

ARCHDES 102: THE MASTERCHEF OF ARCHITECTURAL DESIGN (ENVIRONMENTAL STREAM)

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COURSE CONTENT

This workshop is about reimagining the existing conditions (houses, apartments, etc) where students are living and transform them into more sustainable and resilient environments. The aim of the workshop is to encourage students to redesign their habitats in order to promote more sustainable lifestyles. The final aim of the workshop is to introduce students to the tectonics, aesthetics and functionality of a house and how these are considered as part of a greater environment.

The mechanic of the workshop is inspired by fashion and cooking television reality shows. Each class, students will be introduced to new design challenges that have to be completed before the end of the class. Each class has three parts. The first part of the class consists on explanations of the rules of the design challenge and a quick introduction to the theoretical background (ingredients). This part works as a toolbox to face the challenge (30 min., aprox.). The second part of the class is the “cooking” of the dish. It consists on developing the design challenge (100-120 min, aprox.). The third part of the class is the “critique of the dish”. In this part, students will be given feedbacks to improve their designs (60 min., aprox.). In each class students will work on the redesign of their habitats individually. They will have the freedom to make changes that encourage adaptation to the conditions of the challenge presented in each class.

The course is organised around three key spaces of a house: the outside (orientation, fences, gardens, decks, front yards, backyards) the inside (rooms, bathrooms, kitchens, laundry room, storage areas, and their relationships) and the in-between (the envelope, walls, doors and windows). The final presentation will reflect the cumulative work completed by each student across all the challenges.

GENERAL STRUCTURE OF THE COURSE, LEARNING AIMS AND OUTPUTS

Weeks	Theme	Day	Learning Aim	Learning Output
Week 1	Intro (Prep time)	Monday	Introducing students to the architectural language of drawing	Redraw the plans of your house
		Thursday	Developing critical thinking and demonstration of research skills	SWOT analysis. Pros and cons.
Week 2	Outside (Entrée)	Monday	Understanding the role of environmental conditions in the design of a habitat.	Three alternatives organisations
		Thursday	Rediscovering the potential of the environment to define land uses.	Layout and sketches of the results
Week 3	Inside (Main course)	Monday	Unravelling the link between functionality, obsolescence and sustainability.	Diagram, floor plan, section, sketches.
		Thursday	Highlighting the importance of behavioural changes, like sharing, for sustainability and resilience.	Diagram, floor plan, section, sketches.
Week 4	In-between (Cheese)	Monday	Introducing students to material properties and technologies that impact on energy efficiency.	Floor plan, section, construction detail, sketches.
		Thursday	Introducing students to the importance of voids and their links with energy efficiency and comfort.	Floor plan, section, construction detail, sketches.
Week 5	Fine-tuning (Dessert)	Monday	One-to-one critic. Fine-tuning the project. Modelling.	Physical model and final draft
		Thursday	One-to-one critic. Designing your presentation	Draft of the presentation
Week 6	Final	Monday	Class or Final presentation	Happiness
		Thursday	Class or Final presentation	

AIMS OF THE COURSE

The aims of this course are:

- To provide experiences and to develop competencies of various modes of creative thinking and expression;
- To generate awareness of potentials and limitations of various modes of creative thinking and expression;
- To inspire the appreciation of productive, open-ended speculation;
- To test, explore and communicate ideas through material investigations; to develop a practice of reflection in relation to design work and process; and to develop communication skills, including modelmaking, graphic communication and design crafting.

LEARNING OUTCOMES

On the successful completion of this course, students should be able to:

Course Learning Outcomes	Related Graduate Profile Capability*
1. Analyse and appreciate various kinds of architectural sites of production and challenges	1. DK.3, SS. 1, II. 2,
2. Creatively and intellectually engage in various kinds of architectural design challenges	2. CT.1, SS. 2, SE. 2,
3. Produce articulations of creative thinking (verbal, textual, visual, physically modelled)	3. CT. 2.
4. Demonstrate how articulations of creative thinking inform others and themselves in advancing creative thinking processes.	4. CE. 2, CE. 3,

* See the Bachelor of Architectural Studies Graduate Profile Table for a full description of each capability relevant to this programme available on <https://cdn.auckland.ac.nz/assets/creative/for/BAS1.pdf>

Method of Assessment

100% coursework

All student work is initially assessed by the named staff member(s) offering each course topic. Provisional grades are confirmed at the Design Grading Moderation Review in order to ensure parity of grading standards and across course topics. All marks are indicative until confirmed in the Examiner's Meeting.

The work will be assessed in relation to the learning outcomes of the course and each studio topic, and specifically on: the thoroughness and completeness of its content; the degree of insight to the exercises of design exploration; and the quality of its production: clarity of narrative, graphic layout, the crafting of the final product. You will need to keep a record of all work throughout the semester, to document your process. This will be submitted at the end of semester. Formative feedback will be given at mid-semester. It is therefore essential that students attend and present at this opportunity.

Pass requirements

Location plans for Final Reviews and Design Grading Moderation Review (DGMR) are displayed in studio spaces and on Canvas prior to week 12. It is important to have your work pinned up in the correct location by the time indicated by your studio teacher. Your teacher will check the material that you have handed in. Unless there is a genuine emergency you must submit your work at this time. Delays with printing are not an acceptable excuse. If you have printing issues, pin up tiled A3 prints and replace these with banner prints for the crit, but the content must be identical. In the eyes of the University this hand in plays the role of the exam – not submitting work by this time constitutes not turning up for the exam.

Extension of time

Where a student has been unable to attend to their studies for a period of time in the semester they may apply for an Extension of Time. Late submissions will be considered on medical and special grounds when supported by a health or other professional, and when the application is made

according to the procedure below. Coursework not received by the due date, and for which no extension of time has been approved, will receive the grade 'DNC' (Did Not Complete).

Requests for extensions of time must be submitted and approved before the due date unless there are exceptional circumstances. Students applying for an extension of time must obtain an Extension of Time Form for Coursework Submission from the School of Architecture and Planning Office (6th Floor of the Architecture Building, Building 421, 26 Symonds Street) and complete the required details. The application form must be signed by your tutor and the Associate Head Design.

Grade Queries

The Design Grading Moderation Review (DGMR) process is rigorous and the School stands by it. The School will not re-grade work. The only exception to this is the very rare situation where there is new information regarding some factor(s) that was affecting the student's capacity in the time leading up to examination.

A student can however request a discussion of their own work and performance and how the grade was awarded. As a first instance the student should make an appointment to discuss their work with their tutor. If, after meeting with the tutor, a student wishes to pursue this discussion further, they can then make a meeting with the Associate Director Design, and subsequent to this with the Head of the Architecture Programmes.

University of Auckland Grade Descriptors

University grade descriptors for undergraduate and postgraduate taught courses

Grade	Description	Designation	% range	Grade points
A +	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc. included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.	High first	90 – 100	9
A		Clear first	85 – 89	8
A -		Bare first	80 – 84	7
B +	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.	High second	75 – 79	6
B		Clear second	70 – 74	5
B -		Bare second	65 - 69	4
C +	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills.	Sound pass	60 – 64	3
C		Pass	55 – 59	2
C -		Marginal pass	50 - 5	1

D+	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.	Marginal Fail	45-49	0
D		Clear Fail	40-44	0
D-	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.	Poor Fail	0-39	0

For further information on CAI Grade Descriptors visit Faculty website: [CAI grade descriptors](#)

ACADEMIC INTEGRITY

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework or tests as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

ATTENDANCE AND PARTICIPATION

Attendance in studio class as well as engagement with course activities and readings supports academic success. Therefore, it is strongly recommended that students make every effort to attend class and complete all the necessary in-class requirements. (See Student Charter 16.0).

STUDENT FEEDBACK

We regularly seek feedback from students in order to shape and improve this and all courses on the programme. Students will be asked to complete online course and teaching evaluations at the end of the course through SET, and may on some occasions be asked to complete a more informative evaluation through other software. The student feedback given through this process is read by the staff member and by the Associate Head Design and is used to continuously shape future studio teaching. Each course will seek volunteers to serve as class reps.

IN THE EVENT OF UNEXPECTED DISRUPTION

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

STUDENT CHARTER AND RESPONSIBILITIES

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. It is expected that students participate actively and positively in the educational environment including: preparing for and attending classes as required; participating in class discussions and other activities; maintaining steady progress within the course; and submitting required work on time. Commitment to the ideals of a university is demonstrated by achieving personal excellence in performance and allowing freedom of expression. Students should be aware of their individual rights and responsibilities regarding the proper use of copyright material, the ethical responsibilities of researchers with regards to animal and human subjects, and intellectual property rights. Where appropriate, students can exercise their rights to reasonable access to and assistance from academic staff and the various academic support services. Student representative organisations, such as the Class Representative system and AUSA represent students and can also be approached for support. For further information visit Student Charter.