Program Guidelines

The faculty teaching this architectural design studio sequence consider it to be fundamental to one's growth in architecture. As a result, the experiences from Architectural Design I and II, and the Intensive 3+ Summer Studio, provide a foundation for the work assigned in this studio sequence. That base will be built upon by increasing the complexity of architectural issues and concerns that are addressed throughout the year. It is anticipated that one will complete this sequence with a keener sense of what is involved in architectural design; from the knowledge required and its application in design projects, to the skills and techniques that must be understood and exercised, and to the processes involved in creating and realizing architectural propositions.

During the Fall semester, in addition to several short exercises, there will be two major projects. The intent of the longer projects is to extend the knowledge and abilities gained in the first year studio, as well as to develop additional capacities by addressing increasingly complex architectural issues and problems. This will occur through the use of progressively more complex programs and sophisticated project sites. Increased ability to generate space and form, and to integrate technical understanding into design proposals will be expected from all students.

The Spring semester will be devoted to a comprehensive project that will be a community based, institutional building or complex located within the Salt Lake Valley region. Significant pre-design activities, such as site analysis, program development and elaboration, and precedent studies, as well as schematic design and design development will combine to form the comprehensive nature of the semester.

Studio Philosophy

An important goal for the year is to generate enthusiasm for architectural design as a responsible and creative act. One must be willing to suspend pre-conceived beliefs about architecture
and its processes. Each student must be willing to generate a variety of architectural concepts and to explore and examine them as part of the process of design inquiry; exercise the full range of graphic and verbal communication skills available, demonstrating their appropriate use within the design process; be self-disciplined as well as self-generating in the production of work; and cultivate critical dialogue and insight about the work through seeking and offering positive dialogue and criticism within the studio milieu.

The faculty does not promote any particular architectural paradigm or style. As architecture is both an intuitive and rational activity, involving an intense iterative process, each student must seek to discover through their architectural maturation, the unique balance of the intuitive and rational which informs ones personal process of architectural discover, inquiry, and examination.

The processes of architectural design demand intense involvement, so pursue excellence, even though one may not accomplish it. The design studio is the environment for discussion and debate about ideas and their realization – it is the place to exchange and examine concepts and potentials – it is the civic plaza or main street of architectural discourse, and we encourage all to use it and draw from its collective strength.

**STUDIO CONDUCT**

Beginning this Fall, the College will be implementing its newly established Studio Culture Policy, formulated to be in compliance with the National Architectural Accrediting Board’s *Conditions for Accreditation*. The policy discusses the values, conduct, and rules impacting design studio activities. Values includes a discussion of the studio as a place of synthesis, the iterative nature of design, design as a social art, and the public nature of the studio space. Conduct outlines a set of expectations between faculty and students, students and faculty, and students and students. Rules outline basic issues of personal conduct in the studio.

The full Studio Culture Policy can be found on the College webpage under Program>Architecture Degree Programs. Each studio section will discuss the policy and its implications at the beginning of the semester.

**STUDIO ORGANIZATION**

The studio will be broken into 4 groups each semester, each led by a faculty critic. Faculty will have instructional and evaluative responsibilities for their studio section, and for the daily activities of the studio. Studio attendance is expected of all students, as is the expectation that the majority of design work is done in the
Formal and informal reviews are important settings for learning, as they often involve visiting critics, and it is expected that all students attend these reviews for the entire duration of the review. In addition, as we want to ensure that each student has an appropriate amount of time for their review, we may well begin reviews before scheduled class time and complete them after the scheduled period. The schedule for each review will be posted ahead of time informing all of the time expectations.

Students are responsible for making site visits necessitated by the projects given, and expected to participate in any field trips taken during the year. In addition, students should attend all lectures and programs assigned through the course or scheduled by the College.

Medical/Personal Problems: Students with medical problems or family emergencies which will keep them from studio or cause a project to be submitted late are expected to notify their studio faculty as soon as possible. Verification of illness or family emergencies may be required (i.e., physician’s statement, obituary, etc.).

Instructor’s Absence: Faculty members are involved in a variety of activities in addition to their teaching: research, scholarship, professional practice, university and professional service, and other university related activities that may cause them to be absent from studio from time to time during the semester. Every effort will be made to inform students ahead of time about expected absences from studio.

Accommodations: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Given the anticipated content of the design studio projects in this course, at this time the design faculty sees no necessity to consider content accommodations. Each individual instructor is responsible for any scheduling accommodations requested by students (see PPM 9-7. Section 16).

Evaluation and Grading: In principle, evaluation in the studio context is not grading as in the grading of fruit, vegetables or other products. It is a process to help in ones understanding of what
they know, how they are learning, and how the might expand that learning. Evaluation is a step in the development of critical thinking capacities. Evaluation is constantly being conducted – by oneself of their work, and by others. Evaluation comes during group discussions and critiques, or in debates over the merits of a design. The best evaluation is critical, yet constructive, diagnostic, and fully explained.

Grades in the studio context are symbols and summaries of faculty evaluations. They punctuate and focus a steady stream of critiques, commentaries, and evaluations. Many students do not view grades as symbols of an evaluation which they seek to understand and value. Grades are often seen as symbols of personal self worth, which is unfortunate as it inhibits learning and necessary risk-taking. Learning corresponds with doing . . . failing . . . redoing . . . failing . . . and redoing yet again. Progress is an iterative process.

Communication: Email is an official means of notification and communication for the University, the College, and this course. Please make sure you regularly check your college account, or have email forwarded from that account to your regular address. This will ensure you receive all information concerning the conduct, meetings, and assignments for this course. The faculty will be using both the college-based address system and the university course list server to send you important mail.

All course material (handouts, project statements, readings, etc.) will be posted on Professor Miller’s web site. It can be accessed by going to www.arch.utah.edu/miller and clicking on courses. Then go to the design studio site, click on it, and the page will have links to each handout, project statement, reading, etc. Feel free to download that information as you need it.

“Architecture is a concrete phenomenon. It comprises landscapes and settlements, buildings and characterizing articulation. Therefore it is a living thing . . . concerned with something more that practical needs and economy.”

Christian Norberg-Schulz, Meaning in Western Architecture