



Meeting Times and Location

MWF periods 7-9
ARC 210

Overview

This studio focuses on designing and building a walk and stairway at the Seahorse Key Marine Laboratory in the Gulf of Mexico. The studio will begin with an analysis of walkways, promenades, and architectural itineraries. We will also study the properties of wood, coastal weathering, and wood joints. The studio will then visit the site and meet with project stakeholders. The studio project provides an opportunity to explore the richness of a simple building type, study construction materials, engage community design, work directly with tools and building systems, and see a project through its final construction. Throughout the semester, students will also gain experience detailing architectural joints, working in small groups, and assessing the properties and relations of various materials. This semester, the design/build studio also includes a workshop (funded through the Ivan Smith Endowment) to design and construct an architectural piece within the School's atrium. Workshop guests and Ivan Smith Visiting Professors Sami Rintala from Norway and Philip Tidwell currently teaching in Helsinki will serve as wood construction experts for this project. The week-long workshop will conclude our studio's semester of work and lead into a final review with Juhani Pallasmaa.

Reflective Building

The studio exposes students to "reflective building" as a process of thinking and making architecture. Preliminary design stages will include detailing, intensive site analysis, materials and building systems analysis, meetings with migrant farm worker families, and design charrettes. Initial phases will also make connections between dwelling, materiality, and economy. Learning outcomes include the following: the studio will continue the development of students' advanced design process, collaboration, and site analysis and planning; this "hands-on" experience will provide a unique opportunity to learn how to build at full scale; students will increase their understanding of how the processes of designing and building are linked; and students will discover overlaps between the studio environment, community involvement, and future practice, as an important step toward graduate-level research, internships, and other activities after graduation. Overall, it is expected that this process of "reflective building" will frame growth as a "reflective practitioner."

Studio Objectives

- To understand and develop a multi-disciplinary approach to design/build work specifically and future professional activity generally.
- To participate in collaborative activities and discussions with members of the community.
- To develop an ability to select, adapt, and apply methodologies and theoretical approaches related to design/build activity.
- To pursue research methods and design process that reduce disconnections between design and construction.

- To integrate architectural process and cultural values through the design/build approach.
- To synthesize analysis, design process, and implementation.
- To develop graphic, written, and oral communication techniques that integrate aspects of the design/build approach.

Course Requirements and Outcomes

Participation in studio work, design/build activities on-site, and community meetings. Written reflection on the process. Documentation and preparation of a booklet, summarizing the studio's work as well as the reflective building process.

Schedule

Week 1: Case study research, preliminary site visit

Week 2: Preliminary exercises: detailing, joining, estimating; and meetings with stakeholders

Week 3a: Completion of preliminary exercises, additional site visits, interviews, documentation

Week 3b: Design charrette and schematic design, with outside input

Week 3c: Finalized design; presentation to stakeholders

Weeks 4-8: Prototyping and mockup construction. Midterm review.

Weeks 9-16: Final construction; wrap-up, documentation, and writing

Production

1. Site planning documents, including "master plan" exercises taking into account expansions and future projects
2. Design project boards, demonstrating collaborative process and final design synthesis
3. Built project: adaptations and interventions
4. Documentation for subsequent booklet about the project

Bibliography, Project Background, and Case Studies

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Other Information

Room Use

Since many students are working in the same room it is essential that you work quietly and unobtrusively, that you respect your fellow student's work, and that you clean up after you are finished. Please note that Spray Painting anywhere on the grounds is prohibited.

Policy on Retaining Work

The University of Florida, College of Design, Construction, and Planning policy states that student 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. You will be able either to retrieve your original work or retrieve it temporarily to make copies or photograph it for your personal use if it is retained for the school archives.

Attendance

There is no possibility to make up a missed studio session. Notes will be useless, and although a long conversation with a fellow student will help you begin to figure out what to do to prepare for the next session, it can never make up the learning. A session with your professor may or may not be possible and cannot duplicate the collective conversation. As a result our policy on attendance is extremely strict:

ANY absence must be explained; i.e. call into the office and have a note left for your professor or an email. It is your responsibility to get the assignments from your fellow students. **Unexcused absences will adversely affect your grade and excessive absences can result in a failing grade.** The number of absences adversely affecting your grade is at the discretion of the professor. Lateness is not permitted if not justified. It is never permissible to miss a Critique. Nor is it permissible to be late or to leave early. It will be considered a direct insult to your fellow classmates and the invited critics.

If something is seriously wrong please do not hesitate to talk to your professor about it. Arrangements will be made to cope with serious illness, family or personal crises.

Performance

As you know, 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 in another form. You will begin as you will go on - by making things over and over and over. 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 innovative take on the problem, constructions that raise architectural issues, and, most importantly, for you to challenge yourself and be constantly willing to continue to 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.

You will be graded not only on the work itself but also in your ability to perform on the goals stated above. All grading will follow UF policies that you can find at: <http://vlv.w.registrar.ufl.edu/catalog/policies/regulationgrades.html>

To clarify the system of grading for studio classes:

- A Outstanding work only
- A- Close to outstanding
- B+ Very Good Work
- B Good Work
- B- Good work with some problems
- C+ Slightly Above Average Work
- C Average Work
- C- Average Work with some problems
- D+ Poor Work with some effort
- D Poor Work
- E Inadequate Work

Grading Scale

The grade scale ranges from A to E, with + and – assigned as necessary:

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 can be found at the following location: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Students with Special Needs

Students with special physical needs and requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. All attempts to provide an equal learning environment for all will be made.

Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Academic Honesty

Students in the School of Architecture 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
 - 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.
 - CAD drawings and construction details

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 his own
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.)