

environmental form as physical responses to specific need and constraints. Design process issues, setting design goals and objectives and the creation of spatial settings for human use are critically investigated. Graphic supplies will be required. A materials fee as shown in the Schedule of Classes is payable upon registration. Prerequisite: Arch 210. Corequisite: concurrent enrollment in or completion of 140. (Spring only.) (CSU/UC)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

Demonstrate social and artistic awareness and sensitivity in the context of environmental design issues.

Carry out the design process, including elementary problem definition and understanding, setting of goals and objectives, development of solution seeking alternatives, evaluation, and execution.

Analyze and define the constraints and opportunities of elementary design problem scenarios and begin to develop comparative and creative conclusions regarding conceptual solutions involving architectural form and space.

Creatively manipulate architectonic elements and form to achieve elementary architectural and built environmental solutions from given or developed needs and requirements and within specific constraints.

Recognize and use elementary qualities and ordering principles of architectural form, including shelter, enclosure, light, texture, place, solids/voids, hierarchy, proportion, unity, contrast and circulation/movement.

Use mixed media graphic techniques and three dimensional models to express and present design concepts and solutions with a competent level of craft and care.

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

same as Student Learning Outcomes

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Definition of need, problem analysis definition

Setting goals and objectives

Analysis of places; mapping and reading architecture

Pattern languages, design methodologies

Habitation & architecture :

family house through 3 generations and a "fourth house" model
metaphorical garden for the "fourth house"

Compositional elements and scale in architecture, analysis of the parts with the whole

Shelter design composition: ground / platform, column / frame, roof / canopy,

Urban places

Architectural composition: kit of parts and development of a public place

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Design studio involves the presentation of concepts and subject principles with the hands-on exploration and development of creative work and design development, individually or in teams. Lecture and presentation of concepts and principles are combined with design problems / opportunities requiring design exploration, research and both verbal and graphic presentations with focused attention to historical, environmental and cultural considerations and the design process. In-progress and individual or group review of design and project progress of longer term assignments are intended to guide student and design development. Where appropriate, models and other three dimensional studies are utilized to reinforce analytic/aesthetic solutions as are readings and research problems with reports that require critical analysis. Periodic overlap and review of previously presented course work is used to reinforce understanding, retention, and appreciation of subjects presented. Design project topics reinforce thematic and core subjects of the course. Coursework fosters the development of making and communication skills in the process of design. Guest speakers, film and visual presentations can be introduced to the class to reinforce principles and concepts.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Oral and visual presentation of completed projects before faculty and peers.

Written research papers and projects.

Portfolio review at end of semester.

Design projects will be evaluated on the quality of the concept, the development of concept, and the execution and presentation of the solution(s)..

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Analyzing Architecture, Simon Unwin, Routledge, 2003
Experiencing Architecture, Steen Eiler Rasmussen, MIT Press, 1964

Prepared by: _____
(Signature)

Email address:

Submission Date: _____