

Fostering Inclusive Excellence

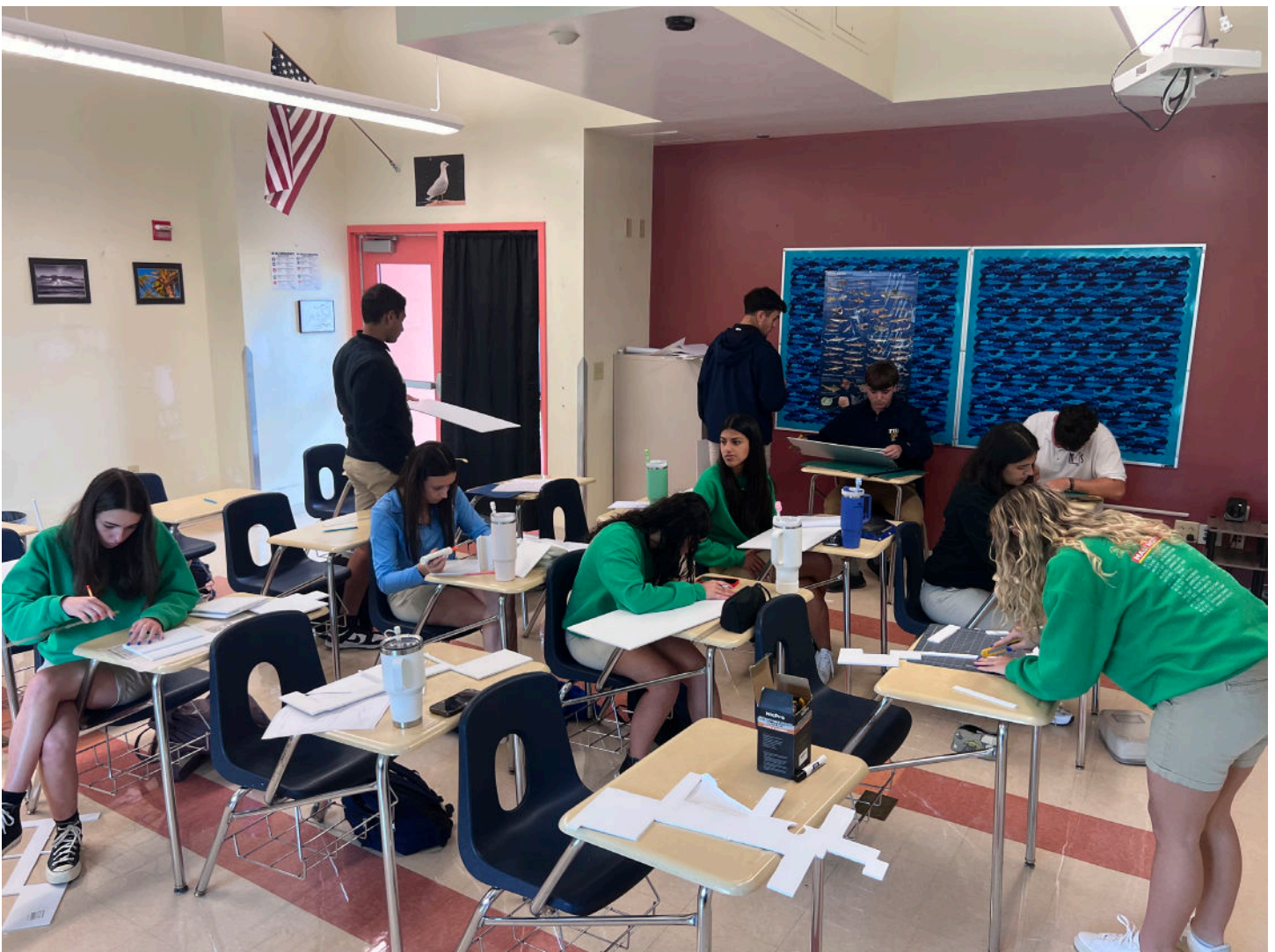
The Florida High School Dual Enrollment Program in Architecture

University of Florida School of Architecture

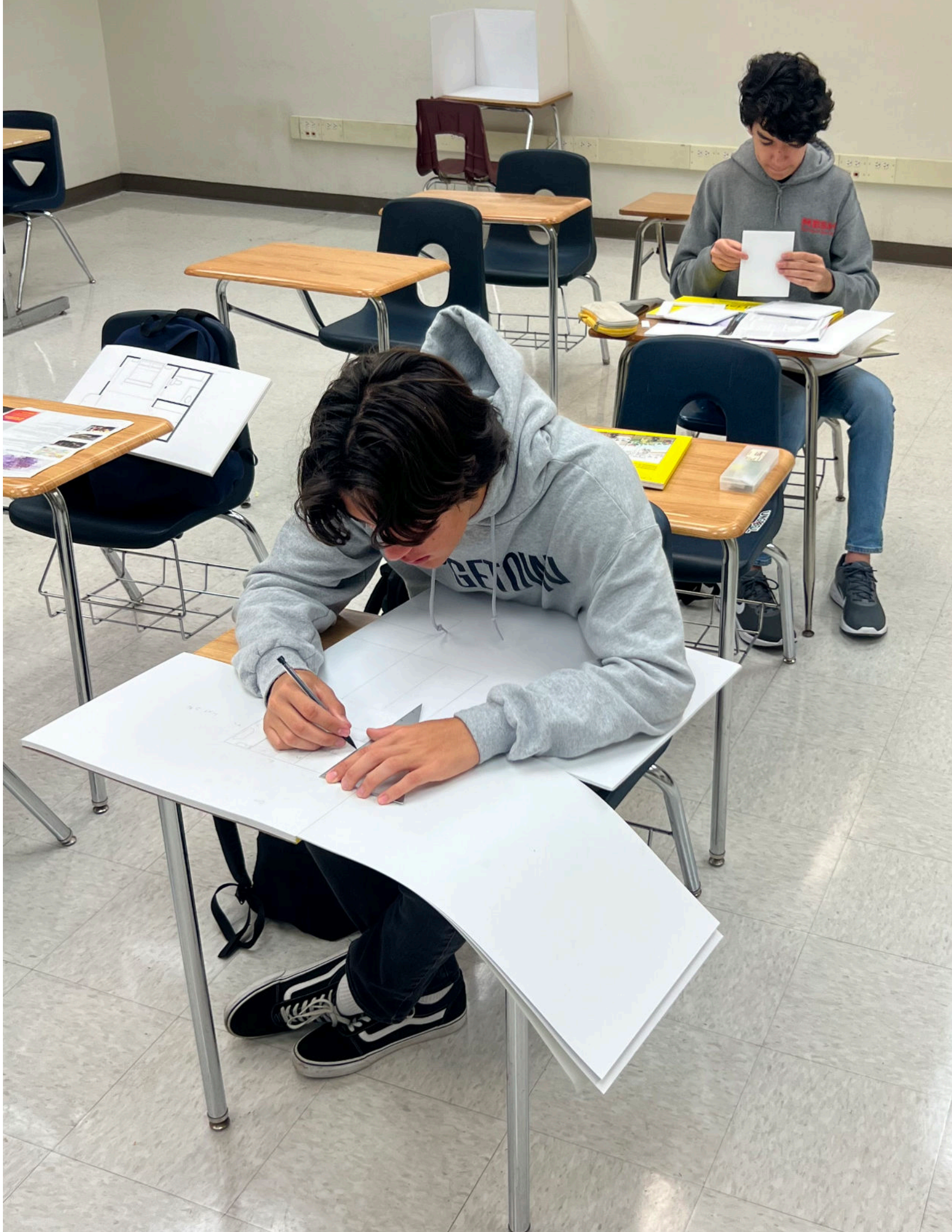
Hernan Guerrero Applewhite, Instructor

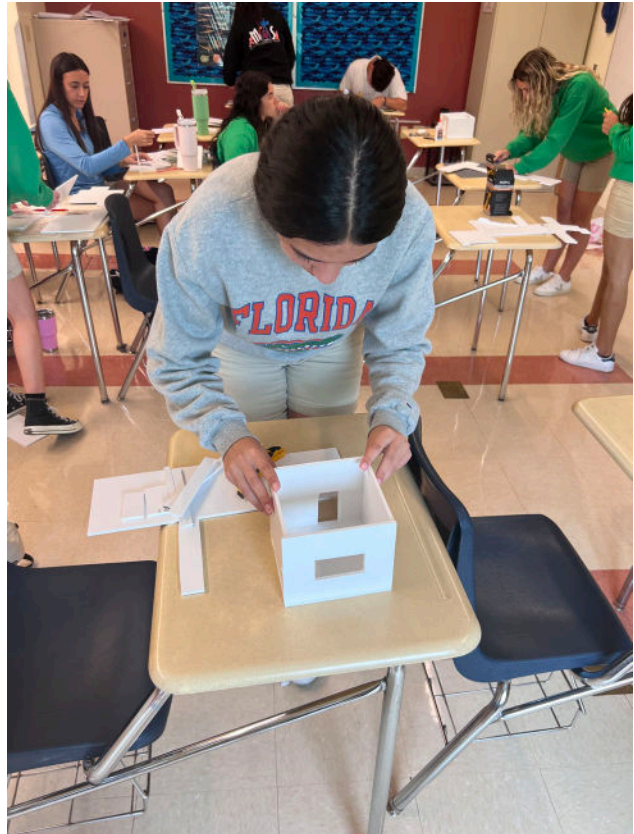
David Rifkind, Director

2022-present



Students working in class on projects during the spring semester course, ARC1002 Introduction to Architecture





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Hernan Guerrero (left) with students (and one excited parent) from Miami Coral Park Senior High School presenting their work during the annual Dream in Green Design and Build competition.

Faculty: Professor Hernan Guerrero Applewhite
Class Location: Miami Beach Senior High School
Class Meetings: tbd

SYLLABUS

Introduction

Introduction to Architecture helps students understand the fundamentals of architectural design practices. Through a series of increasingly complex projects, students apply such basic design skills as drawing, sketching, and model building. Students learn to design through iteration, composition, and critical reflection.

Course description and role within the sequence

An introduction to the principles of architectural design for students considering applying to a university program in architecture. The course includes project-based exercises, lectures, and discussions.

Course Objectives

The course introduces students to:

1. Design Principles: students will understand and apply design skills through studio exercises that introduce fundamental design concepts in two and three dimensions.
2. Drawing and Making: students will demonstrate the ability to construct high quality line drawings, using both projection and orthographic methods, and to construct models that represent architectural form and space.
3. Spatial Acuity: students will understand, define, and communicate spatial systems as a fundamental component of design activity.
4. Abstraction: students will understand and implement abstraction as a tool of spatial and formal design.
5. Design Activity: students will apply essential design processes, including iteration, collaboration, criticism, and reflection.

Course Content

The course covers the basics of the following communication skills necessary to conduct the design process and how to use them in the process of decision-making:

1. freehand drawing

freehand drawing conventions:

sketching (perspective, oblique projections, orthographic projections)
observation
analysis
iteration
reflection

2. mechanical drawing

drawing conventions:

axonometric projection
orthographic projection: plan, section, elevation
communicating depth and space in drawing: overlapping and layering
value application: build-up-of-line and shade/shadow
diagramming

3. modeling

three-dimensional model building:

materials, weight, and mass
spatial relationships
craft

4. design skills

awareness and perception
visual judgment
organizational ideas
formal relationships
hierarchy in two and three dimensions
concepts of order
figure/ground spatial interaction

Weekly schedule of Topics:

1. Introduction: thinking spatially
2. Representation Workshop: sketching
3. Project One: *design a room for reading*, introduce project and iterative design
4. Project One: *design a room for reading*, critical feedback and discussion
5. Representation Workshop: orthographic drawing
6. Project Two: *design a kiosk*, introduce project and the concepts of program and site
7. Project Two: *design a kiosk*, architecture and public space
8. Representation Workshop: perspective drawing
9. Project Two: *design a kiosk*, presentation and communication
10. Project Two: *design a kiosk*, critical feedback and discussion
11. Representation Workshop: model building
12. Project Three: *design a house for an author*, introduce project
13. Project Three: *design a house for an author*, peer-to-peer critical feedback
14. Project Three: *design a house for an author*, reflection and revision
15. Project Three: *design a house for an author*, critical feedback and discussion

Specific drawing and model making projects will be assigned each class and will be due at the beginning of the next class unless stated otherwise. Please arrive prepared to both work and talk about your projects each day.

Safety

We will review safety protocols for working with cutting tools and adhesives.

Policy on Retaining Work

Please note that the University of Florida, College of Design, Construction, and Planning policy states that student's work may be retained indefinitely for academic purposes. You should be prepared for the instructor to ask that it be exhibited or photographed during or after the term. Having your work retained for photography or exhibition is evidence of its quality and value to the School. Not to worry, you will be able either to retrieve your original work or retrieve it temporarily to make copies or photograph it for your own personal purposes.

Attendance

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Additional attendance policies may be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

Performance

There are no tests in Design. There are also no right or wrong answers per se. You will not be taking in information over the course of the term and regurgitating it for us in another form. Studio is not preparation for making things. You will begin as you will go on - by making things over and over and over (positive redundancy!). Each time you will take on new questions or the same questions at another level of sophistication. Therefore, there is no single answer for which we are looking. We will give you feedback on the directions you have taken, suggestions for further work, and assess the architectural implications of your projects.

Our goals for you are:

- (1.) to have at your fingertips a thousand fruitful ways to approach any problem and
- (2.) to learn to *critique yourselves* effectively. What we ask from you is a concerted effort, an inventive take on the problem, constructions that raise architectural issues, and, most importantly, for you to challenge yourself and be constantly willing to continue to further develop a scheme. Grades will be assigned as much on dedication and improvement as on talent - if you enter the course gifted and sit on your skill all term, you will not get an A.

Grading

Grading Scheme:

1. Spatial thinking ice breaker (0%)
2. Project One (20%) Students will design a small space (e.g. a room for reading) and will be assessed on their ability to incorporate iterative design principles in the project.
3. Project Two (25%) Students will design a small structure in public space (e.g. a newspaper kiosk) and will be assessed twice; first on their ability to demonstrate an understanding of site and program in the project (10%) and second on their ability to communicate their ideas through drawing and verbal presentation (15%).
4. Project Three (35%) Students will design a small building (e.g. a house for an author) and will be assessed twice; first on their ability to respond creatively to peer critical feedback of their project (15%) and second on their ability to reflect upon and appropriately revise their design through ongoing critical feedback from their instructor (20%).
5. Participation (20%) Students will be assessed according to their participation in class discussions and their contributions to peer-to-peer critical feedback.

To clarify the system of grading we would like to spell out that grades will be measured fairly by the quality of work.

- A Outstanding work:** All project objectives are thoroughly addressed with few, relatively minor problems. Execution of work is exemplary and complete, for both drawings and model work.
- B Good work:** All project objectives have been addressed with one major problem (at most) and/or several minor discrepancies. Execution of work is complete and above average for both modeling and drawing.
- C Average work:** All project objectives have been addressed with a few major problems and/or several minor problems in fundamental concept. Execution or work is complete and satisfactory for both drawing and modeling.
- D Below Average work:** Some project objectives remain unresolved. Basic concept is struggling with several major problems and/or many minor problems. Drawing and modeling skills are substandard, lacking clarity and/or craftsmanship.
- E Inadequate work:** Several minor and major problems with basic conceptual premise, lacking both intention and resolution. Physical representation in drawing and models is severely lacking, weak in clarity, craft, and completeness.

Grade Point Average Calculation

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

UF Grading Policy

Information on UF's grading policy for assigning grade points can be found at the following location: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Late Work, Incomplete Work and Make-up Work

Just as it is impossible to make up a missed studio session, it is equally impossible to submit work late. The design process requires iterative thinking and making, which means that visible progress is expected for every studio session. Failure to complete work for a studio session will be recorded and reflected in your project grade. Incomplete work is problematic as well and we expect you to put your best effort to complete each assignment on time, particularly for final project reviews. If your work is grossly incomplete, you may not be allowed to present to the jury. This determination will be at the discretion of studio faculty.

In the event that you are sick, injured or otherwise absent from studio for a legitimate purpose (University-sanctioned trips, family emergency, etc.), please contact the faculty as soon as possible so we can make arrangements for make-up work.

Regarding accommodations for students with disabilities

tbd

Online Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

Academic Honesty

University of Florida students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University’s policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. Plagiarism/misrepresentation

There shall be no question of what your work is and what someone else’s is. This applies to all aspects of student performance, including but not limited to:

- CAD drawings and construction details
- design guidelines (written and graphic)
- design, planning, and management projects or portions of projects
- class reports and papers (again, both written and graphic information)
- any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

Examples of inappropriate activities include:

- copying graphics for a report without crediting the original source

- representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.) - allowing someone else to represent your work as their own.

Given the collaborative nature of design studios, interaction between students is desirable, but the intention and degree of assistance must be appropriate. For example, it is appropriate to discuss the assignment/method/software program/course materials—but it is not appropriate to solve or resolve a large portion of the project together.

The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of “borrowing” ideas that is at question.

Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

2. Multiple submissions of the same or similar work without prior approval

If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

3. Falsifying Information

Examples include:

- misrepresenting reasons why work cannot be done as requested
- changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the “real world” may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)
- altering work after it has been submitted
- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

Required and recommended textbooks

This class has no required texts.

Disclaimer

This syllabus represents current plans and objectives. As we proceed through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Counseling + Emergency Contacts

Health and Wellness:

tbd

Academic Resources:

tbd