

STUDIO I

ARCHST 2 8 1 1
F 2009, M & W 1:00pm-4:00pm

Instructor: Dr. So-Yeon Yoon

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Office hours: After class or by appointment, 139 Stanley Hall
Class time: T & R 1:00-4:00 pm
Location: Gentry hall 11

Course Description & Objectives

This course is intended to immerse the student in the act and art of design. To that end, it focuses primarily on a series of exercises instead of reading or gathering information about designs or about the procedure of design. Each exercise is a creative act intended to familiarize and inform the student as to a particular aspect or quality of design. Thus, learning is accomplished by exploring and segmenting skills of composition, design and problem solving in the third dimension. Students are expected to acquire an intuitive understanding of form and space. The exercises move from purely abstract, exploring various concepts and dimensions of three-dimensional composition, and culminate in a final design project, with a given simple design function in response to the human-space interaction.

Active learning, sometimes called an experiential learning, which means learning through “doing”, “making”, and “creating” is the core of this course, various readings will be assigned throughout the course. Students are expected to apply information from the readings in their critiques.

The ‘message’ or ‘story’ is important for each exercise. It is hoped to that the student will learn the all important lessons of inspiration, analysis, how to start, how & when to finish, good craftsmanship, as well as investigation into the nature of materials and methods; in general, the nature of design.

A total of three projects will be assigned throughout the semester. At the end of nearly every class, an assignment will be issued for the next class. Occasionally assignments will last for more than one week. Each assignment will have a specific purpose behind it, and one assignment will (eventually) build on the next. It is not intended that the student know in advance all the projects or assignments within the projects that will be undertaken in this course. However, he or she should assume that the workload will be demanding throughout the entire semester and schedule your time accordingly. In order to keep up with class, assignments and projects must be complete by the due date.

Evaluation

Assignments, Projects

Student work is evaluated based on the appropriateness of approach and concept, the quality of design, creative problem solving, finishing (craftsmanship), and the skill of presentation. ‘Effort’ alone is not enough; the finished product is what counts. Completion and in-time submission of each project are necessary to get a good grade. Completion of each project is necessary to pass the course, but again completion in itself will not get you a good grade.

Design is by nature a critical endeavor. The more of your design and thoughts that you submit for criticism, and the more incisive and intelligent the criticism offered, the better your design will become. You can learn from critical response to the work of others; others’ successes and failures are important lessons. For this reason you are required to be in attendance at each class and pay careful attention to and participate in all formal and informal critiques. Your participation in the discussion of the projects is always welcomed, but it is incumbent on you to volunteer your thoughts. Do not wait to be called on.

Grading criteria;

Project (80%), Attendance/Participation (20%)

There will be deduction in grade if the submission is late

A+ 96-100	A 93-95	A- 90-92	Excellent	B+ 87-89	B 83-86	B- 80-82	Above Average
C+ 77-79	C 73-76	C- 70-73	Average	D+ 67-69	D 63-66	D- 60-63	Below Average
F 59 and below	Failure						

Attendance

Attendance and active participation is mandatory. Students are required to be present through the entire duration of the class. Coming late to class or leaving early will affect the grade. Five absences in this class will place a student in attendance probation. An additional absence (**total of six = 20%** of the course learning) **may result in being dropped from the class**. Absences may cause a significant grade reduction. It is your responsibility to keep the instructor informed if there is a reasonable explanation for your absence.

We have 12-16 students in the class and meet. This is a mere 20 minutes/student/week or about 10 minutes/student/class. It is imperative that you learn from comments and ideas directed toward your peers in the studio. It is another reason why you must be present and attentive at each and every class. In nearly all meetings, we will proceed by reviewing -as a class- and in front of the class all work assigned for that day. Since everyone will be working on the same project, criticism directed toward on will apply to –and benefit- all. Pay attention. Participate in the critiques. Take notes. Make drawings of the concepts discussed. Raise issues.

Texts / Supplies / materials

Required text

Elements of Design: Rowena Reed Kostellow and the Structure of Visual Relationships, by Gail Greet Hannah, Princeton Architectural Press 2002 (listed price \$19.95)

Recommended texts

Launching the Imagination 3D, by Mary Stewart, McGraw-Hill 2006
Cube, by David Morrow Guthrie, Princeton Architectural Press 2005

Model materials: Museum board, glue, cutter, etc
Architect's Scale (Triangular): with 1/8", 1/4", 3/16" increments
Vellum Paper/ Tracing Papers
USB thumb drive of at least 1GB
Digital Camera
Photo-quality paper for printing (according to project need)

Additional materials may be required as the class progresses. At all times bring your supplies to class. Be prepared for in-class assignments.

Special Needs

If you have special needs as addressed by the Americans with Disabilities Act and need any test of course materials provided in an alternative format, notify your instructor immediately. Reasonable effort will be made to accommodate your special needs. To request academic accommodations (for example, a note-taker), students must register with Disability Services, AO38 Brady Commons, 882-2696.

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, at my office, or department office. To request academic accommodations (for example, a notetaker), students must also register with the Office of Disability Services, S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Plagiarism Policy

A student who submits as his or her own work a drawing, a drawing or design project, a designed artifact, a sketchbook, or a paper which is taken in whole or in part from another person's efforts without proper acknowledgement is guilty of plagiarism.

A student who allows another student to copy his or her visual or written work will be considered equally guilty of cheating.

While students are always encouraged to 'research' each project and assignment as thoroughly as time permits, 'borrowing' in part or in whole a published design of another and passing it off as your own constitutes plagiarism. Each assignment is an opportunity for original expression, a means of discovering who YOU are.

Any instance of cheating or plagiarism is subject to one of all to following actions:

- receiving an F grade on the drawing, artifact, sketchbook, quiz or examination, or
- being reported to the Vice-Chancellor for possible disciplinary action

MULTICULTURAL GROUND RULES FOR THE COURSE

1. Our primary commitment is to learn from the instructors, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experiences.
2. We acknowledge that racism and sexism and other forms of discrimination exist and are likely to surface from time to time.
3. We acknowledge that one of the meanings of racism is that we have been systematically taught misinformation about our own group and especially members of devalued/minority groups (this is true for both dominant and dominated group members). The same is true about sexism -- we are taught misinformation about ourselves and others and other forms of differences and discrimination.
4. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
5. Victims are not to be blamed for their oppression.
6. We will assume that people are always doing the best they can, both to learn the material and to behave in non-racist, non-sexist and multicultural productive ways.
7. We will actively pursue opportunities to learn about our own groups and those of others, yet not enter or invade others' privacy when unwanted.
8. We will share information about our groups with other members of the class, and we will not demean, devalue, or "put down" people for their experiences.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down walls, which prohibit group cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface his or her remarks with a request and the class will agree not to repeat the remarks.



Course Documents



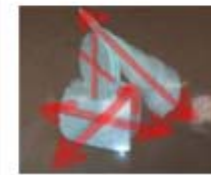
Project1

[RECTILINEAR VOLUMES \(due sept.8\)](#) (86.438 Kb)

[CURVILINEAR VOLUMES \(due sept.8\)](#) (100.251 Kb)

[RECTILINEAR + CURVILINEAR \(due sept. 15\)](#) (164.316 Kb)

[PLANAR CONSTRUCTION \(due Sept. 22\)](#) (132.81 Kb)



Sample presentation format for each exercise: (11"X17" color prints and files)



Project 1: Hallway Exhibition format

[hallway exhibition.pdf](#) (276.1 Kb)



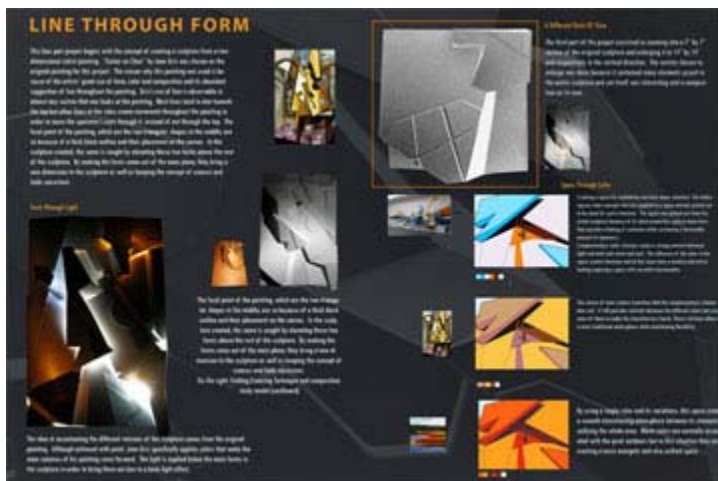
Submission deadline: next Tuesday



Project 2

[2D SPACE in 3D](#) (20.984 Kb)

[Color Lecture & Sample Boards](#) (2.259 Mb)



Cubist Painting Examples

[examples.zip](#) (Package File)



Project2_ previous EXHIBITION

[example in exhibition.zip](#) (3.706 Mb)



Project 3

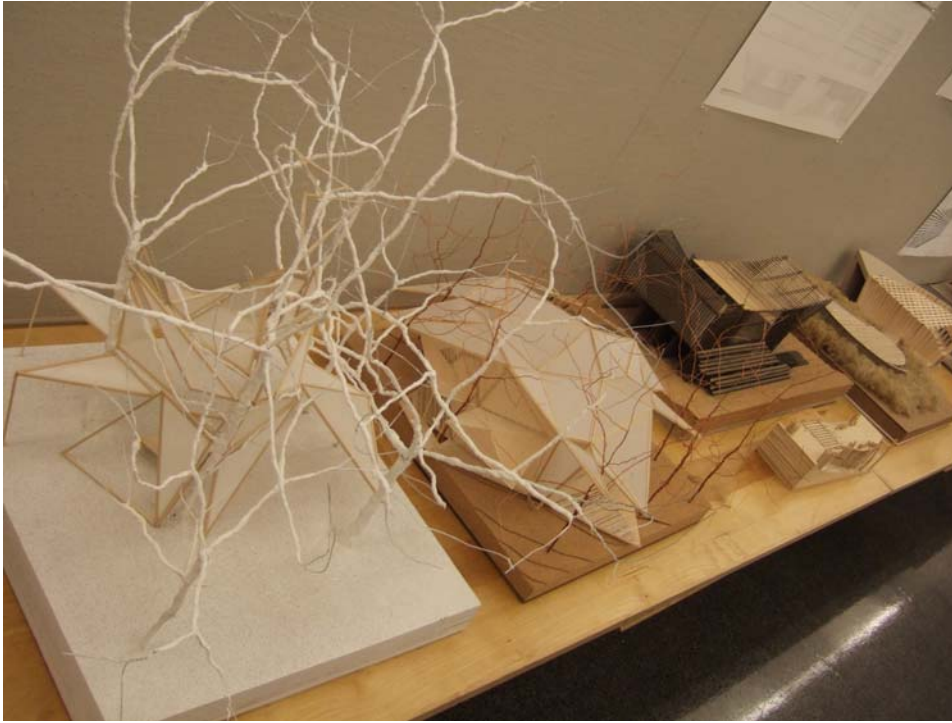
[project3.pdf](#) (169.653 Kb)

[topo_print_2007_for MU Twin Lakes project.pdf](#) (3.227 Mb)

[Twin_lake_Site_map.jpg](#) (795.369 Kb)



2500 Chapel Hill Road http://www.gocolumbiamo.com/ParksandRec/Parks/Twin_Lakes/index.php



Vector drawing tutorial

[How to Export AutoCAD drawings to Photoshop in Scale](#) (217.736 Kb)

[4Demo_sample](#) (4.314 Mb)

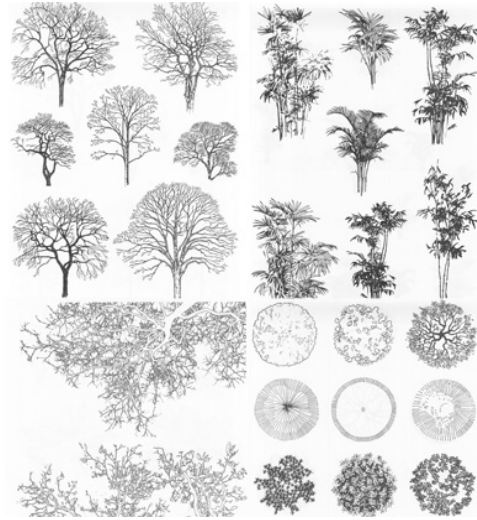
[Graphic symbols.jpg](#) (48.561 Kb)

[silhouette_2811.ai](#) (371.496 Kb)

[silhouette.dwg](#) (258.964 Kb)



ENTOURAGE



Photos of Student Projects

December 3, (R)



Conventional Orthogonal Terminology

[conventional orthogonal terminology.pdf](#) (18.204 Mb)

Floor plan, Elevation, Site Plan types