MODIFIED SYLLABUS

DBLD 7630
Design Construction Completion Studio

Credit Hours: 7 credits (3 contact hours of lecture and 9 contact hours of studio per week)

Prerequisites: DBLD 6620 (for design track students)
DBLD 7550/51 (for construction track students)


Additional readings will be assigned at the discretion of the instructor. Resources include specialized CADC design and presentation software and equipment.

Course Description: This studio is the final of a three-studio progression in the Master of Design Build program. The studio emphasizes the skills and abilities associated with the detailed development of design and construction for an architectural project. Students will work in interdisciplinary teams to develop and advance a project initiated in the previous semester to the point of detailed design development, including an analysis of constructability, projected construction cost and schedule.

Course Objectives: The primary learning objectives for this studio include development of:

- The ability to employ advanced design process and design technology tools in the development of a detailed design and construction proposal for an architectural project.

- The ability to integrate criteria associated with construction cost, constructability analysis, and construction scheduling with the project design proposal.

- The ability to leverage advanced design tools and technologies to realize sustainable, high-performance building solutions.
- The ability to leverage the advantages of working in interdisciplinary, team-based environment to develop building proposals at a greater depth of development, and at a higher level of design performance.

**Course Content:**
The design problem assignments utilized in this studio will be a continuation of the design proposal developed in the previous semester. Students from the Design and Construction Tracks of the DBLD program will work in interdisciplinary teams to advance the project design proposal to a detailed level, while concurrently developing a proposed strategy for constructing the project, a detailed construction schedule, and project cost estimate.

Students will be grouped into four-student teams (with two students from each track) for the duration of the term.

While specific duration details may vary, generally the students will be engaged in the development of the above referenced scope of work over the full ten weeks of the summer term.

**Requirements/Evaluation:**
Grading will be based on both individual performance and on contributions to team-based assignments — with the greatest weight assigned to the student’s contributions to the project’s success. “Success” in this context includes accomplishment of both the project goals and the learning objectives of the studio. Assessments will include evaluations of the faculty, guest evaluators, and evaluations from fellow students.

Each student will be expected to prepare for in-studio discussion based on the assigned readings and developing dialogue regarding the design assignments. In-class participation will contribute 30% of the final grade.

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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Detailed Design Proposal</td>
<td>40%</td>
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<tr>
<td>Detailed Construction Proposal</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Grading Scale:**

**Graduate Students:**
A = 92-100
B = 84-91
C = 76-83
D = 68-75
F = <68

**Grading Criteria:**
A    Exemplary work that is attended to with initiative well beyond the description of the stated problem.
B Exemplary work that shows an understanding of the problem, displays a conceptual foundation, and is well crafted.

C Adequate work that meets the requirements of the problem and the course. Shows an understanding of the problem while acknowledges some deficiencies.

D Work that although complete, does not show an understanding of the problem, and demonstrates deficiencies in the mastery of skills.

F Failing work that does not significantly meet the requirements of the problem or the course.

Course Policies: Attendance: This studio will require significant commitments of passion, energy, and time from all involved – students, faculty, and project partners – to succeed. In this context, full participation in all studio meetings, field trips and other associated activities is essential. Unexcused absences will result in a half-letter grade reduction in the student’s final grade. More than four unexcused absences will result in a grade of FA (failure due to absences).

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.

When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these
forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Halley Center, 844.2096 (V/TT) or email: scw0005@auburn.edu

Justification for Graduate Credit: This is an advanced, integrated project team studio, emphasizing the ability to work in interdisciplinary collaborative teams. This course will be graded on an 8-point scale; feedback and evaluation will incorporate rigorous professional standards and will be provided by faculty holding graduate faculty status.

Existing syllabus follows (see p. 5)
EXISTING SYLLABUS

College of Architecture Design and Construction  Auburn University
BSCI 7530 Design/Build Studio  Spring 2007  Professor D. K. Ruth
7 credits (2:1 studio hour ratio)
9 am – 4pm MWF
Permission of instructor required

Synopsis:
The BSCI design/build studio is the third in the sequence of the three semester progressive context based design build studios. The studio consists of a seven hour studio component and a two hour lecture component. BSCI 7520 and BSCI 7550 are pre-requisites. Students will be expected to continue and complete construction of their selected project from the summer and spring semester. They will be expected to continue in the research, analysis, estimation and scheduling of alternative discrete technical sub-packages of their comprehensive project. They will then be expected to select and construct the appropriate package. Students will also be expected to assist the client with F F and E and move that client into the building. After move-in a post occupancy evaluation will be performed as part of the comprehensive project. The ultimate goal of the studio is to have their comprehensive project completed in turn key fashion.

Theme(s)
In this studio sequence students will have direct exposure to comprehensive design/build projects involving all aspects of the process.

The philosophical tradition of learning-through-experience and context based learning is continued in this third design-build studio as students are expected to research, thru built examples, appropriate construction assemblies for sub-systems in their comprehensive project. They will be expected to produce construction site mock-ups of selected assemblies on site. The research and construction of these assemblies as well as their final placement will be directed by professionals in the field on alternating Fridays throughout the semester. The students will be expected to perform move-in and post occupancy analysis. They will also be expected to perform a critical review of their comprehensive project process. This critical review would include the reconciliation of budget, scheduling, construction processes and design intent. It is seen as a lessons learned document.

Intent
This studio encourages the student to:
§ develop an ability to employ a variety of design/build methodologies and theoretical approaches;
§ develop a definitive value system concerning the ethical, technical, and aesthetic implications of their design/build proposals;
§ participate in team collaborative design/build activity; and
§ develop communication techniques (graphic, written, oral and built form) appropriate to the scale and intent of the project.

Students focus upon “building to design intent”, project occupancy and post occupancy analysis within the content of their design-build solution from their previous semesters. An emphasis is placed upon achieving and measuring the success of the desired comprehensive building intent thru the application of technologies and construction assemblies. Particular emphasis is upon learning to develop and apply analytical skills of design/build projects. These skills are reviewed in conjunction with the discussion of each construction sub-system selected for the comprehensive project. Assigned projects are approached in student teams with research, analysis, and process/methodology. Ethical, technical and aesthetic implications of design/build resolution are given highest priority.

Other efforts augment the students study:
Students in this design-build studio are required to continue to develop the studio/construction journal from the previous semesters. This journal will record, at minimum, observations and analysis of the concepts addressed throughout this third semester construction. This journal should be used to record a projects history. Personal observations or perceptions, and the like are critical in the collective assessment of this design/build process. Successes and failures, and a loose “work-in-progress” with sketches, diagrams, photographs, etc (incorporated and
collaged as projects and ideas are developed) should amplify this journal. Journals are considered research documents (in fact they amplify the design intent package) to be collected for review near the end of the semester’s work. It is anticipated that these journals will be included in the comprehensive review at the ending of the semester.

Students may supplement their studies with selections from the following list.

- *Architects Studio Companion*  
  Allen, Edward and Joseph Iano

- *Building Construction Illustrated*  
  Francis D.K. Ching

- *Cradle to Cradle*  
  Will Mc Donough

The required text for this studio is a compendium of selected articles ranging from issues of sustainability to the craft of construction. This compendium will be produced by the faculty team.

Periodic lectures and discussions will amplify and clarify construction integrated design concepts. These lectures should be recorded with a reaction in your journal.

**Studio Procedure and Grading:**

Throughout the semester we address problems designed to emphasize the “idea” and understanding of “concepts.” Students will have an opportunity to create built form as well as present their findings to themselves, their critics, and their fellow students. This studio has a certain bias for the student who strives for excellence instead of mediocrity. It would seem that attending class and exchanging philosophical and applied thought with critics and fellow students would benefit tremendously the student interested in design/build; therefore, it is strongly suggested that students attend each class meeting and pursue their studio work in class (remember the construction site and related venues is the classroom). Class is for design analysis and construction; it is hoped that other matters can be taken care of at other times. Class attendance and participation are monitored and affect the student’s final grade (either raising or lowering the final average). Three un-excused absences are an automatic failure for this course.

Because design/build is both a creative endeavor and an action built upon a discipline of decision-making, students are expected to finish their projects at the specified time. Projects completed after specified due dates will have a negative effect on the completion of the comprehensive project in its allotted time frame. This attitude is not acceptable. Grading and evaluation of design-build projects are difficult and soul-searching tasks, and every attempt is made to evaluate a student’s explorations fairly and precisely. Each project has its own criteria and is evaluated according to how well a student responds to those criteria; generally, the following has considerable bearing upon a student’s grade:

A. **Idea /Invention**  
   Have you solved the problem? Have you advance the state of the art for which you build?

B. **Development/resolution**  
   How well has your project reinforced the design intent? How many conflicts have you uncovered and solved? How does your product **FIT**?

C. **Presentation**  
   How effectively have you informed and convinced others of the validity of your solution?

**Course Requirements /Assignments**

1) Reading/writing assignments  
2) Analysis of (including post occupancy) and construction of sub-assemblies  
3) Journal

- **20%**
- **60%**
- **20%**

The grading scale for this course is as follows:

- 10  Superlative (A+)
- 9.0  Very good (A)
8.0  Good (B)
7.0  Satisfactory (C)
6.0  Poor (D)
5.0  Failing (F)

Students with Disabilities
Students who require special accommodations due to disabilities should make an appointment with the instructor during posted office hours as soon as possible. For further information, students should also contact the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Justification for Graduate Credit
The Graduate students in this class undertake independent, original research and thinking. In doing this, they analyze, research, and design new material and, overall, master the material at a more in-depth level.

Academic Honesty
Auburn University expects students to be honest in their academic work. Violations of the Student Academic Honesty Code and potential sanctions are detailed under Title XII of the SGA Code of Laws, in the Tiger Cub.