Course Title: Design I: Introduction to Architecture, Environmental Design, and the Design Process

Units: 4

Total Semester Hours: Lecture: 48 Lab: 48 Homework: 48 By Arrangement: 48

Length of Course: Semester-long

Grading: Letter

Faculty Load Credit: 48/16 + .7*48/16 = 5.1 FLC

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)
   Concurrent enrollment in or completion of Arch 120.

3. Recommended Preparation (Attach Enrollment Validation Form.)

4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

Minimum of 48 hours of lecture and 48 lab hours plus 48 hours by arrangement per term. Corequisite: concurrent enrollment in or completion of Arch 120. An introduction to architectural and environmental design with emphasis on critical two and three dimensional thinking utilizing visual, graphic, written, and three-dimensional analysis. Explores principles and relationships of form and space with people and place, scale, proportion, order, contrast, balance, and unity. Design exercises allow students to explore and manipulate ordering elements in architecture, essential principles of architectonic form including order, shelter, enclosure, light, texture, place, solids/voids, hierarchy and circulation/movement. The relationship and value of the design process and design decisions on human existence is interwoven through the semester’s work. Includes introduction of exemplar buildings and environments including significant movements and theories in design and architecture history as well as indigenous cultures. Studio design exercises provide an introductory exposure to the means of design communication and craft, including verbal, written, hand graphic and three-dimensional object model building skills. Graphic supplies required. A materials fee as shown in the Schedule of Classes is payable upon registration. (Fall only.) (AA, CSU, UC)
5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

An introduction to architectural and environmental design with an emphasis on critical two and three dimensional thinking utilizing visual, graphic, written and three dimensional analysis. Introduces the design elements and principles, and essential principles of architectonic form including order, shelter, enclosure, light, texture, place, solids/voids, hierarchy and circulation/movement. Studio design exercises provide an introductory exposure to the means of design communication and craft, including verbal, written, hand graphic, and three-dimensional model building skills. Graphic supplies will be required. A materials fee as shown in the Schedule of Classes is payable upon registration. Plus 48 hour by arrangement per term. Corequisite: Concurrent enrollment in or completion of Arch 120. (Fall only.) (AA, 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 an awareness and understanding of design as a problem solving process that involves elementary problem definition/understanding, goal setting, solution seeking alternatives, evaluation and execution.
- Discuss environmental design issues with a greater social and artistic awareness and sensitivity.
- Exhibit an awareness of how architectural design can affect human existence, the environment, individuals and cultures.
- Express an awareness of and be able to use proportion, scale, unity, contrast and order.
- Use graphics and drawings to express, analyze and communicate information, concepts, ideas and design intentions.
- Build elementary three dimensional models to analyze form and express or communicate design intent and solution.

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. In this case, “Same as Student Learning Outcomes” is appropriate here.)

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, a sample course syllabus with timeline may be attached.)

Introduction to Environmental Design

- Role of the Architect and the nature of architecture in society
- Design as process, sequence investigation
- Research assignment
- Place Making & Site Planning
- Perception and design process
Composition & development

Horizontal and vertical lines
  part 1: b&w lines
  part 2: textures
  part 3: color
  part 4: 3d model

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.)

Lectures to introduce new topics, with instructor's verbal presentation of material supplemented by appropriate still images, video, and class discussion. Design studio (lab) involves both presentation of concepts by the instructor and hands-on exploration and development of creative work by students working individually and 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. Where appropriate, models and other three dimensional studies are used 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. Guest speakers and films can be introduced to the class to reinforce principles and concepts.

Hours by arrangement are devoted to continued student work on project models and presentations. Students work in the architecture studio (currently 19-114) under the supervision of an architecture faculty member. In addition to receiving guidance from the faculty member, students benefit from observing and critiquing each other's work in progress. Many projects require tools and workspace that may not be available to students outside the studio.

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.

Verbal and graphic presentations with attention to historical, environmental and cultural considerations and context.

Demonstration of a basic understanding and awareness of the process of design.

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.)


Experiencing Architecture, Steen Eiler Rasmussen, MIT Press, 1964