CO A 1 0 6 0 I n t r o d u c t i o n t o De s i g n a n d t h e B u i l t E n v i r o n m e n t

Course Syllabus

*From designers we ask for a designed world that has meaning beyond the resolution of purely functional needs, one that also has poetry, communicates subtly something that makes sense, not just by fitting in with the culture and environment in which it lives, but by adding a new dimension to it.*

*Jane Fulton Suri , Design Anthropology 2011*

Monday 9:05-9:55, Wednesday 8:05-9:55

Fall Semester

Instructor: Ann Gerondelis

Office Hours: Fridays, 1:30-2:30, and by appointment

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\*Email is the preferred method of communication.

Welcome to the College of Architecture, and to the Common First Year! This course is designed to:

• Foster a critical curiosity of the designed and built environment

• Provide an introduction to the disciplines of architecture and industrial design

• Develop skills in creative problem-solving

• Develop skills in productive design research

The structure and sequence of our time together over the course of 16 weeks will apprentice you in learning to understand your potential role in the larger context of the designed, built and lived (DBL) environment. It will unfold in a series of mini lectures, discussions, exercises, and projects conducted in the classroom and in the community. Graduate teaching assistants will support learning through their role in small group facilitation, performance assessment, and course content research and development. They are also available for one-on-one meetings after class. Please contact the GTA for your particular class section via email.

In COA1060, you will have the opportunity to:

- build skills in visual representation to support your design learning

- explore issues of bodies, objects and spaces with award-winning designers and artists

- practice means and methods of creative problem solving

- learn about issues influencing architecture, industrial design and research

- enjoy productive research designed to improve the health of a local community

- contribute to and benefit from the increasing design intelligence of the entire CFY cohort

Your attendance and participation in class is important, and you are expected to be in class, and engaged with the content every day. If you are physically unable to come to class, it is essential that you obtain a written excuse stating that you are unable to attend class (not simply that a doctor was visited – this should be done outside of class hours). Your class participation grade is determined by your attendance, work habits (turning in homework on time), and degree of content engagement. It counts for

15% of your overall course grade. Missing more than 2 classes will result in a final grade reduction of 10 points. If you are involved in an activity for which you are compensated by scholarship funding that may conflict with course attendance, bring this to my attention immediately.

There is no final exam for this course; instead your success will be determined by your attendance and participation, regular homework assignments and projects.

These major assignments count for 85% of your overall grade:

15% Li v i ng w i t h C om p l ex i t y E x hi b i t i on

Through this effort students will

- develop skills in visual note-taking as recording

- activate design learning through real-world application

- develop skills in visual note-taking as analysis

- develop skills in visual note-taking as narrative

15% De s i g n Ch a r r e t t e s

Through this assignment, students will

- develop skills in creative problem solving, expanding the design space by looking from different vantage points

- develop skills in testing ideas through strategic representations

- develop skills in communicating design ideas to support productive collaboration

40% Re s e a r c h P r o j e c t

This series of assignments will help students

- develop skills in effective community interface

- develop appropriate research methods in response to inquiry

- to develop effective data recording practices

- to effectively interpret data related to the designed, built and lived environment

- to potently articulate insightful discoveries both visually and verbally

15% Co u r s e No t e s

This series of assignments will help students

- to make sense of DBLE learning through visual note-taking

- to remember significant DBLE learning

- to revisit and reflect on DBLE learning

- to share DBLE learning

COURSE SCHEDULE\* *Tentative and subject to change*

Week

1 Welcome and Visual Note-taking

2 Living with Complexity

3 Living with Complexity

4 Bodies, Objects and Space Charrettes

5 Bodies, Objects and Space Charrettes

6 Research in ID, ARCH and Atlanta today

7 Research in ID, ARCH and Atlanta today

8 Research Project

9 Research Project

10 Research Project

11 Bodies, Objects and Space Charrette

12 Research Project continues

13 Research Project

14 Research Project

15 Research Project

16 Charrette

Course Site:

Please use T-Square to gain access to readings, submit assignments, and receive feedback from instructors and peers. Be sure to check T-Square for course updates before every class. https://t- square.gatech.edu/portal/site/84365.201308

Texts

Various texts will support our work, and will be posted on T-Square for use throughout the semester. This includes the freshmen reading book, Living with Complexity by Donald A. Norman, MIT Press 2011.

If you are a transfer student, please send your name, class and email address to [enrichment@gatech.edu](mailto:enrichment@gatech.edu) to receive an electronic version. Course reserve books can be borrowed by the hour from the COA

Library on the Ground Floor of the COA West with your buzzcard.

Grading

Making up work missed because of absences is your responsibility. Contact your GTA directly to determine due dates for make up work. Assignments will be posted on T-Square, and are due at 11pm unless noted otherwise. Work submitted late will be reduced by 10% for each late hour. No late work will be accepted for work due at the beginning of class. Midterm grades of S (satisfactory) or U (unsatisfactory) will be posted in September. This grade is for information only, and is not calculated into your final class grade.

Honor Code

Please read the Georgia Tech Academic Honor Code at [http://www.honor.gatech.edu](http://www.honor.gatech.edu/) and make sure you understand the code of conduct it lays out. It applies to all work submitted in this course. You may contact an Honor Advisor at [honor@gatech.edu](mailto:honor@gatech.edu) with questions. Any evidence of cheating or other violation of the Honor Code will be reported directly to the Dean of Students.

Students with Disabilities and/or in need of Special Accommodations

Georgia Tech complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the ADAPTS office to discuss the appropriate procedures. Website: [http://www.adapts.gatech.edu.](http://www.adapts.gatech.edu/) In addition, if you feel that you need an accommodation for any sort of disability and/or have any condition, special need, or circumstance I should be aware of, please make an appointment to discuss this further with me.

Learning Outcomes

At the completion of 1060, you should be able to

• Analyze the designed and built environment expansively through multiple filters

• Deploy iterative charrette processes to creatively solve design problems at multiple scales

• Employ effective research practices to explore issues of community health related to the designed and built environment

This syllabus is subject to change. Any changes will be announced in class.