

ARCH 1001.03: Introduction to Architecture I

Course Outline - Fall 2023

Classes:	Mondays, 2:30–5:30 Medjuck Building: Rooms B015 (Auditorium) and 1005 (Exhibition Room).
Two Monday holidays:	Lectures for the weeks of Monday Oct. 2 and Monday Oct. 9 are asynchronous. All materials pertaining to these weeks will be posted well in advance to allow detailed in-class Q&A.
Instructor:	Emanuel Jannasch jannasch@dal.ca
Office:	Medjuck Building: Room B106A or by zoom
Office hours:	Mondays, 12:00 to 2:00 or by appointment
Questions and Answers:	Emanuel welcomes all kinds of questions by email. Typically, if one student has a question, so do many others – even if they’re not comfortable asking them. So, he’ll often anonymize the question and circulate the answer for everyone’s benefit. If you want greater confidentiality, just let Emanuel know.
Class Assistants:	Hend Assaf hn707380@dal.ca Will McInnes wl617709@dal.ca
Marking Assistants:	Purvangi Patel pr931269@dal.ca Hannah Wallace-Lund js336722@dal.ca
Brightspace:	https://dal.brightspace.com/d2l/home/279248

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* This .pdf document will not be updated to reflect changes made over the term. Please refer to our Brightspace for the most current information.

ACADEMIC INFORMATION

Calendar Description

This course introduces recurring themes in architecture: site, function, history, materiality, and expression/social commentary. Lectures are complemented by design exercises that apply conventions of architectural drawing. The course is for students with an interest in architecture as part of a well-rounded education, and for those who are considering an architectural career.

Integration with Other Courses

This course serves as a sound foundation for ARCH1002 but is not prerequisite.

Class Formats:

Lectures, discussions, and quick exercises take place in the auditorium. Studio-type projects and reviews take place in the exhibition room. In groups of four or five, students take one field trip on foot, or possibly in vehicles where feasible.

Additional Course Description

We look at architecture in its broadest sense, at buildings by famous and not-so-famous architectural professionals, but also at the *vernacular* architecture, so called, of skilled and inspired laypeople, the *simulated* architecture of theatre and entertainment, the *visionary* architecture of artists and architects that explores ideals and experiences but can't necessarily be built, and the *accidental* architecture of civil engineering wherever it embodies an architectural spirit. The heart of architecture concerns building and shelter but we follow architectural thinking into furniture, consumer products, graphics and type, gardens and landscapes, virtual spaces, and user interfaces. Lectures exploring all these dimensions of architecture should be stimulating and fun.

Learning Objectives

Awareness:

Students in this course will develop an appreciation of the scope and complexity of architecture as sketched out above.

Knowledge:

Students will gradually build a lexicon of terms providing basic literacy in architecture and related areas of design. A small glossary will be provided each week as part of the lecture notes.

Abilities:

This course provides a framework in which students with no prior experience can develop visual and manual skills. In photography the emphasis is on finding the most effective vantage point from which to take a picture. In drawing we practice simple cross-sections as the foundation of technical drawing, and in drawing from the real world we focus on basic analytical techniques rather than optical realism. Manual skills are developed through simple studio-type exercises including small models.

Rationale for the Course

The School of Architecture runs Arch1001 with three intentions. Primarily, it contributes to an understanding of architecture and design in the broader community. Secondly, it helps students decide whether to apply to architecture and provides a useful basis for the professional BEDS/MArch program. Lastly, the School is developing a new Bachelor of Design program, broader in scope than Architecture, connecting design thinking to all kinds of endeavors. As a first step toward that program, what students learn in this course is applicable in a wide range of contexts and livelihoods.

Required References

Any required readings will be posted in Brightspace.

Required Equipment, Materials, or Software

There are no textbooks to buy. The only required software is Microsoft Office. The school of architecture is providing many studio materials, but students are required to purchase a kit of equipment and additional materials. This is available as the ARCH1001 kit from DeSerres, on Barrington Street, at a price of \$68.52 + tax. This represents an 8% discount beyond the student discount of 10%. That works out to about \$5.00/wk.

Travel

There will be one self-guided field-trip associated with the week 5 assignment *Atlas*. It will be conducted in student teams. Students with limited mobility please get in touch with the instructor at the earliest opportunity. To pass this exercise, students must download the Faculty's travel form from tinyurl.com/dal-travel-form, fill it in, and submit it to Brightspace at least 24 hours before leaving on the excursion.

SCHEDULE

Please Note: This pdf document will not be updated to reflect schedule changes made over the term. Please refer to Brightspace for the current schedule.

Wk.	Monday		DUE	%	A SURVEY OF THE ART	DESIGN METHODS
1	11-Sep	REFUGE	Trial Submission	p/f	Course Introduction	Section and Scale
2	18-Sep		Entry and Room	p/f	House and Climate	Language of Lines
3	25-Sep		Dark Castle	10	———	Vantage Point
4	02-Oct	THE CITY	Subject and Context	5	Image and Imagination	Negative Space
5	09-Oct		Atlas of Kijipuktuk	5	Square and Plaza	Figure, Ground, Void
6	16-Oct		Cosmopolis	10	———	Surface Geometry
7	23-Oct	BUILDING	Surface Into Form	5	Working With Gravity	Modeling Weakness
8	30-Oct		Engineering Treasury	5	Neoplasticism	Refined Construction
9	06-Nov		Usonia	10	———	Slices and Blobs
10	13-Nov	FALL BREAK				
11	20-Nov	LAYERS	Land-Form	5	The Hyper-Industrial	The Richness of Light
12	27-Nov		Backbone and Ribs	5	Biomimicry	Making Hybrids
13	04-Dec		A Living System	10	———	SLEQ
	Ongoing		Sketch Book	12		
	Ongoing		In-Class Work	18		
				100		

ASSESSMENT

The Team Aspect

Architecture is inherently collaborative. But poorly structured group work can lead to great unfairness and frustration for many students. The team aspect of this course is designed to be enjoyable and rewarding; simplifying the task and improving results. The team part of assignment grades is small and carefully isolated from the individual part.

Teams are carefully structured for fairness, with student buy-in. Students also have the opportunity to provide confidential feedback to the instructor on their teammates performance. In over fifteen years of organizing team-based learning, the instructor has found student feedback on the topic to be overwhelmingly positive.

Component Weight and Evaluation

Evaluation is based on a routine of small weekly exercises. For students new to studio-type learning, this pattern should reduce the stress associated with any one grading component and will support focused, timely, cumulative feedback. Please recognize that any legitimate submission will earn 50% of the available marks, so consistent submissions alone earn a passing grade. Assignments should be marked before the following class.

	Assignment	Weight	Authorship	Evaluated by
2	Preliminary projects	Pass/fail 0%	Individual	Grading TA's (with instructor)
6	Weekly mini projects	6 x 5% = 30%	Individual with team aspect	Grading TA's (with instructor)
4	Larger module projects	4 x 10% = 40%	Individual with team aspect	Grading TA's (with instructor)
1	Sketchbook	12%	Individual	Studio TA's (with instructor)
	In-Class work	18%	Individual with team aspect	Instructor

Grading and Feedback

Assignment grades will be accompanied by brief written comments. Students wanting more detailed feedback are encouraged to get in touch with the respective TA's or the Instructor.

Component Summaries

The projects are small.

Each weekly project is executed on one or two sheets of paper or similar, letter-sized or 9" x 12".

For more detail...

please read the assignment instructions and handouts on Brightspace > assessment > assignments.

Two Preliminary Assignments:

Trial Submission – individual students fill out a form and submit it as a Brightspace trial.

Prospect and Refuge – each student designs a room in cross section and pins it up with their teammates'.

Six Weekly Mini-Projects:

Humans in Space – each student photographs a figure in a social space and makes an analytical drawing of the photograph. Submitted individually and to Brightspace only.

Kjipuktuk Atlas – teams of four or five students select and walk one part of the city. Each member documents an aspect of the region in a few photographs and/or drawings. Work is submitted individually and only to Brightspace, but within the group's graphic format.

Surface into Form – each student makes two small paper models demonstrating two geometrical types of surface, exhibited with their teammates' models as a set.

Bulkheads and Stringers – each student models a space as a parallel series of cut-out paper planes, connected with paper longitudinals.

Landform – working in teams, students show demonstrate how several terrain features are represented in contour maps and models.

Engineering Treasury – students choose and model one structural concept and display it as part of their team's exhibit.

Four Module Assignments

Dark Castle – using paper and X-acto type knives, students create a 2d representation of an interesting habitable environment that connects to their neighbors'.

Cosmopolis – using the same techniques, students model an urban space in plan and connect it to their neighbors' with an urban fabric of streets and

Usonia – by configuring less than ten parts, students model a “bachelor” living unit in 3d space which, within their own teams and together with their neighboring teams, they assemble into a streetscape.

A Living System – Teams build a composite 2d/3d representation of a complex, self-sufficient settlement established in an exotic environment such as an abandoned amusement park, a tropical rainforest,

Sketchbook

The Sketchbook is not evaluated on accomplishment or polish, but on completeness and effort. Each week a few short graphic exercises are presented that can be completed directly in the book, or done elsewhere and pasted in. Photo exercises should be printed and pasted in. A few exercises are mandatory, that is they must be completed to pass the course. These should be uploaded to the appropriate folder in Brightspace as well as completed in the book. Excellent sketchbooks include student-originated work. All sketchbooks will be given provisional grades between weeks 6 and 8, and a final mark at the end of term.

In-class Work

This can include pop-quizzes based on lecture notes or readings, graphic or material exercises, participation in discussions, and so on. “Originality” here means things like helpfulness and team leadership. Team contribution is worth 5% of the term grade. Peer assessments may play a role in the instructor’s evaluation of students’ team contribution.

Weekly Hours

For this 3-credit-hour course, an average of 9 hours per week is expected for all course-related activities, including classes. If most students are spending substantially more time, please notify the instructor.

Attendance or Participation Requirements

Attendance is not required as such and not recorded. However, in-class exercises worth roughly 1.5% per class will be evaluated. Many of these exercises will be team-supported, so you may be able to negotiate an absence with your team. Where this is not possible, missed in-class work will require a Student Declaration of Absence. For more detail on the Student Declaration of Address and late work, please see Course-Specific Policies, below.

Format for Assignments

Assignment formats are set out under assessments>assignments in our Brightspace. In general, for weekly and module assignments, you will produce both physical work to pin up and a .pdf that may be as simple as a single photograph. Exercises 4 and 5 are .pdf only.

Submission and Due Times

Unless otherwise specified, digital submissions are to be uploaded to Brightspace by 11:59 PM on the Sunday night before classes or holidays. Physical work should be pinned up or otherwise displayed in the exhibition room on Monday – before the start of class.

Guidelines for Citing Sources

Chicago Manual of Style: Author-Date Style. For details, see:

Chicago quick guide: <https://tinyurl.com/quick-author-date>

Chicago Manual full guide: <https://tinyurl.com/full-author-date>

Assignment Rubrics

Detailed criteria for each assignment and their relative weights will be provided in the instructions on Brightspace. The assignment rubric will be structured accordingly. Criteria and thresholds will reflect the University’s standard table:

Letter	Percent	Definition	Description
A+	90–100%	Excellent	Considerable evidence of original thinking; outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85–89%		
A–	80–84%		
B+	77–79%	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73–76%		
B–	70–72%		
C+	65–69%	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems.
C	60–64%		
C–	55–59%		
D	50–54%	Marginal pass	Evidence of minimal familiarity with the subject matter; minimal analytical and critical skill.
F	0–49%	Fail	Little evidence of understanding of the subject matter; weakness in analytical and critical skills; limited or irrelevant use of the literature.
INC		Incomplete	(counts as zero in GPA calculation)
W		Withdrew after deadline	(neutral in GPA calculation)
ILL		Compassionate reasons, illness	(neutral in GPA calculation)

Calculation of Final Grades

Numerical grades for each assignment will be posted in the respective Brightspace rubric. These will be compiled for the term and converted to letter grades within the Brightspace gradebook. These marks will be reviewed by the instructor and approved by the School committee before they are officially issued.

COURSE-SPECIFIC POLICIES

Due Dates and Late Submissions

Deductions for late submissions encourage time management and maintain fairness among students.

	Is a late assignment accepted?	If so, what is the deduction per weekday?*	Is there a final deadline for a late submission?	What happens after that?
Weekly Assignments	yes	3%	The following weeks' deadlines	receives 0%
Module Assignments	yes	3%	The following weeks' deadlines	receives 0%
Sketchbook	yes	3%	Last day of classes	receives 0%

* For example, if an assignment is evaluated at 75% before applying a 3%-per-weekday deduction, it would receive 72% for being 1–24 hours late; 69% for 25–48 hours late; etc.

Note: The following University or School policies take precedence over course-specific policies:

No late assignments are accepted after the last day of weekly classes. With a Student Declaration of Absence (maximum two per course), an assignment may be submitted up to three weekdays late without penalty. An SDA cannot be used for the final assignment.

With a medical note submitted to the School office, a course assignment (including a final assignment) may be submitted more than three weekdays late without penalty. The number of weekdays depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, you should consult with the Undergraduate/Graduate Coordinator to set a new schedule of due dates.

A student with an accessibility plan that allows for deadline extensions does not need to submit an SDA.

Academic Integrity

The instructor and TA's may use internet searches to check for originality.

Lecture Notes or Recordings

Most lecture slides will be posted on Brightspace as the "notes page" pdf. Students wishing to record lectures should speak to the instructor so that the recording can be done systematically and shared.

Discussion and Debate

A University is a place where difficult and controversial topics can be explored safely and advanced through collegial discussion and debate. Students are asked to commit – along with the TA's and the instructor – to speak and to listen in ways that minimize offense and encourage learning.

FACULTY POLICY

Equity, Diversity and Inclusion

The Faculty of Architecture and Planning is committed to recognizing and addressing racism, sexism, xenophobia and other forms of oppression within academia and the professions of architecture and planning. We, the faculty, are working to address issues of historic normalization of oppressive politics, segregation, and community disempowerment, which continues within our disciplines today.

UNIVERSITY POLICIES AND RESOURCES

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. For university regulations, go to

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=82&chapterid=4741&loaduseredits=False>.

A. University Statements

Academic Integrity

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Read more:

[https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_\(Aug%202015\).pdf](https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PE, NL). Read more:

https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a

restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more:

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Read more:

<http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or call 902-494-6803 to leave a message or contact the programs at elders@dal.ca.

B. University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates):
http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures:
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program:
<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>
- Student Declaration of Absence:
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html

C. Learning and Support Resources

- General Academic Support – Advising:
https://www.dal.ca/campus_life/academic-support/advising.html
- Fair Dealing Guidelines:
<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealingguidelines.html>
- Dalhousie University Library:
<http://libraries.dal.ca>
- Indigenous Students:
https://www.dal.ca/campus_life/communities/indigenous.html
- Black Students:
https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Students:
https://www.dal.ca/campus_life/international-centre.html
- Student Health Services:
https://www.dal.ca/campus_life/health-and-wellness.html
- Counselling:
https://www.dal.ca/campus_life/health-and-wellness/appointments/book-your-appointment.html
- Copyright Office:
<https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website:

<http://www.dal.ca/dept/elearning.html>

- Dalhousie Student Advocacy Services:
<http://dsu.ca/dsas>
- Dalhousie Ombudsperson:
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre:
https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Faculty or Departmental Advising Support: Studying for Success Program:
http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

D. Safety

- Faculty of Architecture and Planning: Work Safety:
<https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html>
- Dalhousie Security Emergency Telephone Number (preferable to 911):
(902) 494-4109