



## UNSW Course Outline

# ARCH1101 Architectural Design Studio 1 - 2024

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## General Course Information

**Course Code :** ARCH1101

**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 1 introduces you to the disciplinary foundations for architectural design. Through small scale and experimental design projects, you will explore the main concepts and activities of architectural design. There is a focus on making and thinking about

human inhabitation including space, form, order, structure, material, scale and proportion. You will learn manual and digital representational techniques as primary design communication tools, and explore the relationship between plan, section, elevation and three-dimensional forms.

## **Relationship to Other Courses**

Design Studio 1 is the first design studio in the Bachelor of Architectural Studies degree.

Throughout the degree students will undertake 6 design studios, ARCH1101 introduces students to the processes, language and techniques that will underpin design studios throughout their degree. The primary focus of ARCH1101 is on developing students design thinking and site understanding.

Throughout the term different methods of visual communication will be introduced, it is strongly recommended that students take BENV1010 concurrently to enhance their ability to communicate their thinking and designs. Students who have not taken BENV1010 or are not taking it concurrently should contact Ben so that he can arrange additional resources and support.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Develop the fundamentals of the architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of conceptual and schematic design proposals.
CLO2 : Apply foundational 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 : Develop the fundamentals of the architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of conceptual and schematic design proposals.	<ul style="list-style-type: none"><li>• Site Analysis and Interpretation</li><li>• Iterative and Expressive Experimentation</li><li>• Detailed Design</li></ul>
CLO2 : Apply foundational knowledge of social, ethical, environmental concerns and regulatory requirements to the architectural design process.	<ul style="list-style-type: none"><li>• Site Analysis and Interpretation</li><li>• Iterative and Expressive Experimentation</li><li>• Detailed Design</li></ul>
CLO3 : Communicate architectural concepts through hand sketches, models and digital representation.	<ul style="list-style-type: none"><li>• Site Analysis and Interpretation</li><li>• Iterative and Expressive Experimentation</li><li>• Detailed Design</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Site Analysis and Interpretation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Week 3: 26 February - 03 March
Iterative and Expressive Experimentation Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Week 7: 25 March - 31 March
Detailed Design Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: Week 12: 29 April - 05 May

# Assessment Details

## Site Analysis and Interpretation

### Assessment Overview

You will produce a set of visual documents expressing your understanding of the site conditions and atmospheric qualities. Grading will be done against assessment criteria accompanied by written feedback.

### Course Learning Outcomes

- CL01 : Develop the fundamentals of the architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of conceptual and schematic design proposals.
- CL02 : Apply foundational knowledge of social, ethical, environmental concerns and regulatory requirements to the architectural design process.
- CL03 : Communicate architectural concepts through hand sketches, models and digital representation.

### Detailed Assessment Description

The site in which architecture is designed and built is as important as the structure itself. In this assessment students will research the site conditions and qualities at Gordons Bay. The assessment also asks students to begin to consider the impact that the built and natural environment has on the residents and visitors to Gordons Bay. Students will prepare hand drawn observational sketches of the site, measured orthographic drawings, a series of simple diagrams and a range of expressive and interpretive drawings. The exercises in Weeks 1, 2 & 3 are the foundation of the first assessment.

### Assignment submission Turnitin type

Not Applicable

## Iterative and Expressive Experimentation

### Assessment Overview

Through a series of iterating exercises, you will produce experimental models and drawings that are informed by distinct design methods. Grading will be done against assessment criteria accompanied by written feedback. Verbal feedback will also be given in class by your tutor and peers.

### Course Learning Outcomes

- CL01 : Develop the fundamentals of the architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of conceptual

and schematic design proposals.

- CLO2 : Apply foundational 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**

Assessment 2 asks students to explore architectural form and spatial quality through the development of a series of models and accompanying drawings. Architectural form can be generated in a myriad of ways: through reference to precedent, in response to environmental conditions, generated through experimentation or investigation, derived from a layout or function, or in response to a prompt or idea – generally a range of different techniques or approaches are employed to develop an architectural form or composition. In this assessment students will engage with a range of experiments, designed to explore two distinct approaches to form generation.

#### **Assignment submission Turnitin type**

Not Applicable

### **Detailed Design**

#### **Assessment Overview**

You will develop and refine a selected design option from assessment 2 or an amalgamation of several options, producing detailed architectural drawings and representational images. Grading will be done against assessment criteria. Verbal feedback will be given by your tutor after your panel presentation.

#### **Course Learning Outcomes**

- CLO1 : Develop the fundamentals of the architectural design process comprising of the interpretation of the design brief and architectural precedents, and the creation of conceptual and schematic design proposals.
- CLO2 : Apply foundational 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**

For the final assessment students will be developing a detailed design of a fishing club, surf life saving tower and cleansing facilities based on their site analysis and spatial studies. The detailed design phase of a project follows on from the site analysis and initial spatial experimentation. Students will be asked to consider how they would site, compose and construct

a building to house the Gordons Bay Fishing Club, the new Gordon's Bay Surf Life Saving Tower and bathing facilities.

**Assignment submission Turnitin type**

Not Applicable

## **General Assessment Information**

Refer to detailed assessment briefs and rubrics under the Assessments Hub tab in Moodle.

**Grading Basis**

Standard

**Requirements to pass course**

In order to pass students must achieve a composite mark of 50 out of 100 across all assessments.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Studio	11:00 - 12:00   Lecture Welcome to Architectural Design Studio 1 + Spatial Qualities and Atmosphere 1:00 - 6:00   Studio – Before Class – • Look through the Week One Moodle Content • Ensure you have the appropriate equipment for class – see the equipment pack and Moodle announcement for details. – During Class – • Spatial Comprehension and Sketching Exercise • Observational Sketching and Understanding • Site Research and Mapping – After Class – • Complete the Fieldwork Form and upload to Moodle
Week 2 : 19 February - 25 February	Fieldwork	11:00 - 12:00   Lecture Site Studies and Understanding 1:00 - 6:00   Studio – Before Class – • Upload your Fieldwork Form to Moodle • Look through the Week Two Moodle Content – During Class – • Meet at Coogee Beach at 1pm, refer to details on Moodle. • Site Visit and tour of tutorial groups. Throughout the site visit you will need to take notes and create observational sketches and maps, make sure you bring all drawing equipment listed on Moodle. – After Class – • Collate your site notes into your A5 journal.
Week 3 : 26 February - 3 March	Studio	11:00 - 12:00   Lecture Distilling and Communicating Site Information 1:00 - 6:00   Studio – Before Class – • Prepare a draft of the deliverables for Assessment 1. You can go over these with your tutor during class. • Look through the Week Three Moodle Content – During Class – • Mapping Exercises – Bring your roll of tracing paper, pens, pencils and notebooks. • Review draft submission of Assessment 1 with your tutor – After Class – • Finalise your submission of Assessment 1 and upload on Moodle
	Assessment	Submit Assessment 1 Online on Moodle
Week 4 : 4 March - 10 March	Studio	11:00 - 12:00   Lecture Communicating Site Understanding + Introducing Assessment 2 1:00 - 6:00   Studio – Before Class – • Obtain materials for model making, see list and map on Moodle for details • Look through the Week Four Moodle Content – During Class – • Physical model making exercises. Creating planar and massing models + explorative form finding models. • Review Assessment 2 Brief • Developing a site model – After Class – • Continue iteration of form through models • Begin working on your group site model
Week 5 : 11 March - 17 March	Studio	11:00 - 12:00   Lecture Precedent Studies and Presentation Models 1:00 - 6:00   Studio – Before Class – • Bring all of your iterative sketch models from Week Four • Bring model making materials and equipment to class and drawing equipment • Look through the Week Five Moodle Content – During Class – • Precedent Study: Reviewing prominent Australian Architects Work • Abstracting form and space from precedents • Modelling Exercises: Translating the abstracted drawing into a 3D form – After Class – • Continue working on the deliverables for Assessment 2.
Week 6 : 18 March - 24 March	Studio	Optional Week Six Session

		<p>Week Six is known as 'flexi week', no compulsory classes are held this week to give students an opportunity to focus on assessable tasks and revising course content. However, as ARCH1101 will be impacted by the Easter Friday public holiday in Week Seven an optional studio class will run in Week Six. The class is designed to prepare students for Assessment 2.</p> <p>1:00 - 6:00   Studio</p> <p>– Before Class –</p> <ul style="list-style-type: none"> <li>• Bring all of your iterative sketch models from Week Five</li> <li>• Bring model making materials and equipment to class and drawing equipment</li> <li>• Look through the Week Six Moodle Content</li> </ul> <p>– During Class –</p> <ul style="list-style-type: none"> <li>• Working on the group site model + individual iterative models.</li> </ul> <p>– After Class –</p> <ul style="list-style-type: none"> <li>• Continue developing your work for Assessment 2</li> </ul>
Week 7 : 25 March - 31 March	Other	<p>Public Holiday - No Class this Week</p> <p>Refer to resources on Moodle</p> <p>Assessment 2 is due in Week 7 - refer to Moodle for submission details.</p>
Week 8 : 1 April - 7 April	Studio	<p>11:00 - 12:00   Lecture</p> <p>Materiality, Durability and Detailing</p> <p>1:00 - 6:00   Studio</p> <p>– Before Class –</p> <ul style="list-style-type: none"> <li>• Develop your proposal for Assessment 3 to discuss with your tutors in class.</li> <li>• Look through the Week Eight Moodle Content</li> </ul> <p>– During Class –</p> <ul style="list-style-type: none"> <li>• Review and refine program studies to develop a schematic floor plan of your design</li> <li>• Iterative Design Exercises to create architectural form</li> <li>• Considering materiality of the architectural proposition with your tutor.</li> </ul> <p>– After Class –</p> <ul style="list-style-type: none"> <li>• Continue to develop your detailed design after class</li> </ul>
Week 9 : 8 April - 14 April	Studio	<p>11:00 - 12:00   Lecture</p> <p>Connection to Site and Place</p> <p>1:00 - 6:00   Studio</p> <p>– Before Class –</p> <ul style="list-style-type: none"> <li>• Prepare a full set of architectural drawings (plans, sections and elevations / perspectives) to communicate your design proposal.</li> <li>• Look through the Week Nine Moodle Content</li> </ul> <p>– During Class –</p> <ul style="list-style-type: none"> <li>• Site and sectional studies of your design proposal within the context of Gordons Bay</li> <li>• Environmental testing studies: examining the solar, wind and tidal conditions on site and how the architectural proposal responds to them.</li> </ul> <p>– After Class –</p> <ul style="list-style-type: none"> <li>• Continue to develop your detailed design after class.</li> <li>• Review the deliverables for Assessment 3 and develop a plan for when and how you will complete them.</li> </ul>
Week 10 : 15 April - 21 April	Studio	<p>11:00 - 12:00   Lecture</p> <p>Architectural Communication and Design Refinement</p> <p>1:00 - 6:00   Studio</p> <p>– Before Class –</p> <ul style="list-style-type: none"> <li>• Bring your project plan for your tutor to review</li> <li>• Look through the Week Ten Moodle Content</li> </ul> <p>– During Class –</p> <ul style="list-style-type: none"> <li>• Review the deliverables plan with your tutor</li> <li>• Continue to develop your detailed design response with feedback from your tutor and peers.</li> <li>• Select a communication style in collaboration with your tutor.</li> </ul> <p>– After Class –</p> <ul style="list-style-type: none"> <li>• Continue to develop your detailed design after class.</li> </ul>
Week 11 : 22 April - 28 April	Other	<p>Non Teaching Week - No Classes</p> <p>Ben will be running optional drop-in sessions this week, refer to Moodle for details.</p>
Week 12 : 29 April - 5 May	Assessment	<p>1:00 - 6:00   Assessment 3 Presentations</p> <p>– Before Class –</p> <ul style="list-style-type: none"> <li>• Print your panels before class, ensure you leave enough time for printing.</li> <li>• Panels and Models must be arranged in your tutorial room before 1pm, submissions that are not pinned-up by 1pm will incur a late penalty</li> </ul> <p>– During Class –</p> <ul style="list-style-type: none"> <li>• 5 minute verbal presentation with 10 minutes of feedback and discussion per student.</li> </ul> <p>– After Class –</p> <ul style="list-style-type: none"> <li>• Relax!</li> </ul>



## Attendance Requirements

You are expected to attend and be punctual for all lectures and classes in ARCH1101.

Attendance and participation is assessed in all assignments through journal submissions.

If you do not attend, engage, or participate in scheduled class activities including lectures and studios 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

Refer to the weekly class tabs in Moodle for detailed information on each week.

## Course Resources

### 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
Lecturer	Benjamin Allen		4010 Anita B. Lawrence Centre, West Wing		Email to arrange individual consultations.	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 Plagiarism

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](#)

## **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](mailto: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