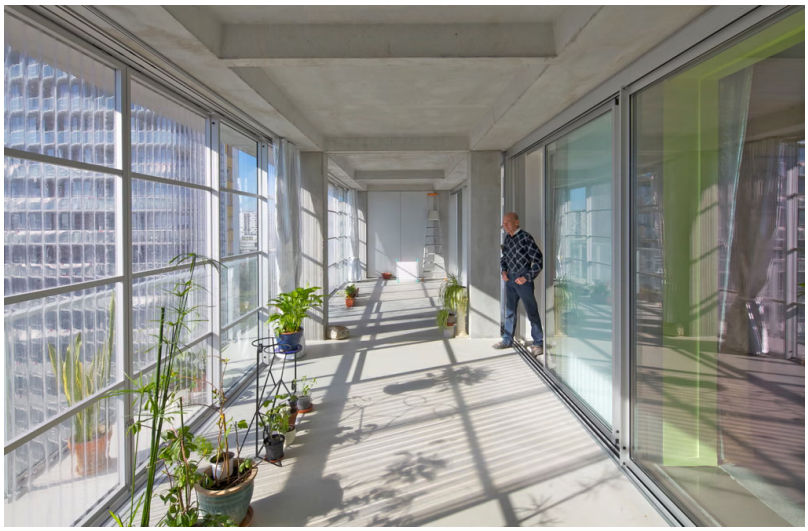
Spitzer The Bernard & Anne Spitzer School of Architecture

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:	**Joshua Jow: M/Th 5:20-6:20 or by Appt. Shahab Albahar: M 12:30-1:30 or by Appt**
Instructor:	**Professors Joshua Jow + Shahab Albahar**
Location:	**[STUDIO ROOM]**
Semester/Year	**Spring 2026**

Everyday Housing: Reading the Box



Grand Parc in Bordeaux, Lacaton and Vassal

GENERAL DESCRIPTION

STUDIO: This advanced studio will focus on the design and planning of a multi-family housing project in the rapidly transforming neighborhood of Gowanus, Brooklyn. The conceptual framework for the semester will focus on a call to consider a design of the "Everyday" as an ideological, functional, and aesthetic response to the continuing shortage of housing and ever-increasing costs of construction across the country. The transformative potential of the everyday was introduced by the French philosopher Henri Lefebvre in his essay 'The Everyday and Everydayness' in which he posits an "aesthetic and political program that rejects avant-garde escapism, pretension, and heroicism in favor of a more sensitive engagement with people's everyday environments and lives."[1] This studio will interrogate the everyday as a method for designing within an economy of means – prioritizing simple and rigorous design actions that when read as a whole might be considered *beautiful*. Our architectural inquiry throughout the semester will be two pronged and interrogate the reciprocal relationship between plan and façade in search of an architecture par excellence that builds a formal and organizational language for the "banal, ordinary, and quotidian."[2] These investigations will be closely tied to reading discussions, model making, and design exercises that study proportion/composition, ornamentation, and patterns domestic life.

RESEARCH WORKSHOP: This Research Workshop is a companion course that equips students with the analytical, representational, and methodological tools needed to support the studio's design work. Across the semester, students will build a cumulative body of research that moves from site interpretation to actionable design intelligence through four sequential modules: **(1) Mapping**, **(2) Zoning & Urban Policy**, **(3) Remediation**, and **(4)**

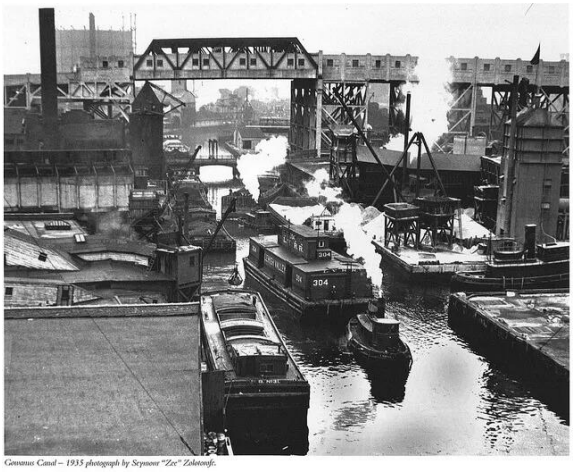
Climate Resilience. Each module begins with a single framing lecture that establishes key concepts, vocabularies, and precedents; subsequent sessions operate as a hybrid seminar and lab, combining short discussions of assigned readings with hands-on demonstrations and guided work time.

The central goal of the workshop is to help students develop a rigorous research practice that is both critical and legible. Students will learn how to locate, evaluate, and synthesize diverse sources, including archival materials, planning documents, regulatory texts, environmental datasets, and technical reports. They will translate findings into clear visual narratives, using maps, diagrams, annotated figures, and concise captions. Weekly outputs are compiled into an evolving "evidence stack" that documents claims and supports decision-making, ultimately forming a coherent research atlas that can be directly mobilized within the studio project.

BACKGROUND

The Gowanus Canal was built in the mid-1800s as a major industrial transportation route and used historically by heavy industry, which has left behind a legacy of industrial pollution in the waters. It has been estimated that on an average day more than 13,000,000 gallons of raw sewage were emptied into the canal at the height of its use.[3] Industrial use of the canal reached its apex in the 1960's and declined through the 1980's. By the late 90s, the surrounding affluent neighborhoods of Park Slope and Carroll Gardens began to eye the canal area as a possible area for new development along their borders. In 2009 it was designated by the US Government as a Superfund site with work beginning to remediate the canal beginning in 2013. In late 2021, the New York City Council approved the Gowanus Neighborhood Plan which paved the way for mixed-use development within an 82-block stretch in the industrial neighborhood. This plan, which was the product of a rezoning effort that began in 2016 aims to build around 8,500 new apartments over the course of 15 years and includes roughly 3,000 affordable units.

In 2019 the Gowanus Canal Conservancy created - with the help of SCAPE Landscape Architects - the Gowanus Lowlands Master Plan. This document re-envisions the public realm and streetscape of the proposed development area as a connected system of parks, privately-owned public esplanades, and greened corridors. The plan also proposes long term goals for flooding and stormwater management as the area around the canal sits within a flood zone. Our design proposals will consider the proposals of this plan as a key design tool.



Barges float along the Canal and pass under the Culver Viaduct, 1935. Photo by Seymour "Zee" Zolotorofe via The Sixth Borough

STUDIO METHODOLOGY

Key to the methodology of this studio is the idea that architecture is a discipline which is built upon a historical body of work. We will heavily mine references of all kinds to contribute to and engage with this collective knowledge. Our architecture will be informed by a deep study of typology (organizational and formal) and culture (art and history). Students will create their own "Book of Copies" composed of reference images, diagrams, etc. that will guide their housing investigations throughout the semester. [4]

Our study of typology will focus primarily on the design potential of a *point access block* core configuration. Point access blocks create plan layouts which do not have a double loaded corridor and enable individual units to have

cross-ventilation and maximize square footage usage on floor plates overall. New York City is one of a handful of locations in the US which currently allow a single stair core for buildings up to six stories in height. We will also have the opportunity to visit two unique new residential buildings in the city: Bergen Brooklyn by Frida Escobedo Architects and 144 Vanderbilt by SO-IL.

RESEARCH WORKSHOP METHODOLOGY

The Research Workshop is structured as a repeatable cycle of inquiry, synthesis, and representation that directly supports the studio's design process. The semester is organized into four modules—Mapping, Zoning & Urban Policy, Remediation, and Climate Resilience—each introduced by a single framing lecture that establishes key concepts, shared vocabularies, and research pathways. In subsequent sessions, students move between short, discussion-based engagement with readings and hands-on method demonstrations that translate concepts into actionable workflows

OUTLINE OF ASSIGNMENTS
STUDIO:
Assignment 1: Site Research

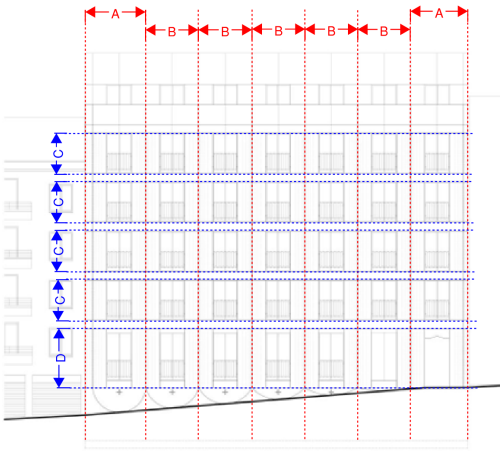
Students will work in groups to compile research on the existing site. Site research will include but is not limited to: climatic information (solar angles/orientation), flora, socio-economic demographics, circulation (cars, pedestrians, public transportation), use, noise, views, other.

- Site Documentation (existing site photography, measurements of key elements – bridge, grade change, stairs, canal heights, additional context measurements for site model) – All students
- 2D + 3D Digital base files (site plan, site model, street elevations, modeling of existing buildings/residential developments) – 4 people
- Studio physical site model (1/8"=1'-0" and 1/16"=1'-0"-study models) – 5 people
- Site Research (zoning envelope/analysis, flood plain, climatic information, etc.) – 3 people
- Neighborhood research (Gowanus history and re-zoning/re-development, flora, socio-economic demographics, circulation, use, noise, views, etc.) – 3 people

Assignment 2A: Case Studies – Teams

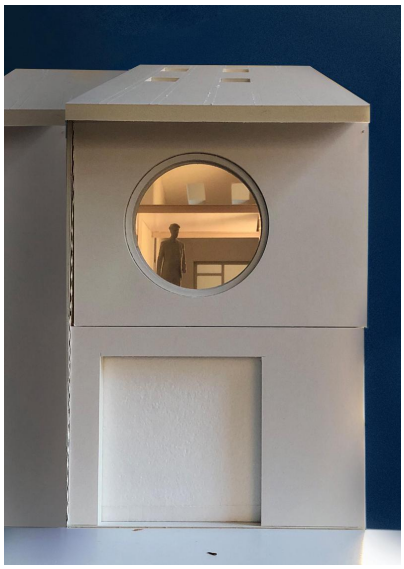
Students will work in teams of (2) to research and present (3) case study projects – (1) from each of the typological categories below.

- Point Access Block
- Balcony/Exterior Circulation
- Shared Spaces



Students will perform elevational (above) and planimetric analysis on the case studies analyzing proportion, measurement, overall composition and ornamentation. Subjective analysis will be reinforced by objective measuring to provide students with a toolkit for deploying massing and elevational design strategies. A template will be provided to follow. Students will also begin assembling their “Book of Copies” of reference images to be used in the design of their final project.

Assignment 2B: Façade/Interior Study Models - Teams



Taking one of the case studies, students will build a **1"=1’-0”** model studying one room (or series of rooms) and its relationship to the window/façade. Students will take photographs of the rooms under various lighting conditions from both interior and exterior. We will study the work of photographers Maxime Delvaux and Bas Princen to inform our photographic compositions and points of view. These photographs will provide real-time and real-world feedback for understanding how light and scale inform the creation of architecture.

Assignment 3: Housing - Teams

Working in teams of (2) – students will use the techniques and tools they have learned throughout the semester to develop a housing proposal in Gowanus, Brooklyn.

Drawings – Each team will produce drawings of each scale below:
1/16”=1’-0” – Site/Ground Plan
1/8”=1’-0” – Typical Floor Plan(s)
1/8”=1’-0” – Building Sections
1/4"=1’-0” – Elevation(s)
1/2"=1’-0” – Wall Sections
3/4"=1’-0” – Façade Detail
Diagrams:

- Zoning
- Environmental Response
- Life Safety – Sprinkler and Egress
- Structural

(2 minimum) Exterior Renderings/photographs
(2 minimum) Interior Renderings/photographs

Model:
1/8”=1’-0” – Overall Model
1/2"=1’-0” – Elevational sectional model

WORKSHOP:

Assignment 1: Map—Site Systems and Change Over Time

Students will work in pairs to compile research on the existing site and construct an evidence-based narrative of Gowanus through mapping. Research should establish a shared understanding of the site's physical and socio-spatial systems at two scales: the **Gowanus watershed** and the **Gowanus Canal**.

- **Base map kit** (consistent basemap standards across the set: boundary, labels, legend logic, scale, north arrow where relevant)
- **Dataset selection** (select **at least 2 datasets** appropriate to the site narrative; examples include surface water flow/hydrology, land cover/imperviousness, topography/slope, floodplain extents, shoreline change, CSO/outfalls, land use/industrial history, demographic indicators)
- **Watershed mapping sequence (4 maps)** documenting change over time
- **Canal mapping sequence (4 maps)** documenting change over time
- **Narrative claim** (1–2 sentences that the 8-map set defends through visual evidence)
- **Captions + sources** (each map includes title, date(s), caption, and dataset citation; clearly state assumptions where data is incomplete)

Assignment 2: Test—Zoning Rules as Form (Scenario Matrix)

Students will work in pairs to interpret zoning and urban policy as a **field of plausible spatial outcomes**. The goal is to translate regulatory frameworks into envelopes, typologies, and scenarios that can inform studio decision-making. All conclusions must be grounded in zoning text, official maps, and relevant planning materials, with assumptions stated clearly.

- **Regulatory context snapshot** (applicable zoning district(s), special provisions/overlays, and rezoning/policy framework affecting the canal area)
- **Annotated zoning map(s)** (study area boundary + districts + key labels; highlight where rules change and why it matters)
- **Controls summary table** (most consequential controls only: permitted uses/program constraints; FAR/density; height/bulk logic; setbacks/yards; ground-floor requirements; waterfront access/public realm requirements where relevant)
- **Rules-to-form diagrams** (2–3 diagrams translating text into buildable logic: envelope sections/elevations; streetwall vs setback logic; coverage vs height tradeoffs)
- **Typology/scenario matrix (2–4 outcomes)** derived strictly from zoning "levers" (single-lot vs assemblage, program mix where permitted, low-rise/wide vs tall/slender, alternative ground-floor/public-access arrangements)
- **Policy implication caption** (one short paragraph: what the rules tend to produce here; likely tensions/tradeoffs)
- **Citations + assumptions** (zoning map source, zoning text references, planning/rezoning documents; all interpretive assumptions stated)

Assignment 3: Resolve—Base Conditions and Splash Zone Tectonics

Students will work in pairs to design the building's **splash zone** as a flood-resilient, durable, and legible tectonic condition. The splash zone is the lowermost band of the building most exposed to wetness, splash-back, grime, and periodic flooding. Students will use precedent research to select a base material/system with intention and translate it into a cohesive language for how the assembled parts meet grade and form openings.

- **Precedent selection** (minimum 2 projects that demonstrate flood-resilient base/edge tactics; citations required)
- **Splash zone definition** (draw and label the splash zone band: height range, exposures, and performance intent)

- **Material/system selection** for the base condition (one primary splash-zone material/system + rationale: durability, cleanability, repairability, sustainability)
- **Tectonic breakdown diagram** (how parts come together; modules, joints, terminations; how water is shed/drained conceptually)
- **Opening language at the base** (threshold + window/vent logic where relevant; consistent rules for sill/jamb/head/reveals)
- **Key detail drawing** (choose one: base-to-grade, entry threshold, or canal-edge condition; show replaceable/sacrificial logic)
- **Short claim** (1–2 sentences: what the splash zone strategy achieves and why it is appropriate for this site)

Assignment 4: Integrate—Public Realm, Flood Logic, and Access

Students will work in pairs to design an integrated ground-level public realm that treats the site holistically as a climate-resilient system. This assignment begins with a field visit and precedent studies to build a shared tactics library, and culminates in a grounded proposal for circulation, program, grading, planting, and stormwater/flood logic under everyday and non-ideal conditions.

Field Visit + Precedent Research

- **Field visit documentation set** (photos + annotated sketches + notes capturing edge conditions, grade changes, circulation, planting systems, and visible flood tactics)
- **Tactics inventory** (minimum 6 tactics observed; labeled and described in one sentence each)
- **Precedent selection** (minimum 2 flood-resilient public realm projects; at least one NYC-area precedent; citations required)
- **Precedent diagrams** (for each precedent: plan + section + one operational sequence showing performance during a flood event)

Integrated Ground Plane Design

- **Ground plane plan** (program + circulation + grading intent; show where water is directed, detained, absorbed, or safely overflowed)
- **Section set** (minimum 2) showing key edge conditions, elevation strategy, floodable vs protected zones, and public access/egress logic
- **Flood scenario sequence** (3 frames: before/during/after flood) showing safe routes, closures, and recovery logic
- **Tactics integration** (minimum 6 tactics deployed; each tied to a precedent/field observation and stated in one sentence)
- **Coherence claim** (1–2 sentences describing the public realm concept and what “resilience” means operationally in the proposal)

BUILDING PROGRAM

Students will consider a Unit Mix based on % of total # of units

- Studio: 5-10%
- 1br/1ba: 30-40%
- 2br/2ba: 40-50%
- 3br/2ba: 10-20%

Community Space (4,000-6,000 sf): Makerspace, ballroom, commercial, etc.
Amenity Spaces (4,000-6,000 sf): Gym, pool, lounge, media room, children's room, outdoor decks/terraces etc.
Mechanical Space : 5% of Gross Floor Area
Landscape Proposal

SITE

152 3rd Street, Brooklyn, NY 11231

Zoning District: M1-4/R7-2, G
Lot Area: 33,825 SF
Floor Area Ratio (FAR): 3.44
Base Height (min-max): 40-65 ft
Building Height (max): 75 ft

READINGS/BIBLIOGRAPHY

Aviolat, A. (2020). Unstable Equilibrium A Typological and Morphological Study of Diener & Diener's Housing. In *Diener & Diener Architects: Housing* (pp. 19-30). essay, Park Books.

Cohen, M. R. (2017). All Those in Favour of Proportion, Say Aye. *San Rocco: Pure Beauty*, *13*, 7–12.

Deamer, P. (1997). The Everyday and the Utopian. In *Architecture of the Everyday* (pp. 195–216). essay, Princeton Architectural Press.

Marchand, B. (2020). Grids and Walls Some Thoughts on Diener & Diener's More Recent Facades. In *Diener & Diener Architects: Housing* (pp. 9–18). essay, Park Books.

Moore, C., Allen, G., & Lyndon, D. (1974). The Order of Rooms. In *The Place of Houses* (pp. 71–123). chapter, Holt, Rinehart and Winston.

Moore, C., Allen, G., & Lyndon, D. (1974). The Order of Dreams. In *The Place of Houses* (pp. 124–144). chapter, Holt, Rinehart and Winston.

Moore, C., Allen, G., & Lyndon, D. (1974). Assembling the Rooms. In *The Place of Houses* (pp. 147–187). chapter, Holt, Rinehart and Winston.

Plunz, R. (2017). The Garden Apartment. In *A History of Housing in New York City* (pp. 122–163). essay, Columbia University Press.

Plunz, R. (2017). Aesthetics and Realities. In *A History of Housing in New York City* (pp. 164–206). essay, Columbia University Press.

Spiro, K. (1992). The Street. In *The City Assembled: The Elements of Urban Form Through History* (pp. 189–243). chapter, Thames & Hudson.

Lynch, K. (1960). City Form. In *The Image of the City* (pp. 91–117). chapter, The MIT Press.

McLeod, M. (1997). Henri Lefebvre's Critique of Everyday Life: An Introduction. In *Architecture of the Everyday* (pp. 9–29). essay, Princeton Architectural Press.

Ockman, J. (1997). Toward a Theory of Normative Architecture. In *Architecture of the Everyday* (pp. 122–152). essay, Princeton Architectural Press.

REFERENCES

NY Flood Hazard Mapper
NY Local Law 97
NYC Stormwater Resiliency Plan

CITATIONS

[1] McLeod, M. (1997). Henri Lefebvre's Critique of Everyday Life: An Introduction. In *Architecture of the Everyday* (pp. 9–29). essay, Princeton Architectural Press.
[2] Harris, Steven, and Deborah Berke. *Architecture of the Everyday*. New York, N.Y., Princeton Architectural Press, 1997.
[3] Alexiou, Joseph (2015). *Gowanus: Brooklyn's Curious Canal*. New York: NYU Press. pp. 311–344. ISBN 9781479892945. Retrieved January 4, 2017.
[4] Book of Copies, San Rocco. https://www.sanrocco.info/bookofcopies.

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.

		Research Workshop (morning)	Studio (afternoons)
W1			
Mon	01.26	**Grad Studio Lottery @ 9:30am, Aaron Davis Hall** **Begin Assignment 1** *-Reading 1* *- Reading 2*	First Studio and Research Workshop meeting **Assignment 1** *-Reading 1: Deamer, P. (1997). The Everyday and the Utopian, Ockman, J. (1997). Toward a Theory of Normative Architecture*
Th	01.29		**Hour SSA – Draft Community Agreement (in studio) 3-4pm** Studio *-Reading 1 Discussion*
W2			
Mon	02.02	Workshop 2: Mapping (remote) *-Reading 1* *- Reading 2*	Studio – Site Visit and Building Tour: Bergen Brooklyn
Th	02.05		Studio **Begin Assignment 2A** *-Readings 2: Marchand, B. (2020). Grids and Walls Some Thoughts on Diener & Diener's More Recent Facades, Cohen, M. R. (2017). All Those in Favour of Proportion, Say Aye*
W3			
Mon	02.09	Workshop 3: Mapping (remote) *-Reading 1* *- Reading 2*	Studio **Assignment 1 Due** *-Reading 2 Discussion* *Sciame Lecture: Joyce Hwang "In Consideration of Neighbors"*
Th	02.12		No Classes
W4			
Mon	02.16	No Classes (College Closed) **Assignment 1 Due** **Begin Assignment 2**	No Classes (College Closed)
Th	02.19		Studio **Assignment 2A Pin-Up** *-Readings 3: Moore, C., Allen, G., & Lyndon, D. (1974). The Order of Rooms + The Order of Dreams*
W5			
Mon	02.23	Workshop 4: Zoning *-Reading 1* *- Reading 2*	Studio **Begin Assignment 3** *Mumford Lecture: Carlos Moreno "From Crisis to Proximity: A New Social Contract for Cities"*
Th	02.26		Studio **Assignment 2A/2B Due** *-Reading 3 Discussion* *Sciame Lecture: Richard Fadok "Ghosts in the Glass: An Architectural Hauntology of Bird-Window Collisions in the United States"*
W6			
Mon	03.02	Workshop 5: Zoning *-Reading 1* *- Reading 2*	Studio *-Readings 4: Aviolat, A. (2020). Unstable Equilibrium A Typological and Morphological Study of Diener & Diener's Housing, Moore, C., Allen, G., & Lyndon, D. (1974). Assembling the Rooms*

Th	03.05		Studio
W7			
Mon	03.09	Workshop 6: Splash Zone *-Reading 1* *- Reading 2* **Assignment 2 Due** **Begin Assignment 3**	Studio – Building Tour: 144 Vanderbilt
Th	03.12		Studio **Pin Up: Site Strategy and Massing. Environmental solar diagrams.** *-Reading 4 Discussion* *Sciame Lecture: Yamini Narayanan "Animating Construction Animal Labour and Urban Architectures of Violence"*
W8			
Mon	03.16	Workshop 7: Splash Zone *-Reading 1* *- Reading 2*	Studio **Pin Up: Diagrams: Egress and Structural Plans (1/8"), Sections (1/8") and Elevations (1/4")**
Th	03.19		Studio *Sciame Lecture: Megan Nielson Hegstad "Natural by Design: Creating Spaces for Conservation, Choice, and Connection"*
W9			
Mon	03.23	Workshop 8: Splash Zone *-Reading 1* *- Reading 2*	Studio **Pin Up: Building Performance Drawings/Diagrams (daylighting + wall section)**
Th	03.26		Studio – **MIDTERM** *-Site Plan (1/16"), Massing (1/8"), Floor Plans (1/8"), Building Sections (1/8"), Elevation and Façade Design (1/4"), Renderings (2)*
W10			
Mon	03.30	Workshop 9— **MIDTERM** **Assignment 3 Due** **Begin Assignment 4**	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 10: Public Realm Site Visit (TBD)	**Grad Sharing Session**
Th	04.16		Studio
W13			
Mon	04.20	Workshop 11: Public Realm *-Reading 1* *- Reading 2*	Studio
Th	04.23		Studio -**Detail Wall Section (3/4"-1'-0") Due** **Revisions to building performance diagrams.**
W14			
Mon	04.27	Workshop 12 *-Reading 1* *- Reading 2* **Assignment 4 Due**	Studio
Th	04.30		Studio
W15			

Mon	05.04	Workshop 13 *-Reading 1* *- Reading 2* **Assignment 4 Due**	Studio
Th	05.07		Studio

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:

- 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 safety 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:
Evaluation in this studio values **process as much as product**. Students are expected to approach design as an iterative practice involving experimentation, reflection, and refinement. Assessment, therefore, considers not only the quality of final drawings, models, and proposals but also the development of ideas, responsiveness to feedback, and contributions to studio culture.

Evaluation Criteria

Student work will be assessed according to the following criteria:

1. **Conceptual Clarity (25%)**
   - Strength, originality, and rigor of design ideas
   - Integration of tectonic explorations, site readings, and temporal studies into a coherent proposal
2. **Craft and Representation (25%)**
   - Precision and quality of models, drawings, and diagrams
   - Effective use of orthographic, perspectival, and time-based representation
3. **Engagement with Process (25%)**
   - Willingness to experiment, iterate, and take risks
   - Evidence of learning through making, testing, and reflection
   - Steady progress and development across the semester
4. **Ecological and Spatial Responsiveness (15%)**
   - Sensitivity to site conditions, ecological systems, and temporal processes
   - Ability to situate design proposals within broader ecological and cultural contexts
5. **Participation and Studio Culture (10%)**
   - Consistent attendance, preparedness, and timely completion of assignments
   - Active engagement in desk critiques, pin-ups, and reviews
   - Contribution to a collaborative and supportive studio environment

Grading Assessment:

- **Attendance**: Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Portfolio**: Completion of final portfolio or collection of studio work as directed by instructor and attendance at all scheduled portfolio related events.

Research Workshop (3 cr)

Assignment 1	20%
Assignment 2	20%
Assignment 3	20%
Assignment 4	25%

Studio (6 cr)

Assignment 1	10%
Assignment 2A + 2B	25%
Assignment 3	50%
Participation & Attendance	10%
Final Portfolio - completion & submission	5%

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.

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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