DESIGN STUDIO 7: AGREGATION

Bachelor in Architectural Studies BAS SEP-2023 DS7-AS.4.M.A

Area Architecture and Design

Number of sessions: 60

Academic year: 23-24

Degree course: FOURTH

Number of credits: 9.0

Semester: 1º

Category: COMPULSORY

Language: English

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Marcela Aragüez is Assistant Professor of Architecture at IE University, Madrid-Segovia. She received her PhD in Architectural History & Theory at the Bartlett School of Architecture, University College London, where she also received a Master of Science in Spatial Design (ULC Turner Prize for best dissertation). Marcela's research focus lies in the production of adaptable architecture, with an emphasis on cross-cultural post war practices. She has recently coordinated the joint research project 'The Culture of Water' in collaboration with the Kyoto Institute of Technology in Japan and the Lucerne University of Applied Sciences in Switzerland. She is a licensed architect with professional experience in Spain and Switzerland. Her work has been exhibited at the Haute École D'art et de Design in Geneva (HEAD) and the École Polytechnique Fédérale de Lausanne (EPFL). Marcela has lectured widely in the UK, Switzerland, Japan, France and Spain and her work has been acknowledged by grants and awards from institutions such as the Japan Foundation, Sasakawa Foundation, Canon Foundation and the Society of Architectural Historians of Great Britain. She has published in international journals such as *Roadsides* and *Architectural Research Quarterly*, and is a General Editor of *Architectural Histories.*

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SUBJECT DESCRIPTION

Fourth year Design Studio 7 and 8 are framed by the theme 'engagement'. The year particularly focuses on the relationship between buildings and urban surroundings, as well as on the interaction between communities and their built environment. Design Studio 7 looks at 'engagement' from the point of view of how the city 'aggregates' diverse layers and scales to conform an active and constantly changing organism. The course will particularly focus on the design of collective housing and its relationship with the city. To this end, we will be working specifically around the boundaries of different architectural scales, aiming to knit the domestic realm with its belonging neighbourhood.

The course seeks to engage students in questions related to the way we inhabit the city collectively, and how we can delineate the balance between density and open space that is needed for a neighbourhood to become a lively and functional. We will focus on the notion of **urban polyvalence** as a conceptual and practical tool to provide solutions to a currently 'sick' urban area.

Design Studio 7 is coordinated with Construction Systems and Applications 4 in order to produce a series of documents with technical specificity for the design proposal to be developed in both courses.

LEARNING OBJECTIVES

OBJECTIVES AND SKILLS
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.

CB6: 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
Per the Decree EDU/2075/2010, 29 of July

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 (CE 34-62) (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).

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.

2.2 SPECIFIC OBJECTIVES AND SKILLS

In this course we will emphasize:

1. Ability to develop functional programming for buildings and urban spaces.

2. 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.

TEACHING METHODOLOGY

This course tackles an urban scale, and it addresses currently important topics on city living to be addressed as a group. It is therefore expected that students work in the studio space collectively. Desk crits will be accompanied by pin-up sessions and short lectures on relevant topics. The course also contains some site-specific exercises and field work in order to fully understand the urban context in which we will be working throughout the semester. It is expected that students engage actively in discussions with their peers, and make proper use of the reading and references provided in class.

Design Studio 7 will have the following milestones:

- **25% Review** – Pin-up presentation of collective work addressing the first stages of the design process.

- **Midterm Review** – Presentation with internal and external jury where students will have the chance to display their progress and address fundamental issues to move forward with the development of their projects. The work presented for the Midterm presentation is evaluated, and feedback is provided.

- **75% Review** – Pin-up presentation where students are expected to show their work in an advanced stage, with all mandatory documentation as a work in process in order to assess the overall requirements for a successful final deadline.

- **Final Review** – Presentation with internal and external jury where students showcase the completed work, with the aim of engaging in a productive discussion on the final outcome of the course.

In addition, the course will be guided by a series of group and individual assignments. In these assignments, descriptions of the required deliverables, guidelines and key dates are provided. In order to further reinforce the content of the course, some lectures on key aspect related to research, representation, and references will take place.

Work in progress will be reviewed through desk-crits, i.e one-to-one conversations between student and professors to deepen into aspects to consider and/or improve in the work. Pin-up reviews and group crits will also take place in order to enhance critical discussions among peers and between the sections of the course.

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	49.78 %	112.0 hours
Group work	8.0 %	18.0 hours
Individual studying	29.78 %	67.0 hours
TOTAL	100.0 %	225.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction

Presentation Assignment 1 – Neighbourhood diagnosis and Mapping

This assignment will produce a hands-on approach to the site. The social, cultural and morphological aspects of the site are to be researched and graphically mapped. The first part of the assignment will produce a collective model and group analysis of the site, with layered maps addressing the most relevant issues to be tackled in the area. For the second part of the course students will outline a series of 'urban actions' to solve incipient aspects in the urban tissue in need of urgent attendance.

SESSIONS 2 - 4 (LIVE IN-PERSON)

Assignment 1 – Neighbourhood diagnosis and Mapping

Site Visit

SESSIONS 5 - 7 (LIVE IN-PERSON)

Assignment 1 – Neighbourhood diagnosis and Mapping **deadline**

INPUT 1: Mapping the City - Tools and Tricks

Presentation Assignment 2 – Urban Actions

For the sencond assignment students will outline a series of 'urban actions' to solve incipient aspects in the urban tissue in need of urgent attendance.

SESSIONS 8 - 10 (LIVE IN-PERSON)

Assignment 2 – Urban Actions review

INPUT 2: Urban Polyvalence - Urban recipes for the unexpected

SESSIONS 11 - 13 (LIVE IN-PERSON)

Assignment 2 – Urban Actions review

SESSIONS 14 - 16 (LIVE IN-PERSON)

25% Review – Assignment 2 – Urban Actions deadline

Presentation Assignment 3 – Site oversewing

For the third assignment, students will be working withing a specific area within the neighbourhood, and will develop a design strategy for a collective living building considering a series of parameters such as maximum and minimum density, openness, and interaction between urban layers. The aim of the assignment is that of defining the large, medium and small scale of a building for collective living in close contact with the neighbourhood.

SESSIONS 17 - 19 (LIVE IN-PERSON)

Assignment 3 – Site oversewing

Planning for collective living. Definition of large, medium and small scales - review

INPUT 3: Domestic living and neighbourhood making

SESSIONS 20 - 22 (LIVE IN-PERSON)

Assignment 3 – Site oversewing

Planning for collective living. Definition of large, medium and small scales - review

SESSIONS 23 - 25 (LIVE IN-PERSON)

Assignment 3 – Site oversewing

Planning for collective living. Definition of large, medium and small scales - review

INPUT 4: Knitting intermediate scales

SESSIONS 26 - 28 (LIVE IN-PERSON)

Assignment 3 – Site oversewing

Planning for collective living. Definition of large, medium and small scales - review

SESSIONS 29 - 31 (LIVE IN-PERSON)

Assignment 3 – Site oversewing

Planning for collective living. Definition of large, medium and small scales - review

SESSIONS 32 - 35 (LIVE IN-PERSON)

Midterm Review – Deadline Assignment 3

Presentation Assignment 4 – Site knitting

The fourth assignment will establish the requirements for an architectural definition of a collective living building and its construction, material, and social features for it to become a building fulfilling the needs of various scales. The assignment will focus on creating spatial and functional relationships between the 'urban' and the 'domestic'.

SESSIONS 36 - 38 (LIVE IN-PERSON)

Assignment 4 – Site knitting

Development of Urban and Domestic Relationships - review

SESSIONS 39 - 41 (LIVE IN-PERSON)

Assignment 4 – Site knitting

Development of Urban and Domestic Relationships - review

SESSIONS 42 - 44 (LIVE IN-PERSON)

Assignment 4 – Site knitting

Development of Urban and Domestic Relationships - review

SESSIONS 45 - 47 (LIVE IN-PERSON)

75% Review – Deadline Assignment 4

SESSIONS 48 - 50 (LIVE IN-PERSON)

Site Embroidering

Construction specificity + urban & domestic detailing - review

INPUT 5: CTE applied to collective housing

SESSIONS 51 - 53 (LIVE IN-PERSON)

Site Embroidering

Construction specificity + urban & domestic detailing - review

SESSIONS 54 - 56 (LIVE IN-PERSON)

Site Embroidering

Construction specificity + urban & domestic detailing - review

Narrative rehearsal

SESSIONS 57 - 60 (LIVE IN-PERSON)

FINAL REVIEW

EVALUATION CRITERIA

GENERAL OBSERVATIONS

Work will be assessed on a weekly basis through individual and group reviews. Grading will be based on the quality of the working process and deliverables for the midterm and the final review. In addition, evaluation will also consider student performance for the 25% and 75% reviews, as well as attendance, punctuality and overall engagement in the course.

MIDTERM EVALUATION

Student will receive an evaluation form with feedback, as well as with one of the following grades:

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- **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 based on the following variables:

- **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. Deliverables must include ALL mandatory documents specified before the Midterm Presentation.

The Midterm 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

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, as in the Midterm Presentation, on PROCESS and DELIVERABLES. Deliverables must include ALL mandatory documents specified before the Final Presentation.

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.

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.

RE-SIT / RE-TAKE POLICY
 ??ATTENDANCE

?The minimum attendance allowed will be that established in the IE University regulations: those students that do not attend at least 70% of all sessions will fail the course with a 0,0 and will proceed directly to third enrollment.
?

?SECOND ENROLLMENT

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

?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.
?

?GRADING STANDARDS

?According to IE University policies, the students will be evaluated on a scale from 1 to 10. The standards of each grade 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.

BEHAVIOR RULES

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

??All members of the IE Community, whether students, faculty, administrators or staff, have the obligation to uphold the high standards of academic integrity and professional responsibility which form the ethical pillars of IE. Through IE Code of Ethical Conduct, the IE community affirms the importance of academic honesty, respect for other community members, and the expectation that students will conduct themselves in accordance with the highest standards of professionalism.

?The complete IE Code of Ethical Conduct should be read by all the students as their obligation as part of the IE community and it is available on Blackboard. Below, we listed the section related to Academic Standards applicable to all the courses.
?
As members of the IE community, students share responsibility for the implementation of the Code. In particular, students have an obligation to work with other community members to foster and promote an environment consistent with the academic and community values set forth in the Code.
?
?This responsibility may entail:
?• Asking the Academic Director, the Committee, a professor, or a fellow student for advice and clarification when unsure about how the Code applies in a given situation.
•Helping other students understand and adhere by the rules set forth in the Code.
•Informing the Academic Director, the Committee, or a professor of circumstances that may constitute an infraction of academic or community standards.
?• Suggesting improvements of IE rules and procedures pertaining to academic and community standards.
•Serving as a student representative on the Committee.
?
?**ACADEMIC STANDARDS**
?The following academic standards apply to all individual or group academic work performed or submitted as part of an IE course.
?
?**- Plagiarism**
?Plagiarism, defined as the dishonest and unethical practice of presenting someone else's ideas or words as if they were one's own, is explicitly forbidden to all IE students.
?
?- Cheating and Academic Dishonesty
?Students shall refrain from all forms of cheating and academic dishonesty, defined as conduct intended to obtain an unfair academic advantage over one's classmates or colleagues.
?
?- Forgery
?Students shall not forge, falsify or make improper use of any degree certificate or document attesting to academic achievement.
?
?An infraction to the code will result in a call for an Ethics Committee to study the suspected misconduct. The Ethics Committee is composed of appointed faculty members and elected students representatives. It is called into session as deemed necessary to hear cases referred by the program director of the respective program. The committee will decide, after a careful study of the situation, the procedure to follow.
?
?For more information, please refer to IE Code of Ethical Conduct.

ATTENDANCE POLICY

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

> ?The minimum attendance allowed will be that established in the IE University regulations: those students that do not attend at least 70% of all sessions will fail the course with a 0,0 and will proceed directly to third enrollment (Please check the Evaluation Method section for specific information regarding this issue).
> ?
> ?- For the students that, exceptionally and under the previous approval of the School of Architecture and Design, attend classes online, the policy remains the same and will have to be connected at all times during the Studio hours and with their cameras turned on.
> ?
> ?- All Design Studio classes are in-person unless they are indicated as online sessions in the calendar of every specific year.
> ?
> ?- Promptness is fundamental. A student that is late to Studio will be marked as absent for at least the first session.
> ?
> ?- For Midterm and Final Reviews the attendance in person is mandatory. Online attendance to a review will be allowed only when the student have received the previous approval of the School of Architecture and Design with enough time in advance.
> ?
> ?- An absence during the midterm review will translate into the deduction of 2 (two) points from the final grade.
> ?
> ?- An absence during the final review will translate into failing the whole course with a grade not higher than 4.5.

ETHICAL POLICY

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

> The students have the obligation of reading and knowing the Ethics Code in order to be well informed of the Ethics Policies of IE University. The Code is available to ALL students through their campus on Blackboard.