DESIGN STUDIO 6: THE EXISTING

Bachelor in Architectural Studies BAS SEP-2023 DS6-AS.3.S.A

Area Architecture and Design

Number of sessions: 60

Academic year: 23-24

Degree course: THIRD

Number of credits: 9.0

Semester: 2º

Category: COMPULSORY

Language: English

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Romina Canna holds a Ph.D. in Urbanism from the Barcelona Superior Technical School of Architecture (ETSAB) of the Polytechnic University of Catalunya (UPC) in Spain. She received the UPC Extraordinary Doctoral Prize for her dissertation "Expressway Ends: Construction and Evolution of Urban Highways in the United States - 1900-1967". She holds an Architecture degree from the National University of Rosario (UNR) in Argentina.

Prior to joining IE University, she has taught at the Illinois Institute of Technology in Chicago at Graduate and Undergraduate Levels and at the Universidad Nacional de Rosario in her native Argentina. From 2015 to 2022 she was also a Guest Professor at the MAAPUD, Master an Arquitectura Avanzada, Paisaje, Urbanismo y Diseño in the Polytechnic University of Valencia (UPV) in Spain.

Since 2013 she has been directing the d-Lab, a design laboratory within IE University. The d-Lab explores the different fields of operation within architecture, developing projects at different scales and conditions interacting with very diverse stakeholders. The d-Lab explores the relationship between the academic production and public institutions for the collaboration on the realization of real projects engaging the community. The d-Lab has been invited to participate in the Chicago Architectural Biennial 2023-2024 where the work and the aims fo the lab are in display. The d-Llab will be the only representative of Spain in the Biennial.

She loves books and could recommend you a good one.

Office Hours

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SUBJECT DESCRIPTION

Design Studio 6 is based on the skills and concepts acquired in the previous courses of Design Studio 1, 2, 3, and 4 and very importantly, Design Studio 5.

Third year **Design Studio 5** and **Design Studio 6** are framed by the theme of **"encounters."** Generically, encounters refer to the meeting of two or more conditions with a certain degree of conflict or unexpectedness. Both courses take on that definition as a trigger for studying and questioning the conditions under which architecture is produced, materially as well as conceptually. While in Design Studio 5 encounters were studied through the lens of material organization and assemblies, Design Studio 6 will look at encounters through the rules and particularities of an existing urban condition. While Design Studio 5 studied encounters from the scale of the detail to the scale of a building assembly, Design Studio 6 will investigate encounters through the multiple and across the scales conditions which model or drive an architectural strategy.

In addition to the general theme, **Design Studio 6 is specifically focused on the topic of "the existing."** "The existing" always offers a certain resistance made of its own, established rules that imprint what at first might seem an imposed and almost unavoidable condition. We will take that resistance as an opportunity for radical transformation to re-write the rules of the existing through an architectural intervention. Within this context, the main goal of this Studio will consist of exploring two aspects of the existing: first, the exploration of an urban and building condition charged with a particular social, formal and functional conception, and second the exploration of a program that requires an understanding of the new and
pressing conditions that drives urban, cultural, and social relationships.

Since the beginning of the semester we will engage issues of sustainability from a comprehensive, nonexclusive approach. This means that rather than touching on this topic as something specific, we will integrate it as part of our daily conversations and as a fundamental condition within the design process. Due to the nature of this semester, and the pedagogical principles that will guide our work, we will pay special attention to passive and building systems. These topics, partially touched on the previous semester, will be studied through a more complex program and within the environment of "the existing". Questions of adaptability, reutilization of resources, re-forming of existing infrastructures, relationship between program, materials, and livability and some other issues will be some of the drivers for the development of our work.

The overlapping of these pedagogical and research principles, establishes the guidelines for the development of the course, proposing a series of goals to be reached, abilities to be developed, and tools to be used as fundamental steps in the progression established in the architecture degree.

LEARNING OBJECTIVES

Per the Decree EDU/2075/2010, 29 of July
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.
- CB4: Students can transmit information, ideas, problems, and solutions to both specialized and nonspecialized 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.

SPECIFIC COMPETENCIES

PREPARATORY MODULE (CE1-11) (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 (CE34-62) (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).

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.
- 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.

2.2 SPECIFIC OBJECTIVES AND SKILLS

In this course we will emphasize:

1. Ability to categorize built and urban heritage and plan conservation efforts.
2. Ability to intervene in, preserve, restore, and rehabilitate built heritage sites.
3. Adequate knowledge of the relationship between cultural patterns and the social responsibilities of the architect.
4. Adequate knowledge of sustainability measures and how they get integrated within the design process.
5. Adequate knowledge of general building codes, and the ability to develop projects with basic building codes.

TEACHING METHODOLOGY

This course is framed within a Studio format, understanding "Studio" to be a place of simultaneous work, experimentation and analysis, abandoning a linear mode of working for one in which project development runs in parallel to the obtained information, its critical analysis and its conceptualization. The Studio will be fed by lectures, readings, collecting and processing of information and by the fundamental active participation, debate and criticism of the students.

The Studio will have two key moments, the first one being a Midterm Review (50%), where the students will have the opportunity to display their ideas in front of a jury of internal and external guests. This milestone is of fundamental importance and it is expected from the student to present an already defined strategy through a well-assembled presentation (graphically as verbally). The second key moment will be the Final Review (100%), where the students will be responsible for organizing a presentation of the project developed according to the objectives of the course to be displayed in front of a jury of internal and external guests. Besides these two main milestones we will also host a 25% Review and 75% Review. These two extra milestones represent moments of synthesis and acceleration of the design process and strategy. Although they do not have the formality of the midterm and final review, they are a fundamental part of the course development and they will be considered as fundamental parts of the design process and consequently, the final grade. For ALL the reviews, Midterm, Final, 25%, and 75%, excellent level of craftsmanship is expected.

Conducted by the instructors the students will follow a series of activities, listed below:

Assignments

The instructors will introduce the assignments or exercises thoroughly, appointing a delivery date and describing the required material for the eventual discussion and grading. Sufficient time will be devoted to answer any questions the students may have.

Lectures

The professors will conduct a series of lectures to convey concepts, procedures and theoretical frames. These lectures will be fundamental foundations of the work develop during this course, and as such, it is mandatory to view the lecture, react to its content and apply the concepts learned through it.

Micro-learning presentations

Micro-learning consists in precise, short and pre-produced pieces of content to explain specific contents within the course. These "pills" might be produced by the professor and will be offered to the students to be seeing outside Studio hours as additional knowledge and information about the topics addressed during our sessions.

Pin-Ups_Critical Sessions

Pin-ups are critical sessions addressing the students' work. Students will be required to prepare certain material, and will be asked to present it in front of their fellow classmates, outlining their intentions and results. This is both instructive for the presenting students, who must organize their thoughts and representative material, as well as for the rest of their classmates, who may compare, contrast and learn from a wide range of approaches to the assignment and their eventual critique.

Peer to Peer Feedback and Evaluation

Peer to peer feedback consists of involving students in articulating constructive critiques and suggestions to their peers about their work, acting as an effective tool of a somehow informal continuous evaluation within the group. Also, and as for making students more active participants of the course dynamics, the students will participate in evaluating the work of their peers.

Desk-Crits

At times, the students may work one-on-one with the professor at their desks. This desk-critique is the time for the students to work on the specifics of their projects according to the scheduled topics.

MAIN AIMS OF DESIGN STUDIO 6

The objective of Design Studio 6 will be to develop a medium-complexity hybrid building that encompasses a residential program as well as a program to be defined by the students. In order to do so, the acquisition and strenghtening 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 emphasizethe following:

- Orthographic Projection Drawings

The students should demonstrate a proficiency in the use of this tool, adding complexity to the notions acquired during DS1, DS2, DS3, DS4 and DS5. In this semester, the students will explore not only graphic complexity, but also the ability of drawings to produce specific narratives. In addition, the proper use and development of drawing conventions will be determinant for the proper reading of the drawings produced.

- Operations

The students should demonstrate an understanding of the use of architectural operations, especially in its application in existing conditions and structures that would be the core of this semester. We will explore material and immaterial operations as a way of modifying physical, spatial, cultural and social conditions of a given context.

- Scale

The students should demonstrate a proficiency in the understanding and development of accross the scales relationships, encompassing the distinct but intertwained dimensions of the architectural object and its context.

- Site Diagramming

The students should demonstrate a clear understanding of how to produce a strategic synthesis of the site conditions in order to use them for the pruposes of the project. We will work on zoom-in/zoom-out variations to understand the different layers involved in the understanding and description of a given site.

In terms of the **disciplinary tools** this course will emphasizethe following:

- Research

The students will actively work towards the search, quantification, and qualification of data from a specific demographic group and will demonstrate an ability to process that information into material to feed the design process. It will be fundamental for the students to be able to develop "processing tools" that transform the data coming from external disciplines to tools and discourses proper of our discipline.

- Strategy

Based on the information obtained by research, the students will demonstrate an ability to produce a proficient transition between research to strategy for the development of the project.

- Programming

The students should demonstrate an ability to program their projects from existing needs and conditions of a demographic group. Programming will be understood as part of an organic and logical process that comes from the research produced in the beginning of the semester and the periodical addition of other layers on information.

- Constraints

The studetns should demonstrate and ability to manipulate and inlcude in their strategies the existing material conditions and regulations. This semester the students will receive a series of specific constraints that will determine the limits of their interventions. We will consider these constraints as positive traits for the development of an architectural strategy deeply rooted on realistic and existing conditions.

These tools and others no 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 strneghtening 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 6 we will engage with two specific conditions:

- An usually overlooked by our disipline demographic group with highly specific demands and needs.
- An active engagement, and its inclusion in the project and design discussions, with social, institutional and governmental agents involved in the issue.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	2.67 %	6.0 hours
Discussions	9.78 %	22.0 hours
Exercises in class, Asynchronous sessions, Field Work	40.0 %	90.0 hours
Group work	8.0 %	18.0 hours
Individual studying	39.56 %	89.0 hours

TOTAL	100.0 %	225.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

DESIGN STUDIO 6 INTRODUCTION

Introduction of the content of the course and the theoretical frame for the topics of this semester: **"ENCOUNTERS"** and **"THE EXISTING."** During this session we will establish the objectives of the course as well as a code of work and conduct.

Introduction Assignment #1: Foundational Research.

This assignment will set up the work of the semester based on a rigorous quantitative and qualitative research in order to avoid speculation or misleading conclusions during the design process. We will study the current conditions of the specific topic of the semester to act in direct relation with the pressuring demands of reality.

This assignment will be developed in groups with an individual component.

SESSIONS 2 - 4 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #1: Foundational Research

During these sessions, we will talk about the first research explorations, the sources utilized and the way information is understood and processed. It is fundamental to approach research not only as a source of data but also as for developing a critical approach to the topic. In order to avoid the mere collection of data, we will analyze the information obtained so far and its processing into material for the development of a design process.

SESSIONS 5 - 6 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #1: Foundational Research. FINAL PRESENTATION

During these sessions, we will present our research with a special focus on how we synthesize information not as a mere act of summarizing facts but rather as tools for design development. This will be a collective presentation to share our findings.

SESSION 7 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Introduction Assignment #2: The Existing: Explorations on the Social, Physical, and Spatial Fabric of Buildings and the City

Our current global condition makes us aware, on a daily basis, on the urgent need for a better, smarter use of our existing material and immaterial resources. The city has changed and its functions have evolved often leaving behind underutilized, soon to be obsolete, and abandoned structures. We will focus on this condition, analyzing the city through the potential of its existing structures and their capacity for producing social change when challenged and transformed by new architectural strategies. We will focus on an existing structure and we will understand its inherent organizational logic as well as its relation with its urban context.

In addition, we will also study the existing social network of the city, understanding the dynamics and complexities of the often-anonymous agents that play a fundamental role in the evolution of the civic and community urban condition. In order to do so, we will focus on a specific user defined by an existing reality often overlooked by architecture. We will study demands, existing conditions and potential ones, institutional frames and the always optimistic position of an architect to propose change.

This assignment will be developed individually and in groups.

SESSIONS 8 - 10 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #2: The Existing: Explorations on the Social, Physical and Spatial Fabric of Buildings and the City

Defining the existing: Explorations across scales on the urban and social context. Detecting room for spatial and relational opportunities. During these sessions we will make a first approach to understand our topic from two perspectives: on one hand, the physical one involving the existing building and its urban condition and on another the existing social, cultural and financial environment of the chosen user.

SESSIONS 11 - 13 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #2: The Existing: Explorations on the Social, Physical and Spatial Fabric of Buildings and the City

Defining the existing: Explorations across scales on the urban and social context. Detecting room for spatial and relational opportunities. During these sessions we will analyze some first attempts to conceptualize the topic at hand by presenting some first diagrams from the explorations made until this point. The students will present a series of diagrams able to convey findings and potential opportunities for a project.

SESSIONS 14 - 16 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #2: The Existing: Explorations on the Social, Physical and Spatial Fabric of Buildings and the City

Defining the existing: Explorations across scales on the urban and social context. Detecting room for spatial and relational opportunities. During these sessions we will make some first attempts on linking the user and the existing physical realities as a first step for the development of an architectural strategy.

SESSIONS 17 - 18 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #2: The Existing: Explorations on the Social, Physical and Spatial Fabric of Buildings and the City. FINAL PRESENTATION - 25% REVIEW

The submission of this assignment will also coincide with the 25% Review. For these sessions the students are expected to produce a complete presentation addressing the findings from Assignment #1 and Assignment #2 but now thoroughly connected through reflections, points of encounter, and possible points of departure for an architectural strategy. This presentation should not be only about research and analysis as merely technical tools, but rather a first narrative of how to face what is at stake, defining already a position and a basic strategy to start operating with.

SESSION 19 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Introduction Assignment #3-Part I: The Existing and the Possible: An Architectural Strategy

Architecture, often, acts as a synthesis of a plurality of agents and conditions (social, cultural, economic, political, etc.). An architectural strategy is born from the careful consideration of these conditions and its translation into other possible futures. We will work, during this exercise, on solidifying the foundations of how we produce an architectural strategy through the understanding of the existing and the possible.

This assignment will be produced individually.

AVAILABLE_Micro-Learning Presentation "Sustainability and Building Systems-PART I"

At this point, it is out of question that we need to think more responsibly in the way we built, but we also need to think about the way we design. Beyond the most advanced technologies at our disposal, design should be seen as the very first response to sustainability. Considering passive systems and basic considerations such as orientation, ventilation, local resources and other issues, we will start talking about how we design under the current conditions. The role of this mini-lecture will be to start a collective conversation on the role of design and building systems in regulating the use of resources and energy consumption as a fundamental part of the design strategy development.

SESSIONS 20 - 22 (LIVE IN-PERSON)

Sustainability Topics:

       - Environment

       - Social Challenge

Assignment #3-Part I: The Existing and the Possible: An Architectural Strategy

Development of a first comprehensive strategy that encompasses political, social, and cultural conditions in relation to programmatic and site related decisions.

SESSIONS 23 - 25 (LIVE IN-PERSON)

Sustainability Topics:

       - Environment

       - Social Challenge

Assignment #3-Part I: The Existing and the Possible: An Architectural Strategy

Development of a first comprehensive strategy that encompasses political, social, and cultural conditions in relation to programmatic and site related decisions.

SESSIONS 26 - 28 (LIVE IN-PERSON)

Sustainability Topics:

       - Environment

       - Social Challenge

Assignment #3-Part I: The Existing and the Possible: An Architectural Strategy

Development of a first comprehensive strategy that encompasses political, social, and cultural conditions in relation to programmatic and site related decisions.

SESSIONS 29 - 32 (LIVE IN-PERSON)

Sustainability Topics:

       - Environment

       - Social Challenge

MIDTERM REVIEW

Projects presentation with internal and external guests. The first strategy will be presented as a complete verbal and graphic narrative exploring and displaying the concepts, analysis and proposals developed until this point.

Introduction Assignment #3-Part II: The Existing and the Possible: An Architectural Strategy. What does it do?

As a way of testing the capacity of an architectural strategy to propose and generate change in the urban fabric, we will start questioning and improve our design decisions through a very simple question: What does it do? This question implies multiple scales and levels of complexity, but revolves around two main ideas: How does the proposal relate with its immediate urban network and existing structures and how does the proposal facilitate changes in the existing area through an innovative spatial and programmatic organization? This inquiry will be held and responded through the production of different documents which will test, while increasing its complexity week after week, the reach of each individual strategy. We will explore the reach of graphic representation as a tool of inquiry and development.

This assignment will be produced individually.

SESSIONS 33 - 35 (LIVE IN-PERSON)

Sustainability Topics:

> - Environment
> - Social Challenge

Assignment #3-Part II: The Existing and the Possible: An Architectural Strategy. What does it do?

Development of individual strategies. Site and program strategy. Plans and sections as descriptions. Spatial and program sequence.

AVAILABLE_Micro-Learning Presentation: "Getting In, Out, and Around" On Using Code Regulations As Part of the Design Process.

We will explore some basic concepts related to code regulations such as ACCESS and EGRESS, accessibility and safety, understanding its logic and its application during the design process. This will be an asynchronous micro-learning pill.

SESSIONS 36 - 37 (LIVE IN-PERSON)

Sustainability Topics:

> - Environment
> - Social Challenge

Assignment #3-Part II: The Existing and the Possible: An Architectural Strategy. What does it do? FINAL PRESENTATION

For these sessions, the students are expected to produce a comprehensive presentation and demonstrating a certain level of complexity in the way of addressing an interrelated number of topics and scales as well as a critical response to the feedback received during the midterm review.

SESSION 38 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Introduction Assignment #4: Assembling a Comprehensive Strategy

Developing a comprehensive strategy encompasses being able to design, work, and integrate the diverse issues involved in an architectural project. At this point, and although we would be working along the whole semester with all the systems involved in an architectural strategy, we will work developing a comprehensive strategy that will include construction assemblies, code related conditions, and sustainability responses.

This assignment will be produced individually.

SESSIONS 39 - 41 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #4: Assembling a Comprehensive Strategy

Development of a first building assembly.

AVAILABLE_Micro-Learning Presentation: "Sustainability and Building Systems-PART II"

Revisiting of some of the concepts covered in the previous micro-learning lecture for its practical application to the projects developed in Studio.

SESSIONS 42 - 44 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #4: Assembling a Comprehensive Strategy

Development of a first building assembly.

SESSIONS 45 - 46 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #4: Assembling a Comprehensive Strategy - FINAL PRESENTATION and 75% REVIEW

These sessions will coincide with the 75% review, and will mark the beginning of the last part of the semester. During these sessions the students are expected to organize a full presentation including all the aspects addressed until this point as a first rehearsal of the work that will be presented for the Final Review.

Also during this session, the students will receive the list of requirements for presenting for the final review.

SESSION 47 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Introduction of Assignment #5: Synthesis

Through the design process a series of layers of varied complexity are added in orden to shape and produce an architectural strategy. For this assignment we will revisit, weight, and organize the decisions made in order to produce a successful synthesis that, in the shape of a project, summarizes the topics presented throughout the semester.

This assignment will be produced individually.

SESSIONS 48 - 50 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #5: Synthesis

During these sessions we will revisit all the decisions made acroos scales considering their role in the development of the architectural strategy.

SESSIONS 51 - 53 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #5: Synthesis

During these sessions we will revisit all the decisions made acroos scales considering their role in the development of the architectural strategy.

SESSIONS 54 - 56 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

Assignment #5: Synthesis

During these sessions we will revisit all the decisions made acroos scales considering their role in the development of the architectural strategy.

SESSIONS 57 - 60 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

FINAL REVIEW

Presentation of projects to a jury of internal and external guests. During these sessions, the students will present their projects by shaping a narrative that summarizes all the decisions made during this semester and how the architectural strategy responds to the original challenge.

The review will be individual.

EVALUATION CRITERIA

6.1 GENERAL OBSERVATIONS

Student progress is monitored via regular individual and group tutorials, and pin-ups. There will be two main critiques (midterm and final reviews) in which 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 discussion, 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

After the midterm review, students will be evaluated based on two items:

- **PROCESS**, which will encompass work habits, production, development, and ability to evaluate and incorporate the received criticism. Active participation in group and individual conversations is key to developing a critical sense, and fundamental to develop a design process that is rooted in the students own ability to make their own decisions.
- **DELIVERABLES**, which will evaluate the relation quality-quantity of the production presented in relationship to what is meant to be communicated, and considering the work of the whole semester, with special emphasis on the work presented for the midterm review.

Excellent level of craftsmanship is expected in every step of the semester.

Up to this point, students would have worked in teams and individual assignments. We would consider in each step of the process the individual progress and contributions made.

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.

After the Midterm Review the students will receive a non-binding grade as an indication of her or his 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 be informed individually with an explanation of the criteria applied to the development of the work up to that point. This grade will not determine the final grade and should be taken only as an indication of progress.

FINAL EVALUATION

For the Final Review the students will receive a grade on a scale from 0 to 10, with a minimum passing grade of 5.0. After the Final review, and considering the totality of the work developed over the course of the semester, students will be evaluated on two areas:

- **PROCESS**, as described above, applied to the entire semester.
- **DELIVERABLES**, considering the production in quality and quantity of the deliverables on a

daily basis, pin-ups, exercises, and reviews and with special emphasis in the production

realized for the final review.

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.

This grade will be informed individually with an explanation of the criteria applied to obtain that specific grade.

25% and 75% Reviews

The 25% and 75% review will be held as internal critiques and their evaluations would be included in the grades delivered by the professors after the midterm and final review. The professors will determine the specific delivrables for each review with enough time in advance.

6.2 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
Process	60 %		Encompasses work habits, production, development, and ability to evaluate and incorporate the received criticism.
Deliverables	40 %		Relation quality-quantity of the production presented in relationship to what is meant to be communicated and the material required for each instance of the semester.

RE-SIT / RE-TAKE POLICY

Students that have failed the subject in first enrollment pass to the second enrollment, except those who do not meet the minimum attendance percentage that will pass directly to the third enrollment (see "Attendance"). For those attending the second extraordinary exam period, the exam will have two parts: **Part I** that will be a presentation of the project originally produced during the ordinary period with a further development of those areas that were underdeveloped for the final review, and **Part II** which consists on 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. The maximum grade a student may achieve in second enrollment is 8.00 and the minimum grade to pass the second enrollment is 5.00.

The second enrollment conditions and requirements will be explained by the professors in a specific document handed out to the students that failed 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 exam will be taken in Segovia in person.

BIBLIOGRAPHY

Recommended

 - Gehl, Jan. (2010). *Cities for People.* Island Press. ISBN 159726573X (Printed)

 - Perec, Georges. (2009). *Life: A User's Manual.* Verba Mundi. ISBN B085GMM4BK (Printed)

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.