

# DSGN2200/6200: Architecture Design Studio

## Poetics of Material Assembly

**Instructors:** Del Signore, Jenisch, Welty, Tsubaki (Coordinator) and Ardeneux (Digital Media Workshop)



Olivetti Showroom / Scarpa Photo: Tsubaki ©

### Introduction:

*"And you can make the same conversation with concrete. And you can make the same conversation with paper, or with papier-mache, or with plastic, or with marble, or any material that has its nature. And it's the beauty of what you create that you honor - the material for what it really is. And never say that you use it in a kind of subsidiary way which makes the material itself wonder when the next man will come who will honor its character, you see."*

Louis Kahn, "Lecture at Pratt Institute, 1973"

**poetic** |pō'etik| adjective.

of, relating to, or used in poetry: *the muse is a poetic convention.*

- written in verse rather than prose: *a poetic drama.*
- having an imaginative or sensitively emotional style of expression: *the orchestral playing was colorful and poetic.*

As you are already well aware from your past studies, architecture is first and foremost, about finding spatial, visual and meaningful **order** within the seemingly chaotic world that we inhabit. It is rooted in functional, technical, social, environmental and aesthetic considerations. Beyond satisfying basic human needs, architecture can evoke emotional and intellectual responses, employing the phenomenal qualities of physical constructs through masterful use of materials and meticulously crafted details. The pedagogical intention of the studio is to capture all of these fundamental design issues while stressing the engagement with physical materials and their expressive potential as assemblies.

The course employs two distinct modes of investigation, empirical and theoretical: The empirical focuses on the physical state of materials and assemblage. The condition

will be explored through trial and error. The results will be methodically documented and qualitatively analyzed as a generative component informing the design process. The theoretical framework focuses on research and speculative investigations of significant building precedents and their materiality. Digital media workshops addressing advanced performative techniques will be offered to supplement conventional means.

These methodologies are implemented as a series of discrete design exercises. However, the outcomes are explicitly encoded as **interstitial and translatable conditions**. They are intended to instill new skills while fostering a kernel of ideas to form the core concept of the main design project.



Tate Modern Addition / Herzog & De Meuron Photo: Tsubaki ©

**Course Information:**

Name: Architecture Studio

Number: DSGN2200/6200

Narrative: The charge of the second year spring semester is to extend and reinforce the focused lessons, themes, and skills from previous design studios and to prepare students for the comprehensive integration in the following year. In addition, this studio focuses on the material reality of buildings. It emphasizes how material selections and material assemblage/detailing are paramount in manifesting the architect's design concepts and the experiential presence of the building.

Prerequisite: DSGN2100/6200

Credits: (7) semester credit hours

Meeting Place: RMEM 302/401

Meeting Time: MWF 01:00-05:00 PM

**Instructor Information:**

Marcella Del Signore, RA-Italy

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RMEM125

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RMEM403

Seth Welty, RA

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RMEM403

Kentaro Tsubaki, AIA, NCARB (coordinator)

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RMEM303b

Christian Ardeneux (digital media workshop instructor)

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**Digital Media TA's:**

TBD

**Featured NAAB Student Performance Criteria (2014) :**

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

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.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

**B.12 Building Materials and Assemblies:** Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

**Expected Learning Outcomes:**

Students will be able to:

- make intelligent building material choices consistent with the appropriate design intent.

- articulate and detail the material assemblies in an appropriate scale consistent with the design intent.

- make siting decisions and intelligent program deployment based on the client criteria and contextual factors.

The result will be documented and demonstrated in physical mock-ups, representational drawings and models, process studies and verbal presentations at formal reviews.

**Computer:**

Students are required to provide and maintain their own laptop computers for use during the class. See the college website for minimum specifications. Technical difficulties, viruses, crashes, server and printing problems, or corrupted files will not be accepted as legitimate excuses for performance failure. **ALL WORK SHOULD BE CONTINUOUSLY SAVED AND REGULARLY BACKED UP.**

**Equipment / Software / Materials:**

Digital Camera w/ minimum of (5) mega-pixel resolution.

2D drafting 3D modeling software: AutoCad, Rhino.

2D graphics software: Adobe Creative Suite (Photoshop, Illustrator, Acrobat, etc.)

Rolls of white or yellow trace.

Basic model-making materials and tools as needed.

**Digital Portfolio:**

Students are required to maintain a **meticulous record** of the design process in digital format. Digital files of the process materials (scanned sketches, photos of iterative sketch models etc.) and the final products (presentation drawings, physical and digital models) must be submitted

according to specified formats at designated times throughout the semester. Files must be uploaded to the designated course folder on the TSA public server; ftp.arch.tulane.edu.

### **Readings and Articles:**

These will be assigned throughout the semester and posted on the course website.

### **Environmental Responsibility:**

Aerosol paints, spray glues or fixatives, etc. must not be used inside the building. Appropriate sanctions (full letter grade reduction) will be levied against Violators

### **Studio Culture:**

The Tulane School of Architecture fully supports the studio-based model as central to the curriculum for architectural education and relies on the studio to provide and promote a healthy environment for creative and engaged learning. The design studio is an open environment for the fostering of creativity and engagement in the design process, promoting exploration, innovation and intellectual advancement, and supporting a culture of critical inquiry, collaboration, community engagement, and stewardship among students, faculty and administration. For further details, refer to the TSA Student Handbook posted at:

<http://architecture.tulane.edu/current-students/student-information>

It is strongly suggested that you get into the habit of working in the studio after class hours. Experience has shown that students who work in studio after class hours on a regular basis have a greater degree of success in the course because of the opportunity to discuss, clarify, and exchange ideas and methods with colleagues.

### **General Expectations:**

Students are expected to work regularly and productively in fulfillment of the assignments. In order to receive effective criticism, students are expected to come to the studio with ongoing **committed** analog/digital explorations and/or physical constructs demonstrating commitment to the work. Superficial changes to a project or merely verbal descriptions of an idea **cannot be critiqued**. All work is to be the product of the individual, unless teamwork is required. Students are also expected to integrate knowledge and skills acquired in previous courses.

During group pinups, individuals are expected to carefully listen and absorb critiques directed toward other projects and apply what is relevant to their own work. Not all projects will be addressed comprehensively; instead, new serious and significant design ideas, that contribute to the general progress of the studio merit comment.

Students must work in the studio space during scheduled hours and be prepared to discuss the progress of their work with the instructor regularly (minimum of once per week). Students planning to work in the computer lab must notify the instructor and arrange with another student to notify them when impromptu studio meetings occur.

The schedule will be tuned from day to day, based on the progress of the class as a whole. Expect to spend a significant amount of time working on your project outside of the scheduled course hours.

### **Studio Communication:**

One of the essential means of studio communication is through University e-mail system. Students are responsible for maintaining active Tulane email accounts and are expected to check their Tulane e-mail minimum of once daily.

### **Attendance Policy:**

Students are responsible for attending class. All absences must be reported to the course instructor prior to the beginning of the class; the only excused absences are those for reasons of health, significant outside activity or crisis. Unexcused absences could reduce the course grade, as will late arrival or early departure from class. Three consecutive absences or four nonconsecutive absences will, in normal circumstances lead to WF grade. For further details, refer to the academic policies on Tulane School of Architecture website at:

<http://architecture.tulane.edu/current-students/student-information>

### **Incomplete and Late Work:**

In accordance with School policy, work that is not adequately represented will not be discussed in reviews. Additionally, unexcused absence from a review will result in a failure for that portion of the semester. Late work will only be accepted with the permission of the instructor. Work submitted after the final day of classes is not acceptable without written permission from the Dean. Any late work accepted will be penalized 10% for the first day of lateness, and 5% per day thereafter. (The first day of lateness begins immediately after the deadline, and include weekends). Extensions for medical or family emergencies must be requested immediately after the event and in advance of the deadline, and must be supported by adequate documentation.

### **Academic Integrity:**

Tulane University values student self-governance and the development of a strong ethical foundation. The Honor Code is a central element of the University's identity. All academic work must be the result of the student's own efforts, except when collaboration has been explicitly allowed. Any student

behavior that has the effect of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance is considered a violation and will be prosecuted through the procedure outlined in the Honor Code. For further details, refer to the Honor Code on the Tulane University website at:

<http://tulane.edu/college/code.cfm>

**Civility in the Classroom:**

All individuals and/or groups of the Tulane University community are expected to speak and act with scrupulous respect for the human dignity of others, both within the classroom and outside it, in social and recreational as well as academic activities. By accepting admission to Tulane University, a student accepts its regulations and acknowledges the right of the University to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. For further information, refer to the code of student conduct on Tulane University website at:

<http://tulane.edu/studentaffairs/conduct/code.cfm>

**TULANE ONE WAVE:**

One Wave is a program at Tulane that aims to encourage a culture of safety and a community of engaged and proactive bystanders that do not tolerate any form of violence: <http://tulane.edu/health/onewave/index.cfm>

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As One Wave, Tulane is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences gender-based violence, know that you are not alone. Learn more at [onewave.tulane.edu](http://onewave.tulane.edu).

Tulane One Wave Campus Resources

Strictly Confidential	Mostly Confidential
Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.	Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.
Counseling & Psychological Services (CAPS) <a href="tel:(504)314-2277">(504) 314-2277</a>	Coordinator of Violence Prevention <a href="tel:(504)314-2161">(504) 314-2161</a>
Student Health Center <a href="tel:(504)865-5255">(504) 865-5255</a>	Tulane University Police <a href="tel:(504)865-5911">(504) 865-5911</a>
SAPHE Hotline <a href="tel:(504)654-9543">(504) 654-9543</a>	Office of Institutional Equity <a href="tel:(504)862-8083">(504) 862-8083</a>

**ADA Statement:**

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Students who seek accommodation are responsible for registering their disabilities with the Office of Disability Services (ODS) at the Center for Educational Resources and Counseling, requesting the specific accommodations they may need and providing adequate documentation that substantiates their disabilities and shows the need for the requested accommodations. For further details, refer to the Overview of Accommodations Procedures for Students with Disabilities on the Tulane University website at:

<http://tulane.edu/studentaffairs/disability/policies-procedures.cfm>

**Grading Distribution and Evaluation:**

Project I: HTML Intervention + DMWS I	20%
Project II: Book as a Material + DMWS II	20%
Project III: HTML Addition + DMWS III	40%
Final Presentation:	10%
Digital Folio:	10%

Evaluation of student performance is based upon daily studio process as well as the product. Improvement and growth are the keys. The instructor will conduct his/her expert assessment on student performance following each major stage of the semester. Please note that this is not a mathematically quantifiable assessment. It is based on the experienced judgment of student work. The following general criteria will be considered: (1) strength of idea; (2) articulation and development; (3) technical competency, clarity, and craft; (4) concise verbal/written presentation; (5) passion, commitment, dedication and work ethic.

**A (excellent)** exceptional performance; exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.

**B (good)** performance above the norm; accurate and complete; beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

**C (average)** satisfactory work that adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor and/or work shows little improvement.

**D (inferior)** unsatisfactorily meets minimum requirements; demonstrates minimum comprehension, communication skills, and effort at an inferior level; initiative lacking and/or improvement not noticeable.

**F (failing)** does not meet minimum requirements; fails to adequately demonstrate comprehension, communication skills, and effort.

**Course Calendar** (subject to change/adjustment)

Meeting	Date	Agenda	TSA Events
<b>Week 1</b>			
	1.17		Classes begin
1	1.18	<b>Project 1. Howard-Tilton Memorial Library Intervention</b> Intro + Lecture 1: Evolution of HTML / A. Corrigan (1-3pm RM204) + Site Visit & Observation	
2	1.20		All School Meeting
<b>Week 2</b>			
3	1.23		
4	1.25	<b>Digital Media Workshop I: Laser Cutting and Assembly Techniques (1-3pm RM204)</b>	
5	1.27		
<b>Week 3</b>			
6	1.30	Digital Media Workshop I assignment due	
7	2.01		
8	2.03		
<b>Week 4</b>			
9	2.06		
10	2.08		Studio Coordination Mt #1 @noon RM405
11	2.10	<b>Review I: 1-5pm RM201/RM206/Favrot Lobby/RM404</b>	
<b>Week 5</b>			
12	2.13	<b>Project 2. Book as a Material, Book as a Site; revealing the content of an object</b> Intro + Lecture 2: The Architecture of the Book / Dr. M. Kuczynski (1-3pm RM204)	
13	2.15	<b>Digital Media Workshop II: 3D Printing / Hybrid Techniques (1-3pm RM204)</b>	
14	2.17		
<b>Week 6</b>			
15	2.20	Digital Media Workshop II assignment due	
16	2.22	Portfolio Lecture (1-3pm RM204)	
17	2.24		
<b>Week 7</b>			
	2.27	No Class	Lundi-Gras/Mardi-Gras
18	3.01		
19	3.03	<b>Review II Exhibition: 1-5pm RM206/Favrot Lobby/4F Lobby</b>	
<b>Week 8</b>			
20	3.06	<b>Project 3. Special Collections: Howard-Tilton Memorial Library Addition</b> Intro + Lecture 3: The Organization and Evolution of Special Collections at Tulane University / Dr. Bruce Raeburn (1-3pm RM204)	<b>P1/P2 Project Evaluation/Feedback Due</b>
21	3.08	Digital Media Workshop II assignment due	<a href="#">3.07 ATCS3020/6120 Midterm Exam</a>
22	3.10	No Class - Design Symposium	
<b>Week 9</b>			
23	3.13	Lecture 4: New Library Typology (tentative title) / Patric Deaton, AIA, Associate Director for Learning Spaces and Capital Management NCSU Libraries (1-3pm RM204)	Studio Coordination Mt #2 @noon RM405
24	3.15		<b>Mid-term Grades (P1/P2) Due</b>
25	3.17	Facade Composition Lecture (1-3pm RM404)	<b>Graduate Open House</b>
<b>Week 10</b>			
26	3.20	<b>Review III: 1-5pm RM201/Favrot Lobby/4F Lobby/RM404/RM405</b>	
27	3.22		
28	3.24		ACSA Annual Conference
<b>Week 11</b>			
	3.27	No Class	Spring Break
	3.29	No Class	Spring Break
	3.31	No Class	Spring Break
<b>Week 12</b>			
29	4.03	Portfolio Review I. (Project 1 all pages + past 4 studio sample pages) due	
30	4.05	<b>Digital Media Workshop III: Atmospheric Rendering (1-3pm RM204)</b>	
31	4.07		
<b>Week 13</b>			
32	4.10	<b>Pre-final Review: 1-5pm RM201/Favrot Lobby/RM404</b>	
33	4.12	Representation Lecture (1-3pm RM204) / Digital Media Workshop III assignment due	
	4.14	No Class	Easter Break
<b>Week 14</b>			
	4.17	No Class	Easter Break
34	4.19		
35	4.21		
<b>Week 15</b>			
38	4.24		
39	4.26		Studio Coordination Mt #3 @ noon RM405
40	4.28		
<b>Week 16</b>			
41	5.01	<b>Final Review: 1-5pm RM201/RM206/Favrot Lobby/RM404</b>	<b>DOL Deadline:</b>
42	5.03	<b>Post Review Meeting: Portfolio Review II. / Studio Walkthrough Set-up / Preliminary Clean-out</b>	
<b>Week 17</b>			
	5.12	<b>Studio Walkthrough &amp; Cleanup / Move Out (2pm)</b>	
<b>Week 18</b>			
	5.16		<b>Final Grades Due / Certification Meeting</b>