal<br>Note: activites in week 6 (Flexibility Week) are optional but strongly recommended |
| Week 7 : 25 March - 31 March | Tutorial | Presentation of Assignment 2 |
| Week 8 : 1 April - 7 April | Other | No Class - Public Holiday |
| Week 9 : 8 April - 14 April | Assessment | Lecture: TBA |
| | Studio | Tutorial: Sketch design for a final design proposal |
| Week 10 : 15 April - 21 April | Lecture | Lecture: TBA |
| | Studio | Tutorial: Sketch design for the final design proposal |
| Week 11 : 22 April - 28 April | Other | No Class |
| Week 12 : 29 April - 5 May | Assessment | Presentation of Assignment 3 |

# Attendance Requirements

You are expected to be regular and punctual in attendance at all classes for the School of Built Environment courses in which you are enrolled. If and where individual courses have specific attendance requirements, these will be stated in the course outline.

If you do not attend, engage, or participate in scheduled class activities, including lectures, tutorials, studios, labs, etc, you run the risk of failing a course.

If illness or unexpected and beyond your control circumstances prevent you from completing a task on time, or substantially disturb your assessment performance, you should apply for Special Consideration, as soon as practicable, accompanied by appropriate documentation.

No special consideration will be provided if you miss out on essential course information and materials, or if you miss assessment tasks and deadlines due to unexplained absences or an unapproved lack of attendance.

You may be advised by the Course Convenor to withdraw from the course if significant learning activities are missed.

# General Schedule Information

The course consists in weekly lectures (in person and online: 1 hour) and studio tutorials (in person and online: 5 hours) which will incorporate a structured set of design tasks.

# Course Resources

## Prescribed Resources

Resources:

A selection of the recommended readings will be available in the Arch1311 Moodle website.

## Recommended Resources

**Recommended readings**

Irwin Altman, *The Environment and Social Beha*vior, (Monterey: Brooks/Cole, 1975).

Katy Chey, *Multi-Unit Housing in Urban Cities from 1800 to Present Day*, (New York: Routledge, 2018).

Francis D. K. Ching, *Architecture: Form, Space, and Order* (New York: John Wiley & Sons, 1996).

Clare Cooper Marcus, *House as a Mirror of Self: Exploring the Deeper Meaning of Home* (Berwick: Nicolas-Hays, 2006).

Kirsten Day, Christakis Chatzichristou (eds.), *Housing Solutions through Design*, (Faringdon: Libri, 2017).

Peter Ebner, Eva Herrmann, Roman Holibacher, Markus Kuntscher, Ulrike Wietzorrek, *Typology +: Innovative Residential Architecture*, (Basel: Birkhauser, 2010).

Eric Firley and Caroline Stahl, *The Urban Housing Handbook*, (Chichester: John Wiley & Sons, 2009).

Corey T. Griffin, 'The Paddington Terrace House: An Example of Incrementally Accommodating Change from the House to the City', in *AEEA / ARCC: International Conference on Architectural Research 4: Housing and the Shape of the City*, Milan, 2012.

Don Hanlon, *Compositions in Architecture* (Hoboken, NJ: John Wiley & Sons, 2009).

Amos Rapoport, *On 'The Invisible in Architecture': An Environment-Behaviour Studies Perspective,* 1994, https://www.scribd.com/document/254970093/On-The-Invisible-in-Architecture-An-Environment-Behaviour-Studies-Perspective-pdf

Julia Williams Robinson, *Complex Housing: Designing for Density*, (New York: Routledge, 2018).

Sarah Robinson, *Architecture is a Verb*, (New York: Routledge, 2021).

Peter G. Rowe, *Modernity and Housing*, (Cambridge, Mass.: MIT Press, 1993).

Jeremy Till, Tatjana Schneider, 'Flexible housing: opportunities and limits', in *Architectural Research Quarterly,* Vol. 9(2), 2005, pp.157-166.

Jeremy Till, Tatjana Schneider, 'Flexible housing: the means to the end', in *Architectural Research Quarterly,* Vol. 9(3-4), 2005, pp.287-296.

Graham Towers, *At Home in the City: An Introduction to Urban Housing Design*, (London: Routledge, 2005).

Ulrike Wietzorrek, *Housing +: On Thresholds, Transitions, and Transparencies*, (Basel: Birkhauser,

2014).

## Additional Costs

## Course Evaluation and Development

We encourage and support students to maintain regular contact with the course convenor to provide informal feedback throughout the course. For specific issues or detailed feedback, please arrange a meeting with the course convenor via email.

In this course there is an option for students to provide anonymous feedback via the course's Moodle page, which is directly sent to the convenor. As a final step, students are invited to share their insights and experiences by completing the MyExperience survey. The feedback gathered each year is integral to the continuous enhancement and development of the course.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|-------------------------------------|-----------------|
| Convenor | Raffaele Pernice | | Anita B. Lawrence Centre (West Wing), Room 2012 | 0431080616 | appointment by email | No | Yes |

# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;

- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your

study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

**Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](Use of AI for assessments | UNSW Current Students)

## Submission of Assessment Tasks

**Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on

Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

**Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

## School Contact Information

beadmin@unsw.edu.au