



**The American University of Kurdistan (AUK)**  
**College of Engineering**  
**Department of Architecture**

# **Course Syllabus**

**ARC202 Architectural Studio I: Space Design**

**Course lecturer: Kawar Salih**

**Spring 2022**

## Section 1 Course Profile:

<b>Department:</b>	Department of Architecture
<b>Program:</b>	BSc Architectural Engineering

<b>Course Code – Full:</b>	<b>Course Code – Short:</b>
ARC202	
<b>Course Title:</b>	<b>Credit Hours:</b>
Architectural Design Studio I: Space Design	3

<b>Semester:</b>	Spring 2022
<b>Academic Year:</b>	2021-2022

<b>Course Instructor:</b>	Kawar Salih, MSc	
<b>Delivery Method:</b>		
<b>Lecture</b>	<b>Tutorial</b>	
<b>1 hour</b>	<b>2 hours</b>	

## Section 2 Course Syllabus

### 3.1 Course Contents (Description)

This studio course builds on Basic Design and satisfies the 3-credit hours specialization requirement and specific requirements for programs as outlined in the AUK Undergraduate Catalog. The course includes elementary architectural design practical exercises, presentations, and selective topics from books, architecture periodicals, and internet publications.

The presentations are designed to develop students' ability to address fundamental architectural design principles and increase their basic knowledge and understanding of design in architectural engineering. Primary elements, forms, and shapes in architecture, basic rules of order, grouping and composition, basic rules of harmony, scale, and transformation of forms. Towards the end of the course, students are given a design exercise that is less abstract and more realistic - involving space planning, programming, functional relationships/bubble diagrams, circulation, and building construction.

### 3.2. Course Main Objectives

- The main objective of the course is an ability to conceptualize abstractly and represent architecturally. This includes modes of drawing and modeling that are analytical (about discovery) and modes of drawing and modeling that are declarative (about provocation).
- The development of three-dimensional dexterity, and an ability to conceive of form, space, and sequence. This considers “conceive” as both an act of comprehension, and as well as an act of imagination.
- A developed discourse and competency surrounding the design process. This includes order of operations, modes of production, and modes of representation.

### 3.3. Course learning outcomes:

CLO Code	Learning Objective	Taxonomy
A	Knowing standard dimensions of house elements such as walls, window, doors, furniture and staircases.	Knowledge
B	Be able to <b>translate</b> an idea into an architectural proposition and understand the intentions and consequences behind design decisions	Comprehension
C	Knowing and understanding about the architectural styles and movements in the last century as well as their philosophy and methodology of design.	Comprehension
D	Conventions of architectural representation and communication through drawing and modelling should be engaged with clarity and intentionality.	Application
E	Being able to develop a 3D physical model of their project.	Application
F	Understanding and applying architectural design methodology (site analysis, conceptual design, bubble diagram, zoning, first drawing, progressed drawings, and rendering) on a small scale project.	Application

G	Students should also be able to engage with an increasing level of design-research through iterative studies and move fluidly between different modes and scales of design	Analysing
H	Being able to develop architectural forms and design based on different styles researched through the scours	Synthesis

### 3.3. Weekly Plan (Teaching Schedule - Course Outline):

**Table 3: Weekly Plan**

Week	Lecture	Topic	Description	CLO
1	1	course book discussion and distribution		
	2	Lecture	Orthographic Projection reminder	
2	3	Lecture	Drawing a small house	A, ,D
	4	first assignment distribution	Plans, Section , elevations, and physical model	A, D
3	5	Tutorial (Discussion groups)	Site Analysis	A , D
	6	Tutorial		E
4	7	1 <sup>st</sup> Assignment Submission		A, D
	8	Second Assignment Distribution/ Discussion		B, C
5	9	Site Visit		
	10	Research on Case Studies		B, C
6	11	Research on project standards		B, C
	12	Zoning Diagrams		G, H
7	13	Case Study Presentation		G, H
	14	Concept development		G, H
8	15	Concept development		G, H
	16	Drawing Fist Layout		G, H
9	17	1 <sup>st</sup> Presentation		G, H
	18	Drawing developed plans (plans)		G, H, F
10	19	Drawing developed plans (plans)		G, H, F
	20	Drawing developed plans (section)		G, H, F
11	21	Drawing developed plans (Elevations )		G, H, F
	22	Pre-Final Presentation		G, H
12	23	Perspective		
	24	Physical Model		E
13	26	Presentation Skills		
	28	Final Presentation		All CLOs

\* Dates and topics contained in this teaching schedule are subject to change. Any modification will be announced in the class and on the website. It is the responsibility of student to stay informed on any updates. If any of days above fall into a holiday, the class, including the exam dates will shift accordingly.

### 3.4. Educational Resources

#### Core materials:

- CHING, F. D. K. (2007). Architecture: form, space, & order. Hoboken, N.J., John Wiley & Sons
- NEUFERT, E., NEUFERT, P., BAICHE, B., & WALLIMAN, N. (2000). Architects' data. Oxford, Blackwell Science.
- CALLENDER, J. H. (1974). Time-saver standards for architectural design data. New York, McGraw-Hill.

### 3.5. Methods of Teaching

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

This is a 4 unit course. Students in this course are expected to attend 6-8 hours of lecture/ tutorial/ workshop each week and allow for 18-22 hours of self-directed learning each week. That is a total of 30 hours a week for 8 weeks. The tutorials and other activities, including reviews of work in progress are an important component of learning in this course. The communication skills developed by regularly and actively participating in activities and discussions are considered extremely important by the School and are highly regarded by employers and professional bodies.

This course requires high participation for each class. The course will include verbal communication between the students and teachers as well as use of. There needs to be commitment from the students to do enough self-directed studies in order to participate in class.

- **Lectures:** Students are required to attend lectures as these will provide the initial basis for further discussion and critique toward development of assessable outputs. Lectures may not be recorded. PDFs of slides may be provided but these may not contain critical verbal explanations of visual material. A range of lectures will background the diverse range of understandings and practice of design thinking.
- **Tutorial:** time will be devoted to discussion of assessable assignment material and some exercises supporting delivery of the assignments. They are also the primary means to receive individual feedback via work-in-progress reviews. At this level of learning, peer review and commentary is encouraged as a valuable learning tool, both in offering comment on fellow-students' work and in receiving and responding to comment on your own work. It is considered desirable to change and evolve your position throughout the course. Tutorials involve discussion and revision of points of view.
- **Workshop:** It will be held in computer lab and time will be spent on developing the work on assignment material. They are also the primary means to receive individual feedback via work-in-progress reviews. At this level of learning, peer review and commentary is encouraged as a valuable learning tool, both in offering comment on fellow-students' work and in receiving and responding to comment on your own work.
- **Small Group Discovery:** There will be tasks undertaken as part of the 'small group discovery' mode of teaching & learning.

### 3.6. Course Requirements

In order to accomplish the learning outcomes of this course, the learner is required to

- Attend class lectures
- Participate in class activities
- Read and study assignments
- Solve assigned problem sets
- Complete test, quizzes, homework, etc.
- Complete a comprehensive final exam.

**If student do not take a final exam, you cannot pass the course.**

Personal business, such as travel, employment, family obligations, illness, weddings, graduations, and attendance at public events, is not an official, documented University conflict. The dropped quiz scores are intended to provide you with some flexibility with respect to personal business. If you feel that there are extenuating circumstances that should qualify you for an exception to this policy, you may schedule an appointment with me to discuss the issue in person.

### 3.7. Assessment

- In-class activities: Students are expected to participate in multiple activities taking place in the classroom or lab.
- Presentations: Students are presenting their projects in different stages to evaluate their progress.
- Assignment: Students are required to design 2 projects in different assignments.
- Final exam to assess students' knowledge of the course content.

### 3.8. Assessment Methods

No	Activity	Percentage %	CLO
1	1 <sup>st</sup> project presentations	20%	A, D, E
2	Case Study Presentation	10%	C
3	1 <sup>st</sup> Presentation (2 <sup>nd</sup> project)	10%	B, H
4	Pre-Final Presentation (2 <sup>nd</sup> project)	20%	F, G
5	Final Presentation (2 <sup>nd</sup> project)	40%	All CLOs

**Class activity:**

Class activity will be evaluated frequently during the course by allowing the students to answer short questions at the end of the lecture. These class activities will be worth a total of 50 points, which will be recorded in the grade book on the AUK website.

**Design Presentations/critiques:** Students are required to design project/projects during the course. Throughout the course, there will be design presentations in different stages to evaluate the progress and defend their major design decisions. Students will be asked to present their work on sheets and submit it digitally through the TEAM system. They will need to defend their design decisions and answer examiners' questions regarding their projects. Each presentation has a certain grade value, such as 1st presentation, pre-final presentation, and Final presentation. On the final display, it is possible to have external examiners as jury members joining the critiques and evaluating the projects. The final presentation is considered the final examination.

**Case Study presentation:** These are presentations on different case studies through the course to reinforce students' background about their project and provide the theoretical framework for their design process. The presentation should be submitted through PPT files, and they should present their work. Students are subjected to oral questions by the end of the presentation for further checking their knowledge background.

Final course grades will be assigned as follows:

Grade	Points Collected	Percentage	Grade Points	Meaning of Grade
A	450-500	90.00 –100	4.00	Excellent
B <sup>+</sup>	425-449	85.00-89.99	3.5	Very Good
B	400-424	80.00-84.99	3.00	Very Good
C <sup>+</sup>	375-399	75.00 -79.99	2.5	Good
C	350-374	70.00-74.99	2.00	Good
D <sup>+</sup>	325-349	65.00-69.99	1.50	Satisfactory
D	300-324	60.00-64.99	1.00	Pass
F	Less than 300	Less than 60	0.00	Fail
IP			0.0	The course is still in progress
I			0.0	Assigned for incomplete course

**3.9. Judicial Statement/Academic Misconduct**

Academic misconduct is defined as plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply:

- (1) Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another

person as one's own without proper acknowledgement.

(2) Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

(3) Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

(4) Facilitation: Helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

Academic misconduct will result in actions taken as defined by the AUK. In addition to other possible disciplinary sanctions that may be imposed through regular institutional procedures as a result of academic misconduct, the instructor has the right to assign an F or a zero for the work in question or to assign an F for the course. If a student believes he or she has been falsely accused of academic misconduct, and if his or her final grade has been lowered as a result, the student may appeal the case through the appropriate institutional procedures.

### 3.10 Drop/Withdrawal Policy and Dates

Drop and withdrawal are to be in accordance to AUK policy.

### 3.11 General conduct in class

The instructor has primary responsibility for control over all classroom behaviour and can direct the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which otherwise violates the general rules and regulations of AUK.