Spitzer The Bernard & Anne Spitzer School of Architecture

Type of Course:	**Graduate Studio + Research Workshop/Design Seminar**
M.Arch 2nd yr:	ARCH 74100 Architecture Studio IV (6 cr) + ARCH 73501 Research Workshop (3 cr)
M.Arch 3rd yr:	ARCH 85200 Advanced Studio (6 cr) + ARCH 85200 Research Workshop (3 cr)
M.S. Arch:	ARCH 92102Advanced Studio (6 cr) + ARCH 92202 Design Seminar (3 cr)
Class Meetings:	**Workshop M 9:30-12:20; Studio M/TH 2:00-5:20pm**
Office Hours:	**Mondays 12-2PM by appointment / Room 2M07**
Instructor:	**Professor Horn & Professor Katz**
Location:	**TBA**
Semester/Year	**Spring 2026**

GENERAL DESCRIPTION

STUDIO: This advanced studio explores an architectural project through extended design research and in-depth building design propositions. Engaging with a variety of contemporary architectural design topics, students analyze and synthesize human, socio-cultural, contextual, technical, and regulatory forces. Project work includes quantitative investigation of environmental impacts and articulation of mitigation strategies. Independent research methodologies are supported, and student work is expected to achieve the quality of a well-developed architectural design thesis and design proposition.

RESEARCH WORKSHOP: This required seminar course focuses on special topics of study that support and broaden the design studio curriculum. Students co-enroll in this course with their architectural design studio.

Concept to Construction: Designing an ADU in Portland, Maine

Small Infrastructures Exhibition, UC Berkeley, February 2022

OVERVIEW

Structured as a hybrid design studio, construction technology seminar, and visual studies workshop, this course gives equal weight to conceptual development, technical resolution, and graphic expression. Using the archetypal project of the house, the studio positions domestic architecture as a critical lens through which to interrogate questions of living, representation, and the translation of ideas into precise building assemblies.

The semester begins with readings that problematize domestic space and frame contemporary architectural theory. This is accompanied by a study of design precedents, followed by an accelerated and intensive schematic design

phase. From there, you will move into a sustained period of technical development focused on detailing, three-dimensional projection drawing, and rendering as tools of both inquiry and resolution. In tandem, the Design Seminar introduces computational workflows—including AI-based image generation, Grasshopper, and environmental performance analysis—to broaden your creative design thinking and sharpen critical decision-making.

Across both studio and seminar, the course emphasizes critical self-reflection on design methodology, intellectual risk-taking, and the ability to resolve architectural ideas within material, structural, and environmental constraints. Given the breadth and intensity of the work, the course requires a high level of independence, initiative, and sustained engagement in research, design development, and technical problem-solving.

CONTEXT

This semester we will design a detached Accessory Dwelling Unit (ADU) in Portland, a coastal New England city of approximately 70,000 residents located on the unceded territory of the Eastern Abenaki people. Historically driven by commercial shipping and light industry, today Portland's economy is dominated by the service sector. While the city is known as a creative hub for craftspeople, artists, and restauranteurs, it is also struggling to provide affordable housing for a growing workforce, an aging population, and to address both a homeless crisis and an influx of asylum seekers fleeing violence in Angola and the Democratic Republic of Congo.

Portland's effort to legalize and promote ADUs—mirroring initiatives in many U.S. cities—seeks to bypass the bureaucratic hurdles of large-scale housing development by leveraging existing lots and homes to incrementally expand housing supply. An ADU is a self-contained dwelling with its own kitchen and bathroom located on the same lot as a primary residence. It may be detached, attached, or created through the conversion of a garage, basement, or attic. Typically around 1,000 square feet (±, depending on jurisdiction), ADUs can serve a range of uses, including rental housing, income-generating workspace, aging-in-place accommodations for family members, transitional housing for adult children, or flexible living space. Beyond this programmatic versatility, ADUs appeal to cities seeking more diverse and affordable housing because they are compact, energy-efficient, relatively straightforward to build, and do not require the acquisition of additional land.

BRIEF

"The doubling of a singular artifact creates the opportunity to do things differently a second time around, to syntactically recode, distort, or transgress an original, while still drawing reference and affirming its presence. As such, the canon should be understood as a historical condition in which what is major is constantly redefining itself in relation to that which is minor, and what is minor is always potentially challenging or hybridizing that which is major."

Sean Canty, *All the Things You Are: Latency as an Aesthetic Practice*.

Architecture is intrinsically tied to ambiguity. Counterintuitive sites, multivalent typologies, and clients with conflicting impulses compel architects to reconcile opposing ideas and desires. ADUs, for example, are formally and legally tethered to a primary residence, yet their modest scale and perceived autonomy make them fertile ground for independent design speculation. On a double lot such as ours, this tension is amplified: the ADU oscillates between its role as a subordinate accessory and a more prominent architectural presence that speaks to the street front. Complicating this condition further are the competing desires for social connection and privacy.

This spring, we will investigate the ambiguous territory between autonomy and contextualism that defines the ADU. Through critical examination of both the social conventions of plan-making and the vernacular frameworks that shape architectural identity, the studio will treat the ADU as a site of questioning and negotiation.

Across the studio and seminar, you will deploy a wide range of tools and techniques—from fundamental plan studies and conceptual diagramming to parametric experimentation and generative AI workflows—to interrogate the ADU's role as inheritor of established conventions, mediator between past and future, and architectural bridge between independence and engagement.

Working individually, you are being asked to design an ADU loosely based on the design competition **The Complete City Filled-In**, which is referenced in our Drop Box folders. After carefully reviewing all the content, links and references in this syllabus, you will launch into the first phase of program assessment and plan-making in studio and an exploration of the speculative vernacular, in seminar. You will be asked to address and resolve the following four key areas in your project, in addition to content discussed in class:

1. Client Wish List

- The clients are a couple who are approaching retirement age. One is a writer and the other works in the world of filmmaking. They own a double wide lot in Portland and want to build and occupy an ADU on their property so their kids can move into their existing house and start a family.

- They want a primary bedroom and second swing space that can be used as an office or a guest bedroom as needed. An additional office nook would be nice as well.

- They have always lived in the suburbs close to neighbors and now want to feel more remote and within nature. They are looking for an ADU that cleverly bridges outside and inside in unexpected ways - taking advantage of the whole property to make the ADU feel both more expansive and more secluded than it is.

- The way they relate to the interior and exterior are both equally important. They are avid gardeners and birdwatchers who will take advantage of warm months for raised beds and decorative planting and seek to cultivate wildlife activity year-round. They have also accumulated a lot of important and meaningful art, books, and objects and want to display as much of it as possible in the new home. Windows should be thoughtful in forging connections between outside and inside.

- As this will become a family compound of sorts, they want privacy from their former house while preserving the ritual of dining together with their kids and extended family.

- They have always lived in traditional homes and are now curious about alternatives that challenge domestic conventions and make them more conscious of how they live and interact with one another and their space.

- They want a building that is responsible and energy conscious while respecting local construction practices and avoiding fussy certifications. / They would ideally like to privilege natural finishes on the interior and avoid sheetrock.

- As people with an interest in and knowledge of design, they want to draw inspiration from the neighborhood and New England architecture more broadly, in unique ways without mimicking it.

- They haven't renovated their existing house in decades and would be open to cosmetic changes to the exterior to enhance the connection to the new ADU. This might include things like painting or rethinking the entry porch or rear yard access.

- While they want the new house to feel customized to their needs, they also acknowledge that for future resale, it is important to consider the typical ADU lifecycle and other potential owners who may live differently.

2. Regulatory Requirements

Following are the local and site-specific zoning regulations that apply to the design of the ADU, including height restrictions, setbacks, and maximum floor area, all of which your design must comply with:

The subject property is not within a flood zone according to FEMA maps.

The subject property is in an RN-3 Zone according to the Portland Zoning Maps. For your design, the following is a summary of the zoning requirements you are required to respect:

a. ADUs are exempt from lot coverage maximums and minimum lot area per dwelling requirements.
b. A single ADU's gross-floor area cannot exceed 2/3 of the gross floor area of the principal dwelling.
c. The height of the ADU cannot be greater than 18ft.
d. Side Yard Setbacks: 8ft for 1.5 stories & 12ft for 2 stories.

e. Front & Rear Yard Setbacks: 20ft
f. Minimum Distance of ADU from Existing House: 10ft (this does not apply to walkways or porch elements)

Additionally, you will be required to observe the following Code Regulations, which relate to life safety and energy performance.

2021 International Energy Conservation Code (IECC)
a. Table R402.1.2 – Maximum Assembly U Factors
b. Table R402.1.3 – Insulation Minimum R Values

2015 International Residential Code (IRC)
a. Section R311.2– Exit Doors
b. Section R311.7– Stairways
c. Sections R311.3 and R311.7.6 – Landings
d. Section R312 – Guardrails
e. Section R310 – Egress Windows
f. Good IRC Reference Sheet

3. Site Conditions

The site for this project is a modification of Scenario 4 from the design competition, with both 41 and 45 William Street now combined. This newly modified site is a double, irregularly shaped lot which only retains the house at 45 William. Given the generous width and depth of this property, each project must make a case for the orientation and placement of their ADU in relation to both the existing house and to the various environmental and contextual forces at work on the site. This property also affords an opportunity to develop a planting plan / garden that works in unison with the existing home and new ADU.

Property Address: 41-45 William Street, Portland, ME, 04103 (RN-3)

Lot Dimensions – 14,375 Sq. ft

Principal Unit Gross Floor Area – 1,672 Sq. ft

Max Allowable ADU Gross Floor Area (2/3 of principal unit) – 1115 Sq. ft

Maximum Allowable Height: 18ft

Foundations: The site soil makeup is Windsor Loamy Sand. On the Soil Web website, click Menu, then Zoom to Location, and enter address to see relevant information. This is a well-draining soil that is conducive for standard spread-footing foundations.

Infrastructure: The site is connected to city water, waste, gas, and overhead electricity. The ADU will tap into and share these systems as necessary.

Drainage: Each site must accommodate and manage all run-off from the property with adequate perimeter drains, vegetative depressions, and/or drywells.

Radon: The property is located within Zone 1, which has high radon potential and requires a mitigation system according to the EPA.

4. Building Integration

Building integration is comprised of 5 categories, all of which must be addressed in the project.

1. integration of building envelope systems and assemblies
2. structural systems

3. environmental control systems
4. life safety systems
5. the measurable outcomes of building performance.

Environmental Considerations for Building Integration:
*Please note: some of the links below will require a free membership to Green Building Advisor.

Based on the US Department of Energy Guide to Climate Regions, Portland (Cumberland County) is categorized as a climate zone 6A. This is a cold climate and many of your design decisions must reflect the special needs of buildings in this region. More broadly, all projects must consider the measurable impacts of their design decisions. Students will work in the Design Seminar to evaluate the energy performance of their projects and to adjust their design in response. Some of the basic sustainable building systems & principles we will address are:

- Design small
- Employ intuitive passive solar principles for orientation and room layout
- Minimize glazing on the north and maximize it on the south.
- Windows with low U factor and with a high SHGC, especially for the south side
- High R-value walls and roof, privileging cellulose, straw, or mineral wool insulation.
- Heat Pump with ERV system for mechanical ventilation
- Limit use of foam and no XPS, which has a blowing agent with high global warming potential.
- Limit quantity of concrete wherever possible
- Because hydropower, wind, and biomass fuels produce a high percentage of renewable electricity generated in Maine, and renewable resources generated 67% of Maine's in-state electricity in 2023, focus on all-electric over gas for heating and appliances.
- Limit air leakage and address principal air-barrier at sheathing layer.

Schedule of Semester Phases:

Phase 1.1 Design Conceptualization: 2 weeks

Studio:
Reading & discussion of assigned theory references and exploration of design precedents.
Plan iterations that explore the ADU brief.
Learning goal: Use research to develop a theoretical framework for examining the domestic space of the ADU.

Seminar:
Intro to Rhino + Grasshopper / Project siting and orientation
Introduction to Ai tools / investigating architectural context & vernacular.
Learning goal: Use Ai as a visual research tool to develop critical perspective of architectural language.

Phase 1.2: 2 weeks

Studio:
Address site as constraint & produce volumetric / massing studies that move the ADU into 3D space.
Introduction to fundamentals of wall assemblies.
Finalize schematic design phase.
Learning goal: Understand the impact of site context and wall assemblies on design thinking. Understand that there are multiple factors operating at different scales in the project from site context to building envelope.

Seminar:
Introduction to Grasshopper to iterate volumetric / massing studies.
Learning goal: Use parametric tools for form-finding to synthesize plan and section / elevation concepts.

Phase 2 Technical Integration: 5 weeks

Studio:
Complete reading of all assigned building assembly articles + PGH book. Start using GBA forum.

Do building sections and plans that integrate assembly layers.
Introduction to HVAC
Zoom Lecture on Site Design in Portland
Structural Engineer Consulting
Learning goal: Develop ability to make design decisions while integrating envelope assembly, structure, environmental response, and life safety. Use reading research + GBA forum to evaluate decisions.

Seminar:
Introduction to energy analysis tools, including airflow, and cross ventilation.
Techniques for organizing Rhino model and visualizing layers of integration like structural and HVAC systems.
Learning goal: Use analytical tools to test, evaluate, and iterate design options both intuitively and quantitatively. Understand best practices for model management and workflow between analytical software / Rhino / and Illustrator.

Phase 3 Representation: 4 weeks

Studio:
Exploration of rendering & drawing techniques and participation in redline sessions to edit drawings.
Reinforcement of technical knowledge with oral exams and drawing quizzes.
Learning goal: Understand graphic techniques to express the project clearly and creatively. Understand that design involves an ongoing process of editing and refinement. Identify & reinforce gaps in technical knowledge in response to exams and quizzes.

Seminar:
Reinforce rendering and drawing tools and techniques. Support process of board layout and design.
Learning goal: Sharpening workflows that aid execution of final renderings, drawings, structural representation, and graphic layout.

DELIVERABLES:

All final presentation boards sized at 36” x 96” (horizontal format) with an option to enlarge boards as necessary to accommodate additional work. Board template located in Drop Box folder.

Basic contents of final boards:

1) Site Plan @ 1/8” scale showing all site-design-related elements
2) Vertical Section @ ½” scale showing envelope assembly, interior perspective, & narrative callouts
3) Ground Floor Plan @ ½” scale showing envelope assembly, interior perspective, & narrative callouts
4) Additional plans or sections @ 3/16” scale
5) 3D drawing of structural frame
6) Aerial isometric view of ADU in site context showing neighboring buildings.
7) Small isometric 3D diagrams showing design concept & process.
8) Individual HVAC plans @ 3/16” scale.
9) Min (2) Exterior and (2) Interior Renderings using Twin Motion, Rhino Render, D5, Enscape, or equivalent.

ADDITIONAL STUDIO REQUIREMENTS:

1. All students are required to purchase and read the book, The Pretty Good House, by Michael Maines (Author), Daniel Kolbert (Author), Emily Mottram (Author), Christopher Briley (Author), Taunton Press, 2022.

2. All students are required to get a 3-month free membership to Green Building Advisor, which is an online forum that provides a construction details database and a useful discussion on detailing and building systems. Everyone is expected to post questions and details throughout the semester to engage the building construction community of professionals.

3. As we transition into the detailing and design development phase, all students will be required to partner up with one other student to engage in mutual redlining, detailing research, and drawing auditing.

REFERENCES

SELECT READINGS:

Canty, Sean. “All the Things You Are: Latency as an Aesthetic Practice.” *Log* 57 (Winter/Spring 2023): 38–47.

Colomina, Beatriz. “The Split Wall: Domestic Voyeurism.” In *Sexuality and Space*, edited by Beatriz Colomina, 73–128. New York: Princeton Architectural Press, 1992.

Evans, Robin. “Figures, Doors and Passages.” In *The Projective Cast: Architecture and Its Three Geometries*, 55–91. Cambridge, MA: MIT Press, 1995.

Hayden, Dolores. “Two Utopian Feminists and Their Campaigns for Kitchenless Houses.” *Signs* 4, no. 2 (Winter 1978): 274–90.

Kahn, Louis I. “The Room and Beyond.” In *Louis Kahn: Essential Texts*, edited by Robert Twombly, 103–110. New York: W. W. Norton & Company, 2003.

Meredith, Michael. “Indifference, Again.” *Log* 36 (Winter/Spring 2016): 109–120.

Somol, Robert E. “Green Dots 101.” In *Hunch 11: Rethinking Representation*, edited by Penelope Dean, 28–37. Rotterdam: Berlage Institute, 2007.

Upton, Dell. “Introduction.” In *Architecture in the United States*, 1–18. Oxford: Oxford University Press, 1998.

SELECT DESIGN INSPO:

Studio Sean Canty

MOS

MALL

Welcome Projects

Work AC

Bair Balliet

SO-IL

Neme Studio

Ja-Ja Co

Sidell Pakravan

Atelier Bow Wow

ADU References:
https://www.gsd.harvard.edu/event/small-infrastructures/
https://www.dezeen.com/2016/09/04/studio-padron-hemmelig-rom-secluded-library-woods-new-york-state/

https://www.dwell.com/article/adu-floor-plans-06b805c4
https://www.ladbs.org/adu/standard-plan-program/approved-standard-plans

PORTLAND, MAINE DESIGN COMPETITION INFORMATION:

The Complete City Filled-In ADU Design Competition
Entry Selections:
https://mainehomedesign.com/showcase/the-complete-city-filled-in/
Thumbnails of all entries:
https://www.portlandarchitects.org/programs/the-complete-city
Winning Entry:
https://primaryprojects.org/Straw-House

SELECT BUILDING CONSTRUCTION REFERENCES:

*Please note: some of the links below may require a free membership to Green Building Advisor.

Overview of Dew Point Calculations:
- Are Dew Point Calculations Really Necessary?

Overview of Best Construction Practices:
- Understanding Walls
- How to Do everything

Specific Building Strategies & Systems:
- Croft Carbon Capture Prefab
- A Case for Double Stud Walls

Flash & Batt Assemblies:
- Flash & Batt Insulation Method
- Flash & Batt Roofs
- Cathedral Ceiling Flash & Batt

Roof Insulation Strategies:
- Cathedral Ceiling Assemblies
- How to Build an Insulated Cathedral Ceiling

Exterior Insulation Thickness and Preventing Wet Walls:
- Exterior Rigid Foam with Fluffy Cavity Insulation
- Avoiding Wet Walls
- Detailing Walls with Thick Layers of Exterior Insulation
- Minimum Thickness of Rigid Foam Sheathing
- Good Summary of Exterior Rigid Insulation Logic
- Good Breakdown of Vapor Retarder Requirements

Passive House Principles & Details:
- GO Logic – Maine Architects
- Passive House Principles
- Passivhaus Standard
- Deep Wall Window Details

“Pretty Good House” Standard:
- What Makes a Pretty Good House?
- Pretty Good House Benchmarks & Assemblies

DRAFT WEEKLY SCHEDULE, M 9:30am-12:20pm, M/TH 2:00-5:20pm
Note: schedule below is subject to revision through the duration of the semester in response to studio progress.

		Research Workshop (morning)	Studio (afternoons)
W1			
Mon	01.26	**Grad Studio Lottery @ 9:30am, Aaron Davis Hall**	First class meeting / Introductions Research & Readings Assigned
Th	01.29		Studio Hour SSA – Draft Community Agreement Design Precedent Discussion
W2			
Mon	02.02	Workshop / Rhino; AI tools; setting up the Model	Studio
Th	02.05		Studio
W3			
Mon	02.09	Workshop / Rhino; developing the Model; analysis	Studio
Th	02.12		No Classes
W4			
Mon	02.16	No Classes (College Closed)	No Classes (College Closed)
Th	02.19		Studio / Envelope Assemblies Talk *Sciame Lecture: Joyce Hwang "In Consideration of Neighbors"*
W5			
Mon	02.23	Workshop / Rhino; incorporating constraints and information	Studio *Mumford Lecture: Carlos Moreno "From Crisis to Proximity: A New Social Contract for Cities"*
Th	02.26		Studio *Sciame Lecture: Richard Fadok "Ghosts in the Glass: An Architectural Hauntology of Bird-Window Collisions in the United States"*
W6			
Mon	03.02	Workshop / Parametric and Generative design (using Grasshopper)	Studio / Schematic Design Presentation
Th	03.05		Studio / HVAC Talk
W7			
Mon	03.09	Workshop / Grasshopper (continued)	Studio
Th	03.12		Studio *Sciame Lecture: Yamini Narayanan "Animating Construction Animal Labour and Urban Architectures of Violence"*
W8			
Mon	03.16	Workshop / analysis (with Climate Studio): energy modeling, daylight analysis	Studio / Structural Engineer Visit 1
Th	03.19		Studio / Drawing Quiz 1 *Sciame Lecture: Megan Nielson Hegstad "Natural by Design: Creating Spaces for Conservation, Choice, and Connection"*
W9			
Mon	03.23	Workshop / Iterative modeling (with Grasshopper) and optimization	Studio
Th	03.26		Studio - Midterm Reviews
W10			

Mon	03.30	Workshop / integrating disciplines into the Model	Studio – **Mid-semester Assessments**
Th	04.02		Spring Recess – No Classes
W11			
Mon	04.06	Spring Recess – No Classes	Spring Recess – No Classes
Th	04.09		Spring Recess – No Classes
W12			
Mon	04.13	Workshop / analysis (wind and air flow)	**Grad Sharing Session**
Th	04.16		Studio / Structural Engineer Visit 2 *Sciame Lecture: Martin Cobas "A Stone Fallen From the Moon …or Elsewhere"*
W13			
Mon	04.20	Workshop / visualization (plans, sections, elevations); clipping planes; rendering; workflow: Rhino → Illustrator)	Studio
Th	04.23		Studio – Redline Round-Robin Pin-up *Sciame Lecture: Ben Goldfarb "Paved Paradise: The Impacts of Roads and the Rise of Transportation Ecology"*
W14			
Mon	04.27	Workshop / preparing / finalizing design presentations	Studio
Th	04.30		Studio - Oral Exams
W15			
Mon	05.04		Studio – Dress Rehearsal Pin-up
Th	05.07		Studio
W16			
Th	05.14		Final Presentation Boards Collected by 5PM
Fri	05.15		Final Studio Review

FINAL STUDIO REVIEWS, May 11-15

FINAL EXAMS, May 16-18 and 20-26 – No studio work shall be required during final exams week.

Mon 11 May	Tue 12 May	Wed 13 May	Thu 14 May	Fri 15 May
Foundation	**Foundation**	**Grad Studios**	**Grad Studios**	**Grad Studios**
Williamson (MArch) Kuehl (MArch)	Guzman/Cukar (MLA) Salcedo (UD)	Jow (MArch) Birkeland (MLA)	Wainer (MArch) Salcedo (UD)	Horn (MArch) Harris (MLA)

Mon	05.18	Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor
W	05.20	Clean-up Day (all materials, projects, and any other items must be removed from studio—no exceptions)
M/W	05.18-05.20	End of Semester Assessments (faculty only) – Grad Assessment on 5.19 at 2pm
F	05.29	Final Grade Submission Deadline for faculty

TAKE NOTE: ALL personal effects in studios and student lockers to be entirely cleaned out for the summer by Wednesday May 20th.

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Learning Outcomes:

- Development of the ability to think critically about architecture & domestic space, to conceptualize a small

residential project, and to translate concepts into resolved construction details.
- Application of architecture research methods for testing and evaluating innovative approaches to design. (NAAB PC.5)
- Development and application of a process for shaping the built environment through design. (NAAB PC.2)
- Application of methods for integrating multiple factors into a design process, working in at least two scales. (NAAB PC.2)
- Development of the ability to make design decisions in the design of a building while integrating the following. (NAAB SC.6)
    - A building envelope system and assembly
    - A primary structural system
    - An environmental control system (passive or active, depending on project context)
    - Life safely systems
- Development of the ability to consider the outcome of building performance by at least one quantitative measure. (NAAB SC.6)

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 to be considered valid.

Community Agreement:
- As noted on the schedule, the professor will make time for an *Hour SSA* session for a supportive open discussion among students.
- Studio members will work *together* to create a community agreement for interacting together over the semester. Definition: “A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting… so that we can do our best work.” https://www.nationalequityproject.org/tools/developing-community-agreements
- *Hour SSA* will be repeated at the middle of the semester.

Methods of Assessment:
- Students will receive constructive feedback throughout the semester during individual desk discussions and group pin-ups.
- A mid-semester meeting will take place at which time students will be issued a Midterm Assessment Form with a breakdown of their midterm progress grade including any areas of improvement needed. Any concerns regarding students’ academic standing will be communicated.
- A final assessment meeting will also take place at which time students will be issued a Final Assessment Form with a breakdown of their final grade showing performance in each assessment area.
- All students will be quizzed verbally and in drawing during the semester to test their knowledge of the building systems and assemblies represented in each drawing. The expectation is that all students are fully aware and in command of the various technical layers of their drawings and can clearly articulate why these layers were chosen and how they work.

Grading Assessment:

Research Workshop (3 cr)

Model Setup and Development	35%
Analysis	25%
Visualization and Representation	25%
Participation & Workshop Responsiveness	10%
Final Model - completion & submission	5%

Studio (6 cr)

Phase One: Design Conceptualization	30%
Phase Two: Technical Integration	30%
Phase Three: Representation	25%
Participation & Studio Responsiveness to Input	15%

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 ambition and effort 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. Deadlines are missed. While presentations may be somewhat complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.

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

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 and/or work missed due to illness must be explained with a physician's note.

Grading Scale

LETTER	RANGE
A+	EXCEPTIONAL
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-77
F	69 OR BELOW

Notes:
C is the lowest passing grade for M. Arch I and M.S. Arch students. No C- or D grades may be given to graduate students.
Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each individual student.

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

Office Hours:
Each studio/unit faculty member schedules regular office hours over the semester, as posted at the top of the syllabus. If a student needs to speak in private with a studio/unit critic, they should ask or email in advance to request a specific 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 advisor:
Graduate: Hannah Borgeson hborgeson@ccny.cuny.edu

Learning, Teaching, and School Culture Guidelines:
Working collaboratively and respectfully on studio assignments, with and alongside others, is an expectation in studio. Studio culture is an important part of an architectural education, and it extends to expectations for Faculty and the School's Administration as well. Please see the Spitzer School of Architecture Learning, Teaching, and School Culture Guidelines, which can be accessed on the SSA website here: https://ssa.ccny.cuny.edu/about/policies/.

Absence & Lateness:
Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences from Studio (or one from Research Workshop) will result in a whole letter grade deduction from a final grade (A- becomes B-, etc); three or more from Studio (or two from Research Workshop) will result in a failing grade. An unexcused absence from a scheduled class working pin-up, midterm, or final will mean a whole letter grade deduction from a final grade. For an absence or lateness to be marked as excused, a medical note or equivalent official document is required. Please note that three or more excused absences will require an office-hours meeting to discuss your academic standing and may result in either a grade of INC or a recommendation of withdrawal from the course.

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.

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.

Portfolio Requirement:
A final portfolio is required and is due on May 22nd by 5pm. Failure to submit a complete portfolio by this date will result in a studio grade of C.

Academic Integrity:
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 as serious an instance of academic dishonesty in this 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, or generated by AI tools *without proper attribution* will result in automatic failure of the entire course.

Wherever possible, AI-produced works are not to be presented as raw, unedited outputs; some layer of critical revision, editing, or iteration is expected. If such tools are used, standard requirements of citation must be met, including: which AI tool was used; what prompt was used to generate the results; and date of access/creation. Since AI tools cannot take responsibility for submitted work or assert conflicts of interest, they cannot meet the requirements for authorship. Even when transparent in disclosing the use of AI tools, authors who use these tools remain responsible for the content of the work produced and are liable for any breach of ethics.

The CCNY Academic Integrity Policy: https://www.ccny.cuny.edu/about/integrity

For citations, the Chicago Manual of Style is recommended:

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). For further information, go to http://www.ccny.cuny.edu/accessability/ or email disabilityservices@ccny.cuny.edu

Health And Wellness Support:
City College's Office of Health and Wellness Services offers free and confidential counseling. Contact: Health and Wellness Services, Marshak Science Building, room J-15: counseling@ccny.cuny.edu.

Gender Based Violence Resources
City College has resources to support you if you have experienced sexual violence, intimate partner/domestic violence, gender-based discrimination, harassment or stalking. For confidential support, you can contact the Student Psychological Counselor: Confidential Advocate at (212) 650-8905 or the Gender Resources Program at (212) 650-8222. If you would like to report sexual misconduct, you can contact the Chief Diversity Officer and Title IX Coordinator, Sheryl Konigsberg, at 212-650-6310 or skonigsberg@ccny.cuny.edu. If there is an emergency on campus, you can call Public Safety at 212-650-777 and off campus call 911.
https://www.ccny.cuny.edu/affirmativeaction

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-Rodriguez: nsanchez@ccny.cuny.edu

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.

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

NAAB CRITERIA ADDRESSED (2020 Conditions for Accreditation)

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

PC.5 Research & Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

SC.6 Building Integration— How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

CONTACT INFORMATION:

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