Type of Course: Advanced Studio ARCH 51000 / 91102 / 86101
Class Meetings: M/TH: 2:00PM – 6:10PM
Instructor:
   Jeremy Edmiston (co-ordinator), David Tajchman (visiting professor),
   Ali Hocek, Henry Grosman
Location: Room TBD
Semester/Year: **Fall 2018**

SCHOOL

Course description:

The design studio addresses the program of a New York City elementary school as
   a center of interrelated, overlapping systems that weave together. It
   emphasizes the conceptual and material consequences of a systems approach
   at multiple scales.

1.   The scale of the institution—NYC public school system, one part of a whole
2.   The urban scale—a single destination on the NYC subway system.
3.   The building scale—multiple repetitive and unique elements
4.   The detail—material and building service systems connecting forming spatial
     definitions

Circulation and its material and spatial qualities are explored through the design
   of a small building that responds to a detailed ensemble of architectural
   spaces containing varies similar and differing activities, and the multiple
   contexts of a local institution.

Each studio explores these systems and their qualities on a specific site.

The program builds on the ideas and skills from previous studios and the history,
   structures, visual studies and construction sequence.

Course Goals:

To develop an understanding of advanced structural and representational
techniques, and demonstrate the skills to apply them to a design problem of
moderate complexity.

To become familiar with the diverse needs, values, physical abilities, and spatial
and social patterns of different user groups and stakeholders of a building and
context.

To develop a familiarity with the concepts and goals of an integrated design.

To use precedents and readings as an analytic tool that supports an architectural argument and proposition.

Student Learning Objectives:

Students will be able to produce a detailed analysis of a context and program and diagram it using advanced representational techniques.

Students will develop a design that produces an integrated relationship between

site, building, and interior.

Students will be able to incorporate the findings of research into their projects.

Students will be able to employ skills learned from technical coursework to

produce more developed ideas of envelope, threshold, tectonic principles, and

material qualities in their projects.

A NYC public elementary school is typically organized around a "home room", where students spend the majority of their day. Each class has it's own "home room". This responds to the size and mobility of the elementary students, which typically differs from that of the teachers.

Our building project is about 45,000 sq. ft. It includes multiple repetitive elements and multiple unique parts. This size will enable interiority explorations between the volumetrically larger gym, and cafeteria, the classrooms, and the supporting offices and circulation spaces.

Each studio will be responsible for critiquing the typical paradigm, and proposing alternative propositions.

Deliverables:

Final Review

Diagrams

1. That articulate the architectural argument and position of the proposition. (Not all in plan view)
2. That analyse the site in relation to this argument, and map onto the site the impact of the NYC subway system on the site.

3. That clearly show the circulation through the proposition in three dimensional terms.
4. That show the plumbing risers.
5. That articulate the structural proposition of the project.

Drawings

1. Site Plan
2. Floor Plans
3. Roof Plan
4. Multiple Section drawings in multiple directions through the project
5. At least three Elevation drawings. One that shows the effect of the sun on the façade, and one that shows the depth of the façade, this maybe the same drawing.

Models

Multiple physical models.

Images/Drawings/Photograms

1. One view from the outside of the project
2. One view from inside the classroom
3. One view from inside the project

Deck

A series of images arranged in Keynote, Powerpoint or equivalent software, that presents the argument and proposition of the project clearly.

Midterm Review

Every item on the final review list is to be represented at the midterm review. The items may not be in their final scale or media, but they must be represented. There must be enough completed work, for a thoughtful discussion to take place about the ideas and execution of the project. This is to be evaluated by the studio instructor.

NOTES:

The scale, material and techniques of all drawings and models, is to be determined by the studio instructor

***** about this architecture program: students are expected to understand the program as a guideline, not as a space planning exercise. The chart below, from the SCA, shows that there is some flexibility in the size of individual spaces.

Students should use the focus of the studio to explore in depth, potential architectural relationships between the spaces of the school program. The workability of the school should be evaluated as a whole. For example, your classroom might get smaller if you accommodate discussion groups in the design of your library. Or, alternately, the highly articulated walls in your classroom might necessitate more square footage per classroom, but less space elsewhere. It's important that your project has an architectural idea in regards to the spatial possibilities of multiple systems; it is not sufficient to layout the spaces according to the square footage above. Above all, you are expected to follow the specific methodology outlined by your studio instructor.

Resources:

The NYC subway system research, compiled by Marta Gutman's seminar class, will be shared by the studio instructor's via Dropbox. Each student is to use these files in compiling a mapping of the system, that is relevant to their site and context.

www.nycsca.org

www.Schools.nyc.gov

www.thethirdteacher.com

Swaan, Abram. The Schools of Herman Hertzberger, 2013.

Examples:

Zaha Hadid, Evelyn Grace Academy, London, 2010.

Mario Botta, Morbio Inferiore School, Morbio Inferiore, Switzwerland, 1972-76.

For comparison: Walter Spickendorff, Waldschule, Chalottenburg, Germany, 1904.

Readings:

Anne-Marie Chatelet, "A Breath of Fresh Air: Open Air Schools in Europe," chap. 5 *in Designing Modern Childhoods: History, Space, and the Material Culture of Children,* ed. Marta Gutman and Ning de Coninck-Smith (2008).

Suggested:

David Rifkind, "Post-Modernism: Critique and Reaction," chap. 2 in *A Critical History of Contemporary Architecture, 1960-2010*, ed. Elie G. Haddad and David Rifkind (2015).
Elie G. Haddad, "Deconstruction: The Project of Radical Self-Criticism," chap. 4 in in *A Critical History of Contemporary Architecture, 1960-2010*, ed. Elie G. Haddad and David Rifkind (2015).
Romana Schneider, "The Long Struggle for the Child-Friendly School in Germany," chap. 2

in *Das Klassenzimmer Von Ende Des 19. Jahrhunderts to Bis Heute; The Classroom: From the Late 19th Century until the Present Day, ed.* Thomas, Müller and Romana Schneider (Tübingen, Germany: Ernst Wasmuth Verlag, 2011).

Grading & Attendance Policies and Studio Culture

Course Expectations:
• That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.
• That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance in order to be considered valid.

Methods of Assessment:

• Attendance and participation in class discussions: 20%
• Projects development in response to semester schedule: 50%
• Projects presentation, completion and resolution: 30%

Key Areas of Grading Assessment:
- **Studio Performance & Work Habits** Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.

- **Clarity of Representation & Mastery of Media** Ability to utilize both digital and manual drawing and model-making techniques to precisely and creatively represent architectural ideas.

- **Pre-Design:** Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

- **Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.

- **Integrated Evaluations and Decision-Making Design Process:** Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

- Studio & Lecture Series Attendance

- Completion of Portfolio and Attendance at all scheduled portfolio related events

Grading Criteria:
Note: C is the lowest passing grade for M Arch I and M Arch II students.

A (+/-) work meets all requirements and exceeds them. Presentations are virtually flawless, complete, and finely detailed. Work exhibits professional, "museum quality" level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor. Work shows evidence of intense struggle to go beyond expectations, and beyond the student's own perceived limits of their abilities.

B (+/-) work meets all requirements. Presentations are complete and finely detailed. Work exhibits professional level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor.

C (+/-) work meets minimum requirements. While presentations may be complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution

D (+/-) work is below minimum requirements. Presentations are incomplete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.

F work is well below minimum requirements. Student does not develop adequate design process, and / or does not finish work on time.

INC grades of "incomplete" are not given under any circumstances unless there is evidence of a medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a
specified date, as per CCNY policy. Classes / work missed due to illness must be explained with a physician's note.

NOTE: *Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each student.*

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY Academic Bulletins: http://www.ccny.cuny.edu/registrar/bulletins.cfm

Office Hours:
Office hours are set by appointment. If a student needs to speak in private with a studio critic they must email in advance to request a meeting time. Students may seek office hour appointments to discuss any matters of concern including personal, private matters and general inquiries about course related work, grading, assessment and content.

Probation & Dismissal: For program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors:
B. Arch.: Arnaldo Melendez & Sara Morales
M. Arch.: Hannah Borgeson

Studio Culture:
Working in the studio is mandatory. Studio culture is an important part of an architectural education. Please see the Spitzer School of Architecture Studio Culture Policy, which can be accessed on the SSA website here https://ssa.ccny.cuny.edu/about/policies/ for more information.

Absence & Lateness
Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences will result in a whole letter grade deduction from a final grade; three will result in a failing grade. It is expected that all students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussion.

Absences due to Religious Observances
Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance on any particular day or days.

Noise Policy:
The studio environment should be a quiet and respectful place where all students can work and think in peace. At no time may students play music out loud in studio, even at a low volume. If you desire to listen to music, either during class hours or after hours, headphones are a requirement. Conversations must also be kept to a reasonable volume to respect classmates and those students in adjacent studios.

Readings & Journals:
Students are expected to keep a journal or sketchbook throughout the duration of studio to document their thought process & take notes of any texts, books, terms or references that are mentioned by either the studio critic or fellow classmates and to selectively follow up on these and any other assigned readings before the next class.

Academic Dishonesty:
As a student you are expected to conduct yourself in a manner that reflects the ethical ideas of the profession of architecture. Any act of academic dishonesty not only raises questions about an individual's fitness to practice architecture, but also demeans the academic environment in which it occurred. Giving or
receiving aid in examinations, and plagiarism are a violation of an assumed trust between the school and the student.

Plagiarism, i.e. the presentation as one's own work of words, drawings, ideas and opinions of someone else, is a serious instance of academic dishonesty in the context as cheating on examinations. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student.
All assignments must be the student's original work. Any copying, even short excerpts, from another book, article, or Internet source, published or unpublished, without proper attribution will result in automatic failure of the entire course.

CCNY Academic Integrity Policies:
http://www.ccny.cuny.edu/academicaffairs/integritypolicies.Cfm In particular, consult the Academic Integrity Brochure for students:
http://www.ccny.cuny.edu/academicaffairs/upload/BrochurePDFVersion.pdf
For more guidance about understanding standards for plagiarism in the digital age, see:
http://www.nytimes.com/2010/08/02/education/02cheat.html?_r=1&emc=eta1&pagewanted=print For citations, use the Chicago Manual of Style "Notes and Bibliography" method:
http://www.chicagomanualofstyle.org/tools_citationguide.html

AccessAbility Center (Student Disability Services):
The AccessAbility Center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College Students with disabilities while preserving the integrity of academic standards. Students who have self-identified with AAC to receive accommodations should inform the instructor at the beginning of the semester. (North Academic Center 1/218; 212-650-5913 or 212-650-6910 for TTY/TTD).

Library:
The school's library is a shared resource that is necessary supplement to all research and design work. Please direct questions to the library staff or the architecture librarian Nilda Sanchez.

NAAB (National Architectural Accrediting Board)
The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

More specifically, the NAAB requires an accredited program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

The following Student Performance Criteria are addressed in this course:

Realm B: Building Practices, Technical Skills, and Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Students should consult the NAAB website www.naab.org for additional information regarding student performance criteria and all other conditions for accreditation.

Class Schedule

Week 1

Monday, August 27

      LOTTERY

Studio, Introductions

Thursday, August 30

Week 2

Monday—NO CLASS

Wednesday, September 05

Thursday, September 06

    5:00pm School Convocation

Week 3

Monday—NO CLASS

Thursday, September 13

Week 4

Monday, September 17

Thursday, September 20

    6:30pm Lecture, David Tajchman

Friday, September 21

    6:00pm Gallery Opening

Week 5

Monday, September 24

Thursday, September 27

    6:30pm Lecture, Daniel Barber

Week 6

Monday, October 01

    PORTFOLIO REVIEW

Thursday, October 04

Week 7

Monday—NO CLASS

Thursday, October 11

    6:30pm Lecture, Catherine Seavitt

Week 8

Monday, October 15

    MIDTERM REVIEW

Thursday, October 18

    6:30pm Lecture, Kiel Moe

Week 9

Monday, October 22

Thursday, October 25

    6:30pm Lecture, Amale Andraos

Week 10

Monday, October 29

    LECTURE TBA

Thursday, November 01

    6:30pm Lecture, Byron Stigge

Week 11

Monday, November 05

Thursday, November 08

Week 12

Monday, November 12

Thursday, November 15

    6:30pm Lecture, Javier Garcia-German

Week 13

Monday, November 19

Thursday—NO CLASS

Week 14

Monday, November 26

Thursday, November 29

Week 15

Monday, December 03

Thursday, December 06

    FINAL REVIEWS BEGIN

DETAILED PROGRAM OF REQUIREMENTS - OPTION B

ROOM LAYOUT	ROOM TYPE	NO. OF UNITS	CAPACITY PER UNIT	TOTAL	UNIT AREA [sf]	TOTAL NET AREA	ACTUAL NET AREA
	GROUP 1- INSTRUCTION						
1-14	Typical Classrooms - Grade 3	4	20	80	750	3,000	3,024
1-15	Typical Classrooms - Grade 4-5	8	28	224	750	6,000	6,103
1-30	CSD Special Education Classrooms (min 500SF)	2	12	24	500	1,000	972
1-31	Reading Resource Room	1	---	---	375	375	362
1-32	Speech Resource Room	1	---	---	375	375	373
	GROUP 2- SPECIALIZED INSTRUCTION						
2-10m	Project Room	1	28	28	1,250	1,250	1,229
2-30m	Music CR with Instrument storage	1	28	28	750	750	769
	GROUP 4- PHYSICAL EDUCATION						
	PLAYGROUND: 3,000 sf ECC Playground separate from larger yard; Maximize hard-surface general Playground at grade if possible						
	GROUP 4/GROUP 5 - PHYSICAL EDUCATION/ASSEMBLY						
4-10	Gym	1	---	---		3,000	3,400
	Stage	1			900	900	885
4-55	Health instructors office -adj to gym	1			150	150	148
4-53	Gym eqpt storage room	1			150	150	114
	GROUP 6 - LIBRARY						
6-11	Library	1	---	---	750	750	722
	GROUP 7 - LOBBY						
7-10	Lobby	1	---	---	750	750	663
	GROUP 8 - STUDENT SUPPORT						
8-10	Guidance/SBST Suite	1	---	---	---	500	505
8-10.1	Guidance Office	1	---	---	100	---	
8-30.1	SBST Office	1	---	---	100	---	
8-30.2	Interview/Conference Room	1	---	---	150	---	
8-10.3	Store Room	1	---	---	50	---	
8-10.4	Waiting Room	1	---	---	100	---	
8-51	Medical Suite	1	---	---	---	425	427
	Medical Suite Toilet (for students)	1	---	---	50	---	
	Nurse's Office	1	---	---	100	---	
	resting area	1			45	---	
	Examination Room	1	---	---	100	---	
	Waiting area	1	---	---	75	---	

DETAILED PROGRAM OF REQUIREMENTS - OPTION B

ROOM LAYOUT	ROOM TYPE	NO. OF UNITS	CAPACITY PER UNIT	TOTAL	UNIT AREA [sf]	TOTAL NET AREA	ACTUAL NET AREA
	GROUP 9 - STORAGE						
	educational /supply closet- books etc	1 per floor			50	200	207
9-16m	General Storage	1	---	---	750	750	1,124
9-19	Grounds Equipment Storeroom	1	---	---	125	125	175
9-24	Refuse and Recycling room (w/ floor drain and hose bib on 1st floor if possible)	1		---	175	175	175
9-25, 9-21	Computer/AV Storeroom (1 ea. Instr. floor)	4	---	---	50	200	210
	Bicycle storage	1			75	75	79
	GROUP 10 - ADMINISTRATION						
	Administration Suite	1	---	---	---	1,000	993
10-11	General Office/Waiting Room mail and time/duplicating	1	---	---	500	---	
10-13	Principal's Office /Conference	1	---	---	375	---	
10-14	Records Room	1	---	---	100	---	
	supervisory	1	---	---	150	150	139
10-24	Teachers' & Aides Work Rm(w/ lockers & toilet)	1	---	---	500	500	498
10-25	Parents / Community Room	1	---	---	375	375	374
	GROUP 11 - CAFETERIA/STAFF LUNCH						
11-10	Students' Dining Area (Capacity / 3*15 sf)	1	109	---	1,640	1,640	1,640
11-11	Staff Lunch / Conference Room	1	---	---	500	500	494
	GROUP 12 - CUSTODIAL						
12-23	Custodial Locker Rm	1	---	---	175	175	175
12-11	Custodian's Office	1	---	---	250	250	250
12-14,16	Custodian's Storage/workshop (include hydraulic lift)	1	---	---	500	500	493
12-17	Janitor's Sink Closet		(1 per floor)				
12-25	Telecommunications Room	1	---	---	300	300	315
12-26	Telecommunications Switch Closet (@ floors w/o tel. room)	2	---	---	100	200	200
12-22	toilet w/ shower and lockers for bike users	1			135	135	136
	GROUP K - KITCHEN						
K1	Kitchen Complex (refer to kitchen standard to include extra Full Warming Kitchen	1	---	---	1,335	1,335	1,403
K6m	Dietitian's desk area						
	Food Storage (75% may be remote from kitchen)						
	Help Locker Rooms						
K8	(one unisex toilet in vicinity with separate M & F lockers)	2		Varies			
	TOTAL PROGRAMMED AREA (62% Gross)					27,960	28,776
	TOTAL CORE AREA (38% Gross)					17,137	17,637
	TOTAL GROSS AREA (100%)					45,097	46,413

                                 TOTAL ADJUSTED CAPACITY: __328__

         (As per OSP PS Utilization Calculations)   Adj Cap= Cap-(2 clusters)

                              Unadjusted Capacity: *384*

                                      TOTAL SF PER PUPIL: **137**