DESIGN STUDIO 4: PROGRAM

Bachelor in Architectural Studies BAS SEP-2023 DS4-AS.2.S.A

Area Architecture and Design

Number of sessions: 60

Academic year: 23-24

Degree course: SECOND

Number of credits: 9.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **WESAM AL ASALI**

E-mail: walasali@faculty.ie.edu

Wesam is an architect, educator and researcher with experience in building crafts, structural design, and local building materials. His work explores and emphasizes the role of culture and society in rethinking how cities are grown and consumed in the context of climate challenges. Focusing on the Middle East and Latin America, Wesam's practice engages with the role of "Scarcity" as a heuristic process rooted in the situated production and inhabitation of the built environment. He received my PhD in 2021 from the University of Cambridge, where he worked on design strategies for thin-tile vaults for low-carbon ceiling systems. Wesam was the Global Fund fellow at Princeton University in 2021-2022, where he worked on his manuscript "Cultures of Making," which examines selected case studies of vernacular crafts and construction from the Middle East. Wesam is the co-founder of IWlab, his architectural practice, and CERCAA, his school of building crafts for architects and architecture students in Valencia, Spain.

Office Hours

Office hours will be on request. Please contact at:

walasali@faculty.ie.edu

SUBJECT DESCRIPTION

Design Studio 4: The Creative Campus

Design Studio 4 examines the notion of "Program" in architectural design. It builds on DS3 ideas on how the making of architecture should account for the multiple "Experiences" in the built environment and how designing itself is an experience of delving into different tools of creative and systematic research. DS4 will further these tools by complexifying the conditions of the project in terms of site, program, and restriction. In simpler terms, while DS3 was an introduction to how to research for and strategies for your project, DS4 will be the arena to develop these skills in more complex architectural settings.

The word "Program" has its etymological root in the Greek word "Prógramma," which derives from "Prógrapho" (I announce writing or drawing). Therefore, an architecture program is a proclamation of one's own idea, expressed in concepts, diagrams, texts, and images. However, how to reach this proclamation imposes multiple questions: what does a program for an architectural/urban project entail? How to deduce a program? What research and creative techniques help propose a program? How to negotiate, challenge, and add to the existing and adjoining site programs? What does it mean to add a program to a city? These questions challenge the conventional understanding of a program as a 'list of spaces' that they need to translate into buildings. These questions also push for examining three elements: 2) conditions of the programs, 2) conditions and restrictions relating to the site, and 3) requirements of materiality sustainability understanding in both architectural and urban settings.

To unpack these elements, the Studio will examine the future of architectural learning spaces. The studio will design a program for its future Creative Campus.

We will work on studying the current conditions of spaces for learning and teaching at IE School of Architecture through discussions, interviews, and observations of your own and other studio spaces.

After that, we will work on extending our school into a new campus in Segovia where the educational program that we proposed will need to negotiate and complement the existing urban program. We will add a collection of educational activities to the current urban program that will complete the cultural offer of the neighborhood in which our architecture will be incorporated. We will aim for a campus that responds to the multiple relationships between the University with the city. Finally, the project will also pay special attention to the use of materials and the operational and embodied carbon footprint of the building. As such, the course will be divided into five main activities:

Workshop 1: Evaluating Current Learning Spaces

Workshop One is centered around assessing the existing learning and teaching spaces at IE School of Architecture. Through discussions, interviews, and observations, we will comprehensively examine the current conditions, identifying their strengths and weaknesses.

Workshop 2: Campus Expansion in Segovia

Workshop Two involves the activities of site analysis. In addition to the traditional site analysis tasks, we will explore the urban and social context of the site, as well as the challenges and opportunities presented by the cultural and educational program within Segovia.

Workshop 3: Defining the Future of Architectural Learning Spaces

The third activity focuses on developing the initial program strategy for extending our school into a new campus in Segovia. This workshop builds upon the insights gained from the previous exercises, seeking a harmonious fusion of the site's needs and your vision for the future of learning spaces.

Workshop 4: Programming the Creative Campus

In this workshop, we will translate the program you've developed into an initial architectural proposal. It's the crucial stage where ideas begin to take architectural form. Here, you will emphasize the role of intuition and vision in shaping the future of our educational spaces. New programs, new necessities to be satisfied will promote the creation of new family of spaces and atmospheres and spaces.

Workshop 5: Designing the Creative Campus

Following the midterm, the fifth activity marks the commencement of the design and production of your architectural proposal. Through drawings, models, and diagrams, you'll bring your vision to life, further refining and detailing your creative campus design.

The methodology for this course is student-centered and practical. Rather than giving a fixed list of spaces, students will craft their program based on an examination of existing spaces and their vision for Segovia's future. Ethnographic study, which involves visual materials like drawings, films, and maps, plays a key role in this process. Close collaboration with instructors is encouraged. Instructors will work closely with students, providing guidance and feedback to help transform their design strategies into concrete architectural proposals.

LEARNING OBJECTIVES

2. OBJECTIVES AND COMPETENCIES

Per the Decree EDU/2075/2010, 29 of July

2.1-BASIC AND GENERAL OBJECTIVES

- CB1: Students have demonstrated knowledge and an understanding of a given area of study, building upon the foundation of secondary education, supported by advanced texts, and including aspects that engage the latest advances in their area of study.
- CB2: Students know how to apply their knowledge professionally to their work or vocation and possess the competencies that are often demonstrated through elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3: Students can gather and interpret relevant facts (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific, and ethical topics.
- CB5: Students can transmit information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5: Students have developed the necessary learning skills to continue their studies with a high degree of autonomy.
- CG2: Knowledge of the role of the fine arts as a factor that can influence the quality of architectural creation.
- CG4: An understanding of the fundamental issues in structural design, construction, and engineering as related to building projects, as well as the techniques used to address these issues.
- CG5: Knowledge of the issues related to building physics, technologies, and programmatic uses, in order to create buildings that provide internal comfort and protection from the elements.
- CG6: Knowledge of the industries, organizations, regulations, and procedures needed in order

to transform projects into buildings, and to integrate drawings into the planning process.
- CG7: An understanding of the relationship between people and buildings, and between buildings and their contexts, as well as the need to relate buildings and adjacent spaces to needs and to the human scale.

2.2- SPECIFIC COMPETENCIES

Per the Decree EDU/2075/2010, 29 of July

PREPARATORY MODULE

(W: Workshop Format)

- CE12: Ability to devise, calculate, design and implement foundation solutions, and to integrate them into buildings and urban assemblies (W).
- CE17: Capacity to develop, calculate, design, and execute building structures, and to integrate them into buildings and urban complexes (W).
- CE18: Capacity to develop, calculate, design, and execute interior partitions, carpentry, stairs and other finished work, and to integrate them into buildings and urban complexes (W).
- CE19: Capacity to develop, calculate, design, and execute enclosure systems, roofs/coverings, and other structural work, and to integrate them into buildings and urban complexes (W).

DESIGN MODULE

(W: Workshop Format)

- CE34: Ability to eliminate architectural barriers (W).
- CE35: Ability to resolve passive environmental control, including thermal and acoustic insulation, climate control, energy efficiency, and natural lighting (W).
- CE36: Ability to categorize built and urban heritage and plan conservation efforts.
- CE37: Ability to conceive, execute and develop projects at the level of sketches, schematic design, design development, and construction documentation (W).
- CE39: Ability to conceive, execute and develop a plan of construction management (W)
- CE40: Ability to develop functional programming for buildings and urban spaces.
- CE41: Ability to intervene in, preserve, restore, and rehabilitate built heritage sites (W).
- CE43: Ability to develop projects for safety, evacuation, and building protection (W).
- CE44: Ability to develop projects for public works (W).
- CE48: Adequate knowledge of the general theories of form, composition, and architectural typologies.
- CE50: Adequate knowledge of the methods of study of processes of symbolization, practical functions, and ergonomics.
- CE51: Adequate knowledge of social needs, quality of life, habitability, and the basic programmatic requirements for housing.
- CE52: Adequate knowledge of ecology, sustainability, and the principles of conservation of energy and environmental resources.
- CE55: Adequate knowledge of the relationship between cultural patterns and the social responsibilities of the architect.
- CE60: Knowledge of feasibility studies and the supervision and coordination of integrated projects.

TRANSVERSE COMPETENCIES OF THE UNIVERSITY

- CT1: Ability to identify the main characteristics of cultural identities that characterize the

contemporary world through the knowledge of central ideological currents.

- CT2: Ability to exercise professional behavior in accordance with constitutional principles and ethical values of the respective profession
- CT3: Manage unforeseen situations with the capacity to respond to changes within organizations.
- CT4: Use disciplinary knowledge to analyze and evaluate current situations.
- CT5: Integrate oneself into interdisciplinary and multicultural teams to achieve common goals in a context of diversity.
- CT6: Work actively at in an international context.

2.3-SPECIFIC OBJECTIVES AND SKILLS

In this course we will emphasize:

- CE34: Ability to eliminate architectural barriers (W).
- CE40: Ability to develop functional programming for buildings and urban spaces.
- CE43: Ability to develop projects for safety, evacuation, and building protection (W).
- CE51: Adequate knowledge of social needs, quality of life, habitability, and basic programmatic requirements.

At the end of Studio 4, students will be able to understand and challenge design approaches that are based on ethnographic research and in-depth site analysis of existing conditions and activities, and they will be able to translate these rules within a given context, culture, program, and scale. In specific, the objectives and skills of this Studio are:

- Strategy: Ability to design and devise a strategy from site analysis in an urban context.
- Research: Adequate knowledge of tools to narrate and critique an existing condition, program, and function.
- Connection: Ability to move between programs and spaces between the site program and the design strategy.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

This course is a design studio led by instructors. It consists of 60 IE sessions or 90 hours of classes. IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Lectures

Instructors, guest lecturers and panels will introduce new concepts and case studies related to the theme and learning of each workshop.

Case studies and Site visit

Site and workshop visits are essential methodological tools, you will discuss collectively themes and design ideas during and after the visit. Visits are opportunity to practice ways to observe, listen, see, and document an architectural or urban phenomena in its social settings.

Presentations of work and Pin-Ups

Groups or individuals will be presenting their work to the whole class. We will use this method to examine common themes, concerns, and ideas in our class. Fellow students and instructors will comment on the materials.

Desk-crit

This is a one-to-one supervision session where you will be able to talk with your instructor about your project and hear their feedback, comments, and directions. While desk-crit examines one project at a time, you are strongly encouraged to attend all desk-crits and hear feedback about your colleagues' projects.

Preparation of Projects and final exbition

Preparation of architectural projects, drawings, models, brief texts, analysis and critiques to be presented and exhbitied to external and internal reviewers.

AIMS OF DESIGN STUDIO 4

The objective of Design Studio 4 will be to develop a program from observation, research, and ehtnographic studies. In order to do so, the acquisition and strengthening of a series of practical and disciplinary tools will be fundamental for the development of the course.

In terms of the practical tools this course will emphasize the following:

- **Site Diagrams:** To understand the natrual and material constituent of the site.
- **Visual Diagraming:** Using Collages and assemblages to communicate quick and radical design ideas
- **Dimensions and materiality:** Grounding structural systems and material selection in design porcess

In terms of the disciplinary tools this course will emphasize the following:

- **Programming:** Negotiating the program in relation the an urban scale
- **Research:** Deducing the porject's programs from ethnigraphic tools and observation
- **Constraints:** Limiting the design to program's constraints

These tools and others not included in this semester are repeated over the curse of the five years of architectural education at IE School of Architecture and Design as a method to strengthen the processes involved in architecture.

ENGAGEMENT

IE School of Architecture and Design is invested in offering an education that is deeply engaged in the conditions of our present and our future. Each semester will bring new topics of engagement with reality, offering a wide perspective of the potential of the architect to produce positive change and to be more aware of the challenges of our time.

For Design Studio 4 we will engage with design and creative industry studnet's specific conditions asking these questions:

- How to talk to people bring different, usually neglected, perspectives and narratives to the discussion on design, including self-narratives?
- How to discuss and address creative industry andeducaiton in relation to mental health

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	8.89 %	20.0 hours
Discussions	11.11 %	25.0 hours

Exercises in class, Asynchronous sessions, Field Work	26.67 %	60.0 hours
Group work	26.67 %	60.0 hours
Individual studying	26.67 %	60.0 hours
TOTAL	100.0 %	225.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Workshop 1: Learning Spaces

Lecture (Introduction to DS4)

During this session, we will introduce the content of the course and the tasks for the first workshop.

SESSIONS 2 - 3 (LIVE IN-PERSON)

Workshop 1: Learning Spaces

Site visit and disk Crit

During these sessions we will walk around Segovia Campus and revise our working spaces

Tips: listen carefully, take good photos, make sketches, make notes.

Deliverables: Bring photos of your initial exploration that you collected after the introduction

SESSIONS 4 - 6 (LIVE IN-PERSON)

Workshop 1: Learning Spaces

Desk Crit

During these sessions groups will present the initial notes, findings from the visit and analysis of campus.

Tips: Use your visit notes and photos, show you inital drawings

Deliverables: prints or drawings of 1st draft of the studies of spaces

SESSIONS 7 - 9 (LIVE IN-PERSON)

Workshop 1: Learning Spaces

Pin ups

During these sessions groups will present the final notes, findings from the visit and analysis of campus.

Tips: Use your visit notes and photos, show you inital drawings

Deliverables: prints or drawings of final output of the studies of spaces: Text + Plans and Section + 3 Sketches

SESSIONS 10 - 12 (LIVE IN-PERSON)

Workshop 2: Campus Site

Site visit

During these sessions we will walk around the new site of Segovia Campus

Tips: listen carefully, take good photos, make sketches, make notes.

Deliverables: 3 site analysis

SESSIONS 13 - 15 (LIVE IN-PERSON)

Workshop 2: Campus Site

Pin up

During these sessions groups will present the site analysis of the new campus

Deliverables: prints or drawings of final 3 site analysis

SESSIONS 16 - 18 (LIVE IN-PERSON)

Workshop 3: the Future of Architectural Learning Spaces

Desk Crit

During these sessions groups will disucss the initial proposal of radically different architectural education spaces

Deliverables: 4 spaces per group (Plan + Section + Sketch) per space

SESSIONS 19 - 21 (LIVE IN-PERSON)

Workshop 3: the Future of Architectural Learning Spaces

Pin up

During these sessions groups will disucss the final proposal of radically different architectural education spaces

Deliverables: 4 spaces per group (Plan + Section + Sketch) per space

SESSIONS 22 - 24 (LIVE IN-PERSON)

Workshop 4

Workshop 4: Programming the Creative Campus

Desk Crit

During these sessions individual work starts, students will discuss thier design propsal with the instructors

Deliverables: 1 Site Plan 1:200 + 2 Section 1:200 + Massing Model

SESSIONS 25 - 27 (LIVE IN-PERSON)

Workshop 4: Programming the Creative Campus

Desk Crit

During these sessions, students will discuss thier design propsal with the instructors

Deliverables: 1 Site Plan 1:200 + 2 Section 1:200 + Massing Model

SESSIONS 28 - 30 (LIVE IN-PERSON)

Workshop 4: Programming the Creative Campus

Desk Crit

During these sessions students will discuss thier mid term proposal and slides

Deliverables: All deliverable during the course

SESSIONS 31 - 33 (LIVE IN-PERSON)

MIDTERM review

Instruction will be sent to you during the course.

SESSIONS 34 - 36 (LIVE IN-PERSON)

Workshop 5: Designing the Creative Campus

Desk Crit and Lectures

During these sessions students will review their work with their instructors

Deliverables: All Plans + 2 Sections + 2 Elevations + Updated Model

SESSIONS 37 - 39 (LIVE IN-PERSON)

Workshop 5: Designing the Creative Campus

Desk Crit and Lectures

During these sessions students will review their work with their instructors

Deliverables: All Plans + 2 Sections + 2 Elevations + Updated Model

SESSIONS 40 - 42 (LIVE IN-PERSON)

Workshop 5: Designing the Creative Campus

Pin Up and Lecture

During these sessions selected students present their work to the class

Deliverables: All Plans + 2 Sections + 2 Elevations + 2 Isomteric + Updated Model

SESSIONS 43 - 45 (LIVE IN-PERSON)

Workshop 5: Designing the Creative Campus

Desk Crit

During these sessions students will review their work with their instructors

Deliverables: All Plans + 2 Sections + 2 Elevations + 2 Isomteic + Updated Model

SESSIONS 46 - 48 (LIVE IN-PERSON)

Workshop 5: Designing the Creative Campus

During these sessions selected students present their final work to the class

Deliverables: All Plans + 2 Sections + 2 Elevations + 2 Isomteric + Updated Model + Detail 1:20

SESSIONS 49 - 51 (LIVE IN-PERSON)

Final Revision and Submission

Desk Crit

During these sessions students will discuss thier final review documents with thier instructors

Deliverables: All coursework revised

SESSIONS 52 - 54 (LIVE IN-PERSON)

Final Revision and Submission

Desk Crit

During these sessions students will discuss thier final review documents with thier instructors

Deliverables: All coursework revised

SESSIONS 55 - 57 (LIVE IN-PERSON)

Final Revision and Submission

Desk Crit

During these sessions students will discuss thier final review documents with thier instructors

Deliverables: All coursework revised

SESSIONS 58 - 60 (LIVE IN-PERSON)

Final Review

Instruction will be sent to you during the course.

EVALUATION CRITERIA

Student progress is monitored via regular individual and group tutorials and pin-ups. There will be two critiques (midterm and final reviews). Students are expected to produce a coherent visual and verbal presentation of their design proposal and to communicate and debate their work with others.

Grading will be based on the completion of periodic assignments, attendance and punctuality, student-instructor dialogue, participation in class-wide critiques and discussions, and the individual development of the design process. All these factors are equally important in the final evaluation, and neither will take precedence over the others.

Midterm Evaluation

In Midterm Evaluation, you will show the result of workshops 1 and 2 and an initial strategy of your project. Failing to present verbally as well as graphically or with an absence during the midterm review will translate into the deduction of 2 (two) points from the final grade.

After the Midterm Review, the student will receive a non-binding grade indicating their progress at that point of the semester. This grade will be based on the following scale:

- Check: the student has reached the goals established for the first part of the semester.
- Check +: the student has surpassed the goals established for the first part of the semester.
- Check -: the student has not met the minimum goals established for the first part of the

  semester. This grade will not determine the final grade and should be taken only as an

  indication of progress.

FAILING TO PRESENT, VERBALLY AS WELL AS GRAPHICALLY, OR AN ABSENCE DURING THE MIDTERM REVIEW WILL TRANSLATE INTO THE DEDUCTION OF 2 (TWO) POINTS FROM THE FINAL GRADE.

Final Evaluation

In the Final Evaluation, you will show the result of your work for Workshop 4 and a summary of Workshop 1 and 2, and 3. For the Final Review, the students will receive a grade on a scale from 0 to 10. Failure to participate in the final review, in terms of deliverables or attendance, will impact the final evaluation and could result in a failure. No late submissions will be accepted.

After the Final review, and considering the totality of the work developed over the course of the semester, students will be evaluated in four areas:

- Concept - One's ability to clearly express a solid idea through the design of architectural space.

- Process - One's ability to follow through with a meaningful design process, where architectural expression is developed through a series of consistent iterations.

- Craft - One's ability to clearly and precisely express design intent through graphic representation (correct drawing technique, diagraming, layout of information) and physical modelling.

- Class participation - One's attendance rate and participation in discussions, feedback and tasks during the course.

FAILURE TO PARTICIPATE IN THE FINAL REVIEW, IN TERMS OF DELIVERABLES OR IN TERMS OF ATTENDANCE, WILL AUTOMATICALLY TRANSLATE INTO FAILING THE WHOLE COURSE WITH A GRADE NOT HIGHER THAN 4.5. NO LATE SUBMISSIONS WILL BE ACCEPTED.

GRADING STANDARDS

According to IE University policies, the students will be evaluated on a scale from 1 to 10. The standards of each grades are described below:

- 1, 2, 3, 4: Not passing level of work -- significant areas needing improvement and/or not enough deliverables to properly represent the project strategy.

- 5: Passing level of work with a few areas needing critical improvement, and/or the need for developing minimum required deliverables to properly represent the project strategy.

- 6: Fair level of work with some areas needing critical improvement.

- 7: Consistent, solid work during the whole semester. Solid grade, student producing what is expected at that year level.

- 8: Advanced level of work for what can be expected at that year level.

- 9: Exceptional level of work, within the standards of a slightly higher year-level of studio. Starting on a 9, the student could (according to the necessary consensus among professors) receive a MH as a recognition of an exceptional work.

- 10: Beyond exceptional level of work, within the standards of a much higher level of studio.

criteria	percentage	Learning Objectives	Comments
Concept	30 %		One's ability to clearly express a solid idea through the design of architectural space.

Process	30 %			One's ability to follow through with a meaningful design process, where architectural expression is developed through a series of consistent iterations.
Craf	30 %			One's ability to clearly and precisely express design intent through graphic representation (correct drawing technique, diagraming, layout of information) and physical modelling.
Class Participation	10 %			One's attendance rate and participation in discussions, feedback and tasks during the course.

RE-SIT / RE-TAKE POLICY

Students that have failed the subject in first enrollment during the ordinary period will pass to the second enrollment. As explained, those who do not meet the minimum attendance percentage according to IE University policies during the ordinary period will not have the option of attending the second enrollment and will automatically pass to the third enrollment.

For those attending the second extraordinary exam period, the exam will have two parts:

- Part I will consist of the presentation of the project originally produced during the ordinary
  period with a further development of those areas that were underdeveloped for the final review.
  The professor in charge of the course will explain to the student the areas to improve in order to
  obtain a passing grade.
- Part II will consist of a design exercise to be presented and administered the day of the exam.
  The students will have to pass Part I to be able to pass to Part II. Those students that do not
  pass Part I will go to third enrollment.

Part I and Part II should obtain a passing grade for the student to be able to pass the second enrollment. The minimum grade to pass the second enrollment is 5.0.

The second enrollment conditions and requirements will be explained by the professors in a specific document handed out to the students that fail the class. The students attending the second enrollment have the right of requesting office hours to follow the progress made in the improvement of their projects.

The second enrollment will take place in person and at the campus where the student enrolled during the ordinary period.

The maximum grade that a student may achieve in second enrollment is an 8.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](). The Program Director may provide further indications.