

## Diagrams of Architecture

### Advanced Special Topics in Environmental Design - EVDS 697 Q(4-0)

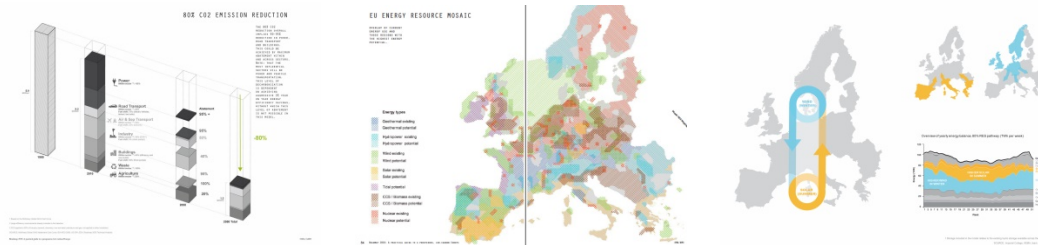
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Fall 2018, EVDS Fall Block Week, October 15-19

Monday to Friday, 9:00 to 1:00, Location PF2165

*“Architecture is a fuzzy amalgamation of ancient knowledge and contemporary practice, an awkward way to look at the world and an inadequate medium to operate on it. Any architectural project takes five years; no single enterprise - ambition, intention, need - remains unchanged in the contemporary maelstrom. Architecture is too slow. Yes, the word “architecture” is still pronounced with certain reverence (outside the profession). It embodies the lingering hope - or the vague memory of a hope - that shape, form, coherence could be imposed on the violent surf of information that washes over us daily. Maybe, architecture doesn't have to be stupid after all. Liberated from the obligation to construct, it can become a way of thinking about anything - a discipline that represents relationships, proportions, connections, effects, the diagram of everything.” Rem Koolhaas, Content, Introduction*

*“The real unity of the production cycle having been identified in the city, the only suitable role for the architect was as organizer of that cycle.” Manfredo Tafuri, Architecture and Utopia*



## INTRODUCTION

This course begins with the assumption that architecture emerges in close relation with its context and manifests the conditions relevant to its development. It is also based on the assumption that, as architects and spatial designers, we must observe these conditions, analyze them, and understand them in order to synthesize them towards powerful effect, including in the determination of relevant design problems. Drawing on such observations, students will analyse information relevant to selected topics in order to draw relevant conclusions on these topics, graphically organize and represent the information in a way that clearly communicates these conclusions to others, and, through the graphical interpretation of these conclusions, chart the direction for potential design responses (although detailed project design is beyond the scope of this course).

## COURSE STRUCTURE

We will meet for four hours each morning through the Fall Block Week. The course will combine brief lectures, student presentations, and work sessions. Students will design at least two diagrams over the course of the week.

## **OBJECTIVES**

- 1 - To develop diagrams that explore relations between relevant information within selected topics, to synthesize conclusions based on this analysis, to recommend avenues for design based on these conclusions.
- 2 - To develop representation skills through the clear communication of information.
- 3 - To develop a clearly documented body of research into the topic.
- 4 - To develop an understanding of contemporary design relevant topics at multiple scales.

## **TEACHING APPROACH**

The course will proceed through various phases that will include research, analysis, synthesis and conclusion. Each phase will be preceded by a brief presentation. Students will present their work to the class for discussion, and submit their work at the end of each phase.

## **CONTENT - TOPIC AREAS AND DETAILED CLASS SCHEDULE**

Phases of work:

- Phase 1 - Analysis (40%)
- Phase 2 - Conclusion (60%)

Further detail will be provided at the assignment of each phase. Each phase will include the work of the previous phases, including the modification and update of any content as required.

Schedule:

- October 15 - First day of class, assignment of Phase 1 (Observation), in-class working session.
- October 16 - Presentation of Phase 1 progress, assignment of Phase 2 (Synthesis), in-class working session.
- October 17 - Presentation of progress, in-class working session.
- October 18 - Presentation of progress, in-class working session.
- October 19 - Final class, review and submission of Phases 1 and 2.

## **COURSE EXPECTATIONS AND MEANS OF EVALUATION**

Students will be expected to follow all assignments, to be present in class (and as otherwise agreed), and attend all lectures and reviews. Detailed project descriptions will be provided throughout the term. Project evaluation will weigh in equal parts the student's professionalism (timeliness, participation, preparedness), craft (quality of presentation execution and content, including progress and process content), conceptual development (iterative progress, conceptual ambitiousness and clarity), completeness (meeting assigned deliverables, at a minimum), and design outcomes (overall success at the end of each phase). The focus will be placed on rewarding ideas that are deemed to be well developed from conceptual and theoretical perspectives. At each phase the progress and completeness of the work as a whole will be determined and included in the grade, including any necessary reconsideration, modification, adjustment and improvement to previous content. The failure of any phase worth 30% or greater will constitute failure of the course. There will be no written examinations - all work will be project based. Written components of the course will be limited to the description of graphic material.

## GRADING SCALE

Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range. In order for work to be evaluated as outstanding (A- to A+) students should demonstrate a rigorous process, bring new work that communicates process to each class, exceed minimum standards and requirements, approach projects positively and productively, and clearly perform above the expectations of an advanced elective course. At the discretion of the instructor, assignments submitted after the deadline may be penalized with the loss of a grade (for example, from A- to B+) for each weekday late. The following equivalencies will be used in calculating grades:

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

## NOTES

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/)
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).