Dalhousie University - School of Architecture
ARCH 1001.03: Introduction to Architecture 1
Course Outline - Fall 2024

Classes:	Thursdays, 2:30–5:30	
Medjuck Building:	Room B015 (Basement Auditorium)	(Typical)
	Room 1005 (Main Floor Exhibition Room)	(Module review days)

Instructor:	Emanuel Jannasch	jannasch@dal.ca
Office:	Medjuck Building: Room B106A or by zoom	
Office hours:	Thursdays, 12:00 to 2:00 or by appointment	

Questions and Answers: I welcome 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 I'll often anonymize a question and circulate my response for everyone's benefit. If you want greater confidentiality, just let me know.

Class Assistants:	Purvangi Patel	pr931269@dal.ca
	Eliza Druart	el988492@dal.ca
Marking Assistants:	Ben Ernst	bn556790@dal.ca
	Jacob Rusen-Steele	jc314920@dal.ca

Brightspace:	https://dal.brightspace.com/d2l/home/338212

TABLE OF CONTENTS *

*   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, personal expression, and social commentary. Lectures are complemented by design exercises that apply conventions of architectural representation. The course is for students with an interest in architecture as part of a well-rounded education and for those who are considering a career in architecture or related design fields.

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 reviews of the four Module Projects take place in the exhibition room.

Additional Course Description

We look at architecture in its broadest sense: at buildings by famous and not-so-famous architectural professionals. We also consider the *vernacular* architecture, so called, of skilled and inspired laypeople, the *simulated* architecture of theatre and entertainment, the *visionary* architecture that explores ideals and experiences but can't necessarily be built, and the *accidental* architecture of civil engineering, sculpture, or other disciplines: as long as it embodies an architectural spirit. The heart of architecture concerns building and shelter but we follow architectural thinking into furniture, consumer products, graphics and typography, gardens and landscapes, virtual spaces. 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 both as the art of designing buildings, as a gateway to other areas of design and problem-solving, and as an ordering principle in nature and artifact.

Knowledge:

The course develops knowledge in three areas. It provides a lexicon of specialized terms, it presents important works and practitioners selected from four eras or realms of architecture, and it introduces some key theories and theorists of design. In the first module, we look at the ways traditional houses around the world respond to climate and resources. The second module emphasizes the Renaissance as foundational to formal architecture in the so-called West. The last module looks across space and time at architecture in close relationship to nature.

Abilities:

Skills are at least as important in architecture as knowledge so the emphasis is on tacit learning, on learning through doing. The course offers a framework in which students with no prior experience can develop visual, manual and conceptual skills. In photography the emphasis is on finding the most effective frame and vantage point from which to take a picture. We learn the basics of technical drawing, , compositional aspects of photography, and related analytical techniques. Manual skills are developed through simple studio-type exercises including small models.

Aspirations

This course will take every opportunity to encourage and reward personal curiosity and self-motivation.

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 $76.54 + tax. This represents roughly an 8% discount beyond the student discount of 10%.

All students need to have access to scissors, glue, a tape that measures both in metric and inches, and other small items that may come up from time to time: you may already have some of these in your kitchen drawer or share purchases with team-mates.

SCHEDULE

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

Wk.	Thursday		Due	%	Topic	Tools
1	5-Sep	section	Trial Submission	2	*Section Plane*	Figure and Ground
2	12-Sep	section	Prospect and Refuge	4	*House and Climate*	A Language of Line
3	19-Sep	section	**Dark Castle**	10	*Collaboration*	Scale and Size
4	26-Sep	city plan	Figure Ground	4	*Square and Plaza*	Plans and Maps
5	3-Oct	city plan	Nolli	4	*Growth and Change*	Emergence
6	10-Oct	city plan	**Cosmopolis**	10	*Practical Geometry*	Compass and Rule
7	17-Oct	building	Compass work	4	*Tesselation*	Structural Models
8	24-Oct	building	Polyhedra	4	*Surface Curvature*	Development
9	31-Oct	building	**World's Fair**	10	*Space and Picture*	Vantage Point
10	7-Nov	a vision	*Layers* (& SKETCHBOOKS)	4	*Forms of Life*	System Boundaries
	14-Nov	a vision	F A L L B R E A K			
11	21-Nov	a vision	*Diorama*	4	*Webs of Life*	Some Diagrams
12	28-Nov	a vision	***A Living System***	**10**	*SLEQ*	Tools for Thought?
			Projects total	70		
	Ongoing		Mini-Quizzes	10		
	Ongoing		Sketchbook	20		
			TOTAL	100		

ASSESSMENT

The Team Aspect

Architecture is inherently collaborative. But poorly structured group work can lead to unfairness and frustration for many students. The team aspect of this course is designed to be enjoyable and rewarding, simplifying tasks 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
1	Preliminary project	1 x 2% = 2%	Individual	Grading TA's
7	Weekly projects	7 x 4% = 28%	Individual with team aspect	Grading TA's
4	Larger module projects	4 x 10% = 40%	Individual with team aspect	Grading TA's
1	Sketchbook	20%	Individual	Studio TA's
7	Mini-Quizzes	6 x 1.5 + 1 =10%	Individual with team aspect	Students, checked by TA's

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.

Assignment Summaries

Projects are small. 2d work is typically done on a few sheets of 9" x 12" paper and 3d work is usually built on an 8" x 10" hardboard base.

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

One Preliminary Assignment:
Trial Submission – individual students annotate a photo make a .pdf and submit it on Brightspace.

Seven Week-Long Mini-Projects:
Prospect and Refuge – design a room with approaches and make a section through the entrance.
Figure/Ground – draw an urban space in Halifax and as a figure-ground plan.
Nolli Plan – Enrich this drawing (or choose another space) with overhead and surface information.
Compass Work – draw some spirals, drafters' ovals, and multi-centred arches.
*Polyhedra – working in teams, make a set of regular and semiregular polyhedra.
*Layers – Layer a variety of found or built screens onto a photograph.
*Diorama – Build a 3d environment in front of a curved 2d image.

Four Module Projects
Dark Castle – Create a 2d sectional representation of a complex habitable environment.

Cosmopolis – Draw an urban space in plan and connect it to your teammates'.
*World's Fair – Build a model of a simple pavilion and arrange it with others as a coherent complex.
*A Living System – In your teams, build a diorama of a city-as-ecosystem.

Transportation

The *Projects marked with an asterisk are It is your responsibility to transport projects to class undamaged. A cardboard box, free from the liquor store, can be adapted into an adequate carrier and protected with a garbage bag on wet days.

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 pasted in. Good and excellent sketchbooks include student-originated work. All sketchbooks submitted will be given provisional grades between weeks 6 and 8, and a final mark at the end of term.

Mini-Quizzes

These take place at the beginning of the seven non-review classes. They are based on the previous lecture. Students have a second opportunity to write each quiz, this time collaborating with their teammates.

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. Your total should be just over 100 hours, so you can budget roughly one out-of-class hour per grade point. You are asked to record your hours, mainly to help you budget your time.

Attendance Requirements

Attendance and punctuality are expected. Please study the Student Declaration of Absence under 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 to upload. that may be as simple as a single photograph.

Submission and Due Times

Unless otherwise specified, digital submissions should be uploaded to Brightspace by 11:59 PM on Wednesday nights. Physical work for review should be pinned up or otherwise displayed in the exhibition room on those Thursdays – 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.

Grading Scale

Grading in this course follows the standard scale set out by Dalhousie in the table below.

Roughly speaking, any reasonable effort to complete and submit a component will earn a D. Grades in the C range reflect conscientious adherence to instructions concerning format and process.

Communicating your engagement with and grasp of the subject matter should bring you marks in the B's. "A" marks indicate notable originality and the abilities to analyze and synthesize ideas.

More detailed interpretations of the grading scale may accompany some of the assignments.

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%20 2015).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/occupationalsafety/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**