This studio synthesizes the design themes, technology areas, and graphic methods of the SoA's six-semester core sequence. Students are expected to demonstrate their proficiency in the knowledge and skills covered in the first three years of the program through the development and resolution of an “integrated design” project. Integrated design involves the negotiation of formal, technological, and social variables, many of which may appear to oppose each other. Whereas core studios emphasize certain themes, technologies, and methods for the sake of focused inquiry, integrated design requires students to manage multiple objectives in the same project. The specific challenge is to resolve a complex program on a complex site in a manner that articulates a mature design sensibility and demonstrates a sophisticated understanding of architectural technology.

Different sections will prioritize, according to the objectives of instructors, different aspects of an integrated design project, and students may respond to instructors’ stated priorities in varying ways. The meaning of integrated design, in other words, is open to interpretation; however, all projects in all sections will meet specified standards of complexity regarding program, site, and technology, and all students will produce a coordinated set of outcomes (graphic materials) that will serve as evidence of an advanced understanding of building design.

In this studio, each instructor defines a unique building program, site and a series of themes and methods that reflect his/her interests in practice and research. Programs, sites, themes, and/or methods will help frame innovative design solutions intended to guide the practice of architecture in coming decades as well as an exchange of ideas between students and instructors.

The semester is divided into four parts, each of which will proceed differently in each section according to the methods of the instructors. Sections share review dates for each phase, so as to promote studio-wide discussions and exchanges. The Analysis Phase is a two-week period of pre-design, during which students conduct site, program, and precedent analyses. The Schematic Design Phase is a five-week period during which students develop and resolve a design premise. The Design Development Phase is a five-week period during which students delve more deeply into functional, material, and technological questions raised by their premises. The Documentation Phase is a two-week period during which students produce graphic outcomes that both further their designs and substantiate their semester’s work.

At the beginning of the Design Development Phase, the entire studio participates in workshops on the integration of Building Information Modeling (BIM) into the design process. The mid-term introduction of Revit (coordinated with ARCH 6404) has a twofold objective: to circumvent BIM’s current limitations as a tool of design conceptualization, and to exploit its benefits as a tool of project development and management. An additional goal is to study how BIM furthers and/or hinders the types of design methods conducted in the core studios. Critical and self-conscious uses of BIM are privileged over rote procedural facility. Experiments will include ways to “hack” the professional intentions of the technology for the sake of design inquiry.
Students are expected to print their digital work on a regular basis. We understand that printing is not cheap, and alternatives to printing are sometimes possible, but students must understand that printing is a necessary stage of the design process, not something that occurs only for final reviews.

All students are expected to maintain a working studio space. Working at home is not forbidden, but the studio environment is an important aspect of the learning process.

For assistance with research, students are encouraged to contact the Arts and Architecture Liaison Librarian, Jenna Rinalducci to ask questions via email (jrinaldu@uncc.edu) or to make an appointment to talk with her.

In order to fully benefit from and participate in this course, attendance is required. More than two (2) unexcused absences will lead to an automatic lowering of a student's grade and may constitute grounds for failure of this course. Documentation of excused absences must be submitted in writing and show evidence of the medical or family emergency. When possible, notify your instructor as early as possible in advance of a potential absence.

Late work will not be accepted, and will not receive credit. Failure to present a complete presentation at two reviews is grounds for automatic failure of the course.

Design studio allows for a high degree of so-called 'contact hours'. Outside of studio time, faculty maintain a myriad of other commitments, so the best means for facilitating contact with the instructor outside of class is via e-mail, whether it is a question, an announcement, or a request for a meeting. Instructors will endeavor to respond to your emails as quickly as possible, but cannot guarantee immediate responses.

Similarly, whenever it is necessary for your instructor to communicate with you outside of class-time, whether collectively or individually, it will be via email Moodle, and/or Canvas. These notices might be regarding schedule changes, additional readings, information pertinent to your assignments, etc. As per University policy, the instructor will use your UNCC email address, and students are responsible for checking their UNCC email, as well as web-based sites for the course, on a DAILY basis.

Critiques, design reviews, and written and/or oral evaluations will serve as the primary means through which students receive feedback and constructive criticism on their work, methods, and progress. Evaluations will be based on: (1) the quality of the development and execution of studio assignments; (2) clear and systematic graphic and verbal communication in both informal crits and formal design reviews; (3) willingness and ability to respond thoughtfully to feedback and criticism; (4) the insight and clarity of oral and written criticism exchanged between peers; and (5) personal growth in understanding and improvement of skills.

Specific guidelines and evaluation criteria for each grade component will be provided well in advance of due dates.

Final grades for all sections will be calculated as follows (subject to change):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Design Phase</td>
<td>15%</td>
</tr>
<tr>
<td>Schematic Design Phase</td>
<td>20%</td>
</tr>
<tr>
<td>Design Development Phase</td>
<td>20%</td>
</tr>
<tr>
<td>Final Presentation (Graphic and Verbal)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Documentation</td>
<td>10%</td>
</tr>
<tr>
<td>In-class participation/process</td>
<td>10%</td>
</tr>
</tbody>
</table>

All grades will be calculated on a 0-100 scale as follows: A = 90-100; B = 80-89; C = 70-79; D = 60-69, F = 59 and below.
All courses in the SoA are governed by the rules and regulations of UNC Charlotte as stated in the University Undergraduate and Graduate Catalogs. For more information about these polices, please refer to the appropriate catalog, which can be found online at: http://catalog.uncc.edu/.

Academic Integrity: All written and graphic submittals, in-class presentations, and other academic tasks should be your individual and original work unless specifically noted as group projects. No cheating. No plagiarism. It is assumed that you are aware of and will comply with the spirit and specifics of the UNC Charlotte Code of Student Academic Integrity, which is available online at: http://www.legal.uncc.edu/policies/ps-105.html.

Disability: If you have a diagnosed disability which influences your ability to learn or have your work assessed in the classroom, all efforts will be made to accommodate your needs. Please provide a copy of your Letter of Accommodation from the UNC Charlotte Office of Disability Services by the end of the second week of classes. Their office is located in 230 Fretwell and more information is available online at: http://www.ds.uncc.edu/. All information about your disability and accommodations will remain confidential.

Please see the instructor if you are interested in being an official scribe (note taker) for this course. Your notes will be made available to others in the class with special needs (including students for whom English is a second language and/or students with learning disabilities).

Electronics & Equipment: Being fully present in studio also means that cell phones are switched off and computer usage is limited to studio work during studio hours. All portable devices, including but not limited to laptops, tabloids, telephones, mp3 players, et cetera, are forbidden in group discussions and reviews, except when allowed by an instructor for note-taking or other pedagogical purposes. Students who bring devices that disturb the class will be asked to leave and will be assessed an unexcused absence. Zero tolerance.

All students are required to abide by the UNC Charlotte policy on Responsible Use of University Computing and Electronic Communication Resources, which can be found online at: http://www.legal.uncc.edu/policies/ps-66.html. Remember that harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Because of the collaborative environment of inquiry that is the Design Studio, you may well learn as much from your peers as you do from your professors. The culture is enriched and sustained by your positive contribution. And because student and instructor alike share responsibility for the collective culture of the studio, all participants are expected to enhance its intellectual life by attending to the following:

Presence: The studio is intended as the primary site for production of work: students who work in studio benefit from the collective presence of their peers, and will out-perform students who attempt to complete work elsewhere. It is not recommended that students use studio time for gathering materials, data, equipment, etc., unless approved by the studio instructor. Presence in studio also means much more than mere physical proximity to your desk during scheduled class time. You are expected to be fully present intellectually and emotionally for the duration of studio as well, and you are urged to make the most of this time each session. The studio is a community: respect one another’s need to work at all hours. Idle conversation and horseplay are distractions, and should not take place within the studio.

Pro-active participation: All students should be actively involved in all discussions, pin-ups, and reviews, as well as meet deadlines, schedules and targeted project completion. You need to take risks and be responsible for your project. The work is yours. Visible progress is expected of students between and during each class session, and forms the basis for availability of individual critique. No work = no feedback. Time management skills are of the utmost importance. Regularly ask yourselves how to best make use of your time in any given instance.
The School of Architecture at UNC Charlotte maintains accredited status through the National Architectural Accrediting Board (NAAB), which reviews the curriculum, facility, faculty, and program resources annually, and conducts an intensive site visit every six years. As part of this review, the NAAB will review student work produced in courses throughout the curriculum. This course will include content related to the following NAAB Student Performance Criteria:

A.2-Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.4-Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5-Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

B.1-Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B.2-Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.3-Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

C.2-Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3-Integrated Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.