DESIGN STUDIO 9: SYNTHESIS

Bachelor in Architectural Studies BAS SEP-2023 DS9-AS.5.M.A

Area Architecture and Design

Number of sessions: 70

Academic year: 23-24

Degree course: FIFTH

Number of credits: 15.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **MARIA BENEDITO RIBELLES**

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Mariona Benedito Ribelles is an Architect graduated from ETSA Barcelona in 2000, 2007 Advanced Studies Diploma in Housing from the 40's-60's in Barcelona. and Associate Professor of Architectural Design at the UPC ETSAV Sant Cugat since 2010.

Her practice attends various scales, from public architecture, interior design or ephemeral interventions.

She has been Associate Professor at several Universities such as ETSAB UPC, ETH Zurich, BAU, Kore ENNA, Washington University in Saint Louis and has directed several Workshops and International Sudios.

With her firm Estudi d'Arquitectura MIM-A she has recently finished the Caracol Building together with estudioHerreros, which has been awarded with the FAD Prize and is Finalist for the EU Mies van der Rohe award and Emergency Dwellings in SAnt Feliu de Llobregat wich has recieved the New European Bauhaus Mention. Her running projects are Begur Facilties Center and Square, School in the vineyards of Santa Coloma de Gramanet, Exhibition in the Greenhouse at Ciutadella's Park and an ephemeral light installation for LlumBarcelona Festival 24.

Office Hours

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SUBJECT DESCRIPTION

Girona Hurdles. Bridging Gaps in Girona City

Nestled in the picturesque region of Catalonia, Girona stands as a testament to rich history and vibrant urban life. DS9 invites exploration into the architectural transformation of parking plots into vibrant, multi-functional hybrid infrastructures and its immediate surroundings within Girona's captivating landscape. With a focus on expansive spaces exceeding 2,000 m2 and rising three stories high, the course aims to bridge more than physical gaps, envisioning structures that unite disparate elements of the city - whether spanning the gentle flow of the river, traversing the bustling railway, or respecting the echoes of the ancient medieval walls.

By centering on the declining relevance of private cars and its profound implications on urban infrastructure, DS9 inspires students to reimagine and craft architectural solutions that transcend the limitations of traditional parking plots, ushering in a new era of community-centric, adaptable, and sustainable urban spaces in Girona.

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.
- 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.

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).
- 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 an international context.

SPECIFIC OBJECTIVES AND SKILLS

Specifically, in this course we will emphasize:

1. Ability to devise, calculate, design and implement foundation solutions, and to integrate them into buildings and urban assemblies.
2. Capacity to develop, calculate, design, and execute building structures, and to integrate them into buildings and urban complexes
3. Capacity to develop, calculate, design, and execute interior partitions, carpentry, stairs and other finished work, and to integrate them into buildings and urban complexes.
4. Capacity to develop, calculate, design, and execute enclosure systems, roofs/coverings, and other structural work, and to integrate them into buildings and urban complexes.
5. Ability to conceive, execute and develop projects at the level of sketches, schematic design, design development, and construction documentation.
6. Ability to conceive, execute and develop a plan of construction management.
7. Knowledge of the industries, organizations, regulations, and procedures needed in order to transform projects into buildings, and to integrate drawings into the planning process.

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.

Design Studio 9 overarching objective is to foster the development of a significant project, such as a medium-complexity hybrid building that encompasses various elements. For this, students will need to acquire and enhance a set of practical and disciplinary tools, which will be instrumental in the course's progression.

In terms of practical tools, the course will place emphasis on the following:

Orthographic Projection Drawings: Mastery of plans, sections, elevations, and axonometric drawings.
Scale Across Scales Relationships: Understanding relationships across different scales, from site planning to building details.
Site Diagramming: Analyzing and representing the urban context in the development of hybrid buildings.
Comprehensive Studio: Integrating environmental, constructive, and structural considerations into the design process.

On the disciplinary side, the course will highlight the following tools:

Research: Engaging in deep research to understand the urban fabric and identify opportunities for improvement.
Programming: Developing functional programming for buildings and their immediate urban spaces.
Urban Layers: Diagnosing and transforming the city through the understanding of its layers.
Autonomy: Empowering students to be authors of their research, take responsibility for constructing a statement, and choose the opportunity environment for their proposal.

These tools, along with others integrated throughout the five years of architectural education at IE School of Architecture and Design, serve as a consistent method to reinforce the architectural processes. In **Design Studio 9**, known as **SYNTHESIS**, complexity takes center stage as it marks the culmination of the Bachelor in Design program. This phase aims to train students to synthesize inputs from various disciplines—environmental, social, economic, and political—and equip them to become agents capable of anticipating and contributing to an optimistic future life on Earth. The emphasis on complexity prepares students to tackle the multifaceted challenges inherent in the architectural profession, fostering a holistic and forward-thinking approach to design.

ENGAGEMENT

The IE School of Architecture and Design is committed to providing an education that goes beyond traditional boundaries, actively involving students in understanding and shaping the dynamics of our contemporary world and its future. Each semester is a journey into new realms of engagement with reality, offering a comprehensive perspective on the architect's potential to instigate positive change and foster heightened awareness of the challenges that define our era.

Situated within this commitment is **Design Studio 9**, strategically positioned to harness the architect's capacity to foresee and respond to emerging realities. DS9 encourages students to craft their individual statements and formalize them within chosen scenarios. Each student is tasked with developing a unique line of research or hypothesis within specific thematic areas, aimed at discerning the consequences and opportunities inherent in a given context. The ultimate objective is to define the material and immaterial conditions of proposals that manifest as catalysts for social change, materialized within a substantial infrastructure covering at least 2,000 square meters and spanning three stories, seamlessly integrated into its immediate urban surroundings.

Design Studio 9 navigates the intricacies of the following conditions:

Anticipating City Transformation: Can architects effectively forecast and respond to the transformative forces shaping our cities, considering environmental, social, economic, and political trends? DS9 challenges students to delve into this dynamic landscape, exploring the architect's role in shaping urban futures.

Interdisciplinary Inputs for an Optimistic Future: How can the architectural profession be enriched by insights from diverse disciplines to contribute to a more optimistic future on Earth? DS9 prompts students to explore collaborative approaches, drawing on varied fields of knowledge to reimagine the architect's impact on the built environment and society.

In essence, **Design Studio 9** is a dynamic platform where students are not only educated but also empowered to transcend conventional boundaries, anticipate future scenarios, and actively contribute to a more sustainable and optimistic world.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	14.67 %	55.0 hours
Discussions	20.0 %	75.0 hours
Exercises in class, Asynchronous sessions, Field Work	30.13 %	113.0 hours
Group work	2.4 %	9.0 hours
Individual studying	32.8 %	123.0 hours
TOTAL	100.0 %	375.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Group Presentation. Assignment of Areas and Interests. 09/01/2024

Preparation of Field Trip

SESSIONS 2 - 4 (LIVE IN-PERSON)

Field Trip to Girona (12/01/2024)

SESSIONS 5 - 7 (LIVE IN-PERSON)

Recap of the information collected on-site 19/01/24

Context A3: Describe your approach to context with a site plan, photos, and diagrams.

ProgramA3: Describe your approach to program with diagrams and surface estimation.

ImageA3: Describe yourdesignapproach with a first intuitive collage.

SESSIONS 8 - 10 (LIVE IN-PERSON)

Diagram 26/01/24

The Data has to be visual. Sessions dedicated to the definition of a complete design agenda that sets out in writing and graphically the objectives that the projects will pursue, including precise and quantified achievements

SESSIONS 11 - 12 (LIVE ONLINE)

Article+Stategic Axon 30/01/24

The 6 W. Why, Where, Who, When, What, Whom

Set of instructions to highlight the stronger aspects of the proposal heading for the 25%. Producing a Statment illustrated by an axonometric drawing

SESSIONS 13 - 16 (LIVE IN-PERSON)

Long Session on Plans and Sections. Towards 25% 02/02/24

Discussion on Plans and Sections

In this session, we will focus on starting to develop, distribution of program as well as technical aspects of the project.

SESSIONS 17 - 19 (LIVE IN-PERSON)

25% TERM REVIEW 09/02/24

Selected projects will be presented with guests professors from ie and Technical Aspects will be discussed in an open conversation wIth Technical Department. 25%

SESSIONS 20 - 21 (LIVE ONLINE)

Recap after 25% Term Review 13/02/24

Reviews and grades from 25% Mid Term + Fundamental Systems

Recap to adjust criteria + First Strategic Detail / Materiality / Sense of structure

SESSIONS 22 - 24 (LIVE IN-PERSON)

Technical Session 16/02/24

Discussion and comprehension of the major systems that make up the project

SESSIONS 25 - 27 (LIVE IN-PERSON)

Models 23/02/24

As your project is starting to take shape, it's time to put it into scale. Working model in order to allow you to define the architectural object in conceptual and quantifiable terms.

Emphasis on reaching a clear and communicable design strategy for the building. Height, weight, ground floor, shape, materiality and the relationship with the environment–all need to be explored and understood through this model.

The models must be self-explanatory. One general model and a more detailed version are required

SESSIONS 28 - 29 (LIVE ONLINE)

Approaching Mid Review 27/02/24

Revision of Systems: circulation and installations

SESSIONS 30 - 32 (LIVE IN-PERSON)

Preparing Mid Review 50% 01/03/24

Discussion. Weekly review of progress towards the Mid Term

SESSIONS 33 - 36 (LIVE IN-PERSON)

Mid Term Review 50% 05/03/24

Selected projects will be presented with guests professors. Pin-Up + Models + Digital Presentation

SESSIONS 37 - 39 (LIVE IN-PERSON)

Recap after Mid Term Review 50% 15/03/24

Qualifications and revision of stategy after comments recieved on Mid Term Review

SESSIONS 40 - 42 (LIVE IN-PERSON)

AXONOMETRIC 22/03/24

Revision of the the synthetic Axonometric of the system that constitutes your project.
You are requested to produce an axonometric view that will capture components,relations, structure, geometry, environment, mechanisms, figures and formin a single drawing.

The axon must integrate the landscape qualities and the urban definition

SESSIONS 43 - 45 (LIVE IN-PERSON)

Heading towards 75% 05/04/24

Review of al lthe formats that constitute the body of work on the project. Integration and developement of Oral strategy. Schedule work on calendar.

SESSIONS 46 - 48 (LIVE IN-PERSON)

Preparing 75% 12/04/24

Review of underworked formats towards 75%

SESSIONS 49 - 52 (LIVE IN-PERSON)

Long session on layouts. Preparing 75% 12/04/24

Review of the layouts for next week's 75% presentation

SESSIONS 53 - 55 (LIVE IN-PERSON)

75% Review 26/04/24

All projects will be presented with guests professors from ie and Technical Aspects will be discussed in an open conversation wIth Technical Department. 75%

SESSIONS 56 - 58 (LIVE IN-PERSON)

Re-cap after 75% 03/05/24

Grading and recap after the feedback recieved in the Jury. Readjustment or implementation of new formats

SESSIONS 59 - 61 (LIVE IN-PERSON)

Technical 10/05/24

Revision of the systems that constitute your project.

You are requested to produce an axonometric view that will capture components,relations, structure, geometry, environment, mechanisms, figures and forming a single drawing. Together with a Structural Scheme + Strategic Environmental Section + Strategic Detail.

SESSIONS 62 - 63 (LIVE ONLINE)

Approaching Final Review 100% 14/05/24

Oral skills must be tested. Rehearsal of digital exposition draft.

Boards should be fully finished in advance to clarify the style of drawing and communication, making the graphic work clear, agile and agreed with the tutor.

SESSIONS 64 - 66 (LIVE IN-PERSON)

Pre-Final 17/05/24

Last set of tips for refinement of Formats

SESSIONS 67 - 70 (LIVE IN-PERSON)

FINAL REVIEW 100% 21/05/24

Final Review with external guests. 100%

PIN-UP + Models + Digital Presentation.

EVALUATION CRITERIA

GENERAL OBSERVATIONS

Student progress is monitored via regular individual and group tutorials as well as through other activities proposed during the course.

There will be four group critiques, the usual and formal midterm and final review, corresponding to the 50% and 100% progress over the project proposed, and the 25% and 75% internal reviews. For all of them, students are expected to produce a coherent visual and verbal presentation of their design proposal following the minimum requirements listed by the professors, and to communicate and to debate their work with others.

Although much of the class will be composed of work done in groups, your grade will be individual. For this reason we will ask each student to be able to specifically identify their individual contribution to each document.

Grading will be based on the completion of the different activities proposed, 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.

EVALUATION

MIDTERM EVALUATION

Midterm evaluation refers to the grade obtained after the first half of the semester, and not merely to the midterm review. After the midterm review, students will be evaluated based on two items:

- *CONCEPT,* which will evaluate the relevance of the investigation together with the interest for achieving a clear concept for its exploration.
- *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 develop a critical sense, and fundamental to develop a design process that is rooted in the students own ability to make their own decisions.
- *SUBMISSION,* which will evaluate the relation quality-quantity of the production presented in relationship to what is meant to be communicated and the progress made until that point, considering the work of the whole first part of the semester. Excellent level of craftsmanship is expected in every step of the semester.

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 not determine the final grade and should be taken only as an indication of progress.

FINAL EVALUATION

For the Final Evaluation 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:

- *CONCEPT,* the relevance of the investigation together with the interest for achieving a clear concept for its exploration will be evaluated
- *PROCESS,* as described above, applied to the development of the entire semester, considering synchronous and asynchronous activities with equal weight.

- *SUBMISSION,* considering the production in quality and quantity of the deliverables in daily basis, pin-ups, exercises, and reviews and with special emphasis in the production realized for the final review, but considering synchronous and asynchronous activities with equal weight.

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.

For the final review, the students would be requested to present or submit the material in a given time and location. NO LATE SUBMISSIONS WILL BE ACCEPTED.

25% AND 75% REVIEW

These reviews are evaluated as milestones within the design process and won't result in a specific grade delivered to the students. However, the 25% and 75% will have a significant impact on the design process evaluation at the end of the term.

INDIVIDUAL AND GROUP EVALUATION

The project will be developed individually. Only the first week there will be an assignment (by sites) that the students will analyse in groups. Both the individual and the group work will be individually graded and will become part of the final grade. Therefore, each student will receive a specific grade (it will contain the evaluation of the first week group performance)

ATTENDANCE

The minimum attendance allowed will be that established in the IE University regulations: those students that do not attend at least 80% of all sessions will fail the course with a 0,0 and will proceed directly to third enrollment. For the students that, under the 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 and with their cameras turned on.

The behavior of the students during the sessions must comply with IE University's standards on education, respect for peers and professors, and commitment to joint learning. Promptness is a requirement, and the students are expected to be in class (physical or virtual) on time. More than 5 minutes delay will translate to an absence in the first session, and more than an hour in a whole class.

SECOND ENROLLMENT

Students that have failed the subject in first enrollment pass to the second enrollment. Those who do not meet the minimum attendance percentage according to IE University policies 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 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.

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 5.00 and 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 EXAM IS LIVE IN-PERSON AND IT WILL TAKE PLACE IN THE CAMPUS WHERE THE STUDENTS TOOK THE COURSE, SEGOVIA OR MADRID.

GRADING STANDARDS

According to IE University policies, the students will be evaluated in 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	33 %		Quality of design strategy
Process	33 %		Consistency of development throughout the semester
Submission	34 %		Quality of submitted materials

RE-SIT / RE-TAKE POLICY

BIBLIOGRAPHY

Recommended

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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.