
ARCH 1300

Architectural Design III

Fall 2023

University of Detroit Mercy
School of Architecture +
Community Development

Monday, Wednesday & Friday
2:00pm to 6:00pm
4 Credit Hours

Instructors

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Office hours are by appointment.
Please schedule via email.

Info

This Syllabus provides an overview of course structure, objectives, and expectations, but specific items such as class schedules or other details are subject to change in the best interest of the class or due to circumstance.

Course Description

Architectural Design Studio III is taken in the first term of the second year. The studio builds on skills developed in the first year and will focus on the design process as a function of context, program, and the engagement of both interior and exterior spaces. The attention to both positive and negative space is fostered through the design of multiple small residential units (totaling <10,000 sq ft).

The studio focuses on the development of observational and analytic skills through sketching, site analysis, and precedent studies. Students will develop design skills, in particular in connection with the understanding of scale in architecture, the ability to work in section, and through architectural designs for a specific site and the related social, urban, cultural, and natural context. Students will also increase their ability to investigate, represent, and compare design ideas through verbal, visual, and 3D tools.

Course Requirements

- 1 Students must complete all assignments to pass.
- 2 Grading criteria will be included with each project handout. All grading criteria must be competently addressed to receive a passing grade.
- 3 Attendance is required during scheduled hours. Refer to the section on university-authorized absences below.
- 4 Students are required to participate in all scheduled presentations, workshops, pin-ups, or juries.
- 5 Students are required to meet with the instructor at minimum once per week to discuss their design project.
- 6 Students are required to maintain a sketchbook documenting their design process, research, and analysis.
- 7 While in studio, students are expected to work on their design projects and conduct themselves in a manner conducive to education (this includes no rude or obnoxious behavior, no eating or smoking, and no loud music).

Grading

The following grading scale will be used:

	A	100–93	A–	92–90	
B+	89–87	B	86–83	B–	82–80
C+	79–77	C	76–73	C–	72–70
D+	69–67	D	66–60		
	F	59–0			

The final course grade will be accumulated from:

P01	Make Something	15%
P02	Dwelling Unit	25%
P03	Collective Living	35%
SB	Sketchbook	25%

Incomplete

A grade of incomplete may be requested by the student if the student is unable to participate in the class for an extended period due to illness, death in the family or other serious uncontrollable circumstance. It is the student's responsibility to initiate the request for a grade of incomplete from the instructor. A petition for a grade of "I" is required and may be approved or disapproved at the discretion of the instructor.

This grade is only appropriate at the end of the term when most of the course work is completed but for serious reason the student is unable to complete the remaining course requirements. If the instructor feels the awarding of an "I" is justified, they fill out an Incomplete Grade Petition reflecting the individual work to be completed and the due dates of that work. Both student and instructor sign the form. If the student does not complete the required work 8 weeks after the end of the semester, the "I" grade is automatically changed to an "I/F."

Blackboard

In this course we will be using Blackboard for assignments, activities, and/or discussion. Students should have regular access to Blackboard and their Detroit Mercy email. The use of student data in Blackboard conforms to the Family and Educational Rights and Policy Act (FERPA) and information policies of University of Detroit Mercy. Downloading the Blackboard mobile app will also allow you to view content and participate in courses on an iOS or Android mobile device.

Learning Outcomes & Course Objectives

1 Use of precedents

- 1A** Ability to make a precedent analysis taking into account a broad range of relevant factors (circulation, program organization, building systems, etc.)
- 1B** Ability to transfer knowledge gained from precedent analysis to the design of an architectural project.

2 Students analyze the social and natural context through direct observation, field notes, sketching, drawing, and mapping

- 2A** Accurately draw topographic+hydrographic features.
- 2B** Accurately record basic climate data (temperature, solar condition, precipitation, and humidity).
- 2C** Sketch and map existing conditions (surrounding buildings, vegetation, and circulation).

3 Students thoughtfully respond to site data in the design of an architectural project

- 3A** Ability to reconfigure topography and incorporate drainage in their site plan and site section.
- 3B** Ability to respond to the climate data and solar conditions in building orientation, and in the section, and elevation of the design of an architectural project.
- 3C** Ability to relate to existing buildings and circulation in the design of an architectural project.

4 Students demonstrate architectural and architectonic design skills

- 4A** Ability to respond to a building program and user needs in the design of an architectural project.
- 4B** Ability to compose space in plan and section.
- 4C** Ability to incorporate building structure in the plan and section of an architectural project.
- 4D** Ability to incorporate sustainable strategies in the design of an architectural project.

5 Students develop graphic design skills

- 5A** Ability to draw, edit, organize, and order visual information, including standard architectural drawings.
- 5B** Ability to create diagrams that explain important characteristics of the project.
- 5C** Ability to design layouts to effectively represent information about the project.
- 5D** Ability to create well crafted models that explain building massing and fenestration.
- 5E** Ability to maintain a journal documenting the design process and other related research and analysis.

Course Schedule + Objectives Matrix

Week	Project	Objectives	Assessment
1	P01 Make Something	1B	<ul style="list-style-type: none"> – Interactive object responding to user needs – Diagrams incorporating material assemblies – Graphically conveying conceptual thinking
2		5A, 5B, 5C, 5D, 5E	
3			
4	P02 Dwelling Unit	1B	<ul style="list-style-type: none"> – Design explorations through model-making – Articulated response to complex program – Architectonics composed in a set of drawings – Response to conceptual & contextual information
5		2A, 2B	
6		3B	
7		4A, 4B, 4C	
8	P03 Collective Living	5A, 5B, 5C, 5D, 5E	
9		1A, 1B	<ul style="list-style-type: none"> – Thorough precedent documentation and analysis – Mapping and analysis of existing conditions – Design response to site and environmental data – Diagramming of comprehensive design response – Architectonics composed in a set of drawings – Design resolved in well-crafted 3D model
10		2A, 2B, 2C	
11		3A, 3B, 3C	
12		4A, 4B, 4C, 4D	
13		5A, 5B, 5C, 5D, 5E	
14			
15			

Course Delivery and Methodology

Projects

ARCH 1300 features three distinct studio projects. First, in groups, students will collaboratively design-build interactive, physical objects out of up-cycled materials. Second, we will work in small cohorts through the design of a small-scale dwelling unit focused on model-making and spatial investigations in novel contexts. This project promotes iterative, serial investigations using physical models and mixed-media visualizations. Our third project is urban, complex, and human-focused. It emphasizes the design of space, rather than form, to achieve required outcomes. We will investigate programming as a means to connect designed architectural spaces with socially-driven, cultural, public activity. As a more thorough project, it will require greater integration of technical knowledge from supporting coursework.

Sketchbook

This course requires you to maintain active documentation of your design process and related research and analysis. This is fundamental to success in this course, and fundamental to ongoing growth throughout the program sequence. Please refer to the separate Sketchbook handout for more information.

Drawing Days

Throughout the semester, we will have focused time dedicated to drawing in-situ. These off-site outings are integrated with learning objectives 2A, 2C, 3C, and 5E, focused on contextual analysis and site observation.

Workshops

To support your learning in studio, faculty will run various workshops throughout the term focusing on core concepts. You are required to participate and follow along in workshops, whether live or recorded. Each workshop is designed to directly help you in your coursework, and as such, each workshop is an integral part of the course content.

Collaboration

ARCH 1300 explicitly emphasizes collaborative learning experiences. Our day-to-day activities are designed around a culture of care and support for one another. No one works alone through this course, just as no one works alone in the professional practice of architecture. Whether in small teams or groups, you will be required to collaborate this term, sharing your own experiences and knowledge to contribute to collective goals and requirements. Teamwork is essential to life, and we expect all students to go above and beyond the fundamental considerations of respect, fairness, leadership, etc.

Student Support Resources

University of Detroit Mercy has a wide array of support services available for free to all students. We encourage all members of the community to be aware of this list of student support resources, including contact information for reporting incidents or concerns. Students can also refer to the webpage for Current Students for more information.

Technology Requirements

University of Detroit Mercy Information Technology Services (ITS) posts current recommendations for student technology needs – including hardware, software, and internet connectivity – on their website.

Important Announcements

Important messages will be sent through Blackboard and/or emailed to your Detroit Mercy email address.

University-Authorized Absences

The university recognizes that attending class is essential for student learning and engagement. In cases of university-authorized absences for university-sponsored activities, religious observances, or exigent circumstances, instructors shall provide students the opportunity to make up missed work without penalty up to 10% of the course meeting time. Instructors shall determine how students may access, substitute, and/or submit missed work. Students are responsible for all course content and activities missed due to university-authorized absences. Further, students in the SACD should refer to the SACD Excused and Unexcused Absence Guidelines posted to Blackboard. Students who miss more than three classes are required to meet with their instructor for admission back into the class.

Instructional Continuity and Class Cancellation

Instructional continuity refers to the continuation of instruction during unforeseen campus closure or instructor absence. Should the need to cancel a class session occur, students will be contacted through Blackboard and/or their Detroit Mercy email address. Classes may pivot to virtual instruction in an emergency situation and further instructions will be provided at that time. Students are responsible for all course material provided through this instructional continuity plan.

Student Accessibility Services

The University of Detroit Mercy is committed to providing equitable access to learning opportunities for all students. Student Accessibility Services collaborates with students who have disabilities to arrange effective accommodations. If you encounter any barrier(s) to full participation in this course due to the impact of your disability, please contact:

Student Accessibility Services
sas@udmercy.edu
313-993-1158

Our office is located on the 3rd floor of the McNichols Campus Library in the Student Success Center.

We will confidentially discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. It is important that if you require an academic accommodation due to a documented disability, emergency medical condition, temporary disability or require special arrangements to be proactive in this process by requesting the accommodations before or at the start of every semester.

Title IX

Sexual violence and sexual harassment are contrary to our core values and have no place at the University of Detroit Mercy. In accordance with Title IX and related laws, Detroit Mercy prohibits sex and gender-based discrimination including discrimination toward pregnant/parenting students. If you experience sexual violence or sexual harassment that limits your ability to participate in this course or any other Detroit Mercy program or activity, there are resources and options available. Please be aware that I am not a confidential resource, and that I will need to disclose alleged incidents of sex or gender-based discrimination to the university's Office of Title IX. You may also contact Megan Novell, the Title IX Coordinator, directly by calling 313.993.1802 or emailing novellme@udmercy.edu to learn about supportive measures and options that are available to students alleging or alleged to have engaged in sex or gender-based discrimination.

Reporting Bias-Motivated Incidents

University of Detroit Mercy is committed to fostering a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated (see Discrimination and Harassment Prevention Policy) and should be reported by contacting the Dean of Students.

Compliance with Student Policies

University of Detroit Mercy students are expected to be familiar with and comply with student-related policies and practices, including those found in the Detroit Mercy Student Handbook. The Student Handbook also contains contact information for the Dean of Students and the Dean of each College/School.

Academic Integrity

As members of an academic community engaged in the pursuit of truth and with a special concern for values, University of Detroit Mercy students must conform to the highest standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of their own efforts. Among the most serious academic offenses is plagiarism, submitting the ideas or work of another source without acknowledgment or documentation. The consequences of plagiarism or any act of academic dishonesty may range from failure in a course to dismissal from the university.

Course Copyright

All course materials students receive or have online access to are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the Student Code of Conduct, and/or liable under Federal and State laws. In addition, distributing completed essays, labs, homework, exams, quizzes, or other assignments constitutes a violation of the Student Conduct policy.

Students are prohibited from recording class sessions unless instructor permission has been granted. In the case of ADA accommodations, recordings of class sessions may not be shared or distributed. Video/audio recordings of class sessions (face-to-face or online) may be recorded by the instructor for the benefit of students in the class. Recordings will be shared via platforms with access limited to other members of the class. I will attain consent from students if recordings of student comments or images will be shared with a broader audience.

Religious Observances

It is the policy of University of Detroit Mercy to respect the faith and religious obligations of each student. Students with exams and classes that conflict with their religious observances should notify their instructor at the beginning of the semester in order to work out a mutually agreeable alternative. Please note that, regardless of whether an absence is “excused” or “unexcused,” the student is responsible for all missed course content and activities.

Classroom Conduct

As members of the Detroit Mercy campus community, your safety, health, and well-being are important, and we want to be able to support you in any way that we can. Students are required to follow current university safety protocol and any additional protocol included in the course syllabus. Refer to the Health Advisories website for up-to-date information and policies. Members of the university community should regularly monitor their health and seek appropriate medical attention if needed and do not attend class while ill. Contact your instructor ASAP about missed course content. Students may contact the Wellness Center at 313-993-1185 or wellnesscenter@udmercy.edu for support or guidance. In addition, students and instructors should wash their hands frequently and avoid eating in classrooms. Students who do not follow these policies are violating standards of student conduct and will be subject to disciplinary action through the Dean of Students' Office.

Universal Design for Learning

I am committed to the principle of universal learning. This means that our classroom, virtual spaces, practices, and interactions have been designed to be as inclusive as possible. If you have a particular need, please email me or arrange a meeting with me so I can help you learn in this course. I will treat any information that you share as private and confidential. Contact Student Accessibility Services to seek official accommodations due to a disability or emergency medical condition.

Learning Environment

Universities provide a safe haven for multiple perspectives and for disagreement and dissent. However, all of our conversations should be pursued in the spirit of mutual respect and civility. Together we will work to create an environment in which every voice and perspective is heard and respected. The use of harmful or exclusionary language, including language that is racist, sexist, homophobic, or transphobic, would erode what we are trying to accomplish in our course and is not acceptable in the university classroom.