MODIFIED SYLLABUS

DBLD 5610/6610
Design Build Studio

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

Prerequisites: DBLD 6610 – must be Design-Build graduate major.
DBLD 5610 – ARCH 4020 and School of Architecture approval.

Texts:


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

Course Description: This Design Build Studio is the first of a three-studio progression in the Master of Design Build program. The studio emphasizes the introduction of an integrated project delivery approach to design practice and the development of facility with the design technologies, design strategies and digital tools employed in advanced design practice.

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

- The ability to employ a variety of design methodologies integral to development of design proposals in an integrated practice environment.

- A critical perspective with regard to the ethical, technical, and aesthetic implications of an integrated project team approach to project delivery.

- Facility with Building Information Modeling (BIM), energy modeling, and other forms of digital technology platforms integral to advanced design practice.
• An understanding of the collaborative working approach central to integrated practice, and of the skills required to be successful in this practice environment

**Course Content:**

The design problem assignments utilized in this studio will be focused on buildings and spaces within the physical fabric, cultural traditions, and social realities of contemporary urban environments. Emphasis will be placed on the development of a critical perspective on conceptual development of the design proposal and a critically reflective position with regard to the myriad ways new technologies and technology-driven design tools influence design outcomes.

The semester will be organized around a series of design exercises structured to realize the learning objectives outlined above. While specific duration details may vary, generally there will be two to three introductory design problems within the first half of the semester, followed by a final project of approximately 8 weeks in duration. The majority of projects will be completed in multi-student teams.

**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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<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
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<tr>
<td>Introductory design assignments</td>
<td>30%</td>
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<tr>
<td>Comprehensive Project</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:**

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<tr>
<th><strong>Graduate Students:</strong></th>
<th><strong>Undergraduate Students:</strong></th>
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<tbody>
<tr>
<td>A = 92-100</td>
<td>A = 90-100</td>
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<tr>
<td>B = 84-91</td>
<td>B = 80-89</td>
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<tr>
<td>C = 76-83</td>
<td>C = 70-79</td>
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<tr>
<td>D = 68-75</td>
<td>D = 60-69</td>
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<tr>
<td>F = &lt;68</td>
<td>F = &lt;60</td>
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**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 design studio, requiring either the completion of a professional undergraduate degree in architecture or the ability to demonstrate outstanding performance in fourth-year undergraduate design studio. 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 COURSE SYLLABUS Follows (see below, p. 5)
EXISTING SYLLABUS

College of Architecture Design and Construction
DBLD 7510 Design/Build Studio  Summer 2008  Professors D. K. Ruth and Anthony Tindill

Synopsis:
This DBLD design/build studio is the beginning of a three semester progressive context based design build studios. The studio consists of a seven hour studio component and a two hour lecture component. DBLD 7510 and DBLD 7650 are co-requisites. Students will be expected to research, select, analyze, program, design and begin the construction of a comprehensive project.

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 begun as students begin to participate in field trips to potential site contexts and also are directed by professionals in the field for two week intervals during the first and last third of the semester.

Intent
This studio encourages the student to:
- develop an ability to employ a variety of design/build methodologies and theoretical approaches;
- develop a broad understanding of ethical, technical, and aesthetic implications of their design/build proposals;
- develop information-gathering and programming techniques;
- participate in team collaborative design/build activity; and
- develop communication techniques (graphic, written, oral) appropriate to the scale and intent of the project.

Students focus upon buildings and spaces within the physical fabric, cultural tradition, and social realities of a city town or rural environment. An emphasis is placed upon conceptual development and program resolution. Particular emphasis upon learning to develop analytical skills of design/build projects are reviewed in conjunction with the discussion of each project. Assigned projects are approached in student teams with research, analysis, and process/methodology. Design/build resolution is given highest priority.

Other efforts augment your study of architecture:
Students in this studio are required to maintain a single studio journal to record, at minimum, observations and analysis of the concepts addressed throughout the semester. This journal should be used to record a projects history. Personal observations or perceptions, and the like are critical in the collective assessment of your design/build process. Successes and failures, and a loose “work-in-progress” with sketches, diagrams, photographs, maps, postcards (incorporated and collaged as projects and ideas are developed) should amplify your journal. Journals are considered research documents to be collected for review near the end of the semester’s work. It is anticipated that these journals will be a stimulus for a studio-wide review at the ending of the semester.

The required texts for this studio are Integrated Practice by George Elvin, Free Play by Stephen Nachmanovitch, Natural Building by Tom Woolley and Mid-Course Correction: Toward a Sustainable Enterprise: The Interface Model by Ray C. Anderson. In addition each project team will be required to select one text for reading and discussions by the entire studio.

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
Leon Battista Alberti, On the Art of Building in Ten Books  Translated by Rykwert, Leach and Tavernor
Various books and literature on BIM scheduling and estimating

Periodic lectures and discussions will amplify and clarify studio 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 a 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. Class is for design and analysis; 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 not be accepted. Project re-submittals are not permitted. Grading and evaluation of architectural 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 advanced the state of the art for which you build?

B. Development/resolution -
   How well has your project reinforced your design idea? 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 20%
2) Analysis of and construction of sub-assemblies 60%
3) Journal 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.