

Pratt Institute

Interim Progress Report for Year Two

Bachelor of Architecture
Master of Architecture

November 30, 2018

Contents

1. Instructions and Template Guidelines
2. Executive Summary of the Most Recent Visit
3. Template
 1. Progress in Addressing Not-Met Conditions and Student Performance Criteria
 2. Changes or Planned Changes in the Program
 3. Summary of Responses to Changes in the NAAB Conditions (NOTE: Only required if Conditions have changed since the previous visit)
 4. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's progress in addressing not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Ellen Cathey (ecathey@naab.org) or David Golden (dgolden@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

2. EXECUTIVE SUMMARY OF 2016 NAAB VISIT

CONDITIONS NOT MET

2016 VTR
II.4.1 Statement on NAAB-Accredited Degrees
II.4.5 ARE Pass Rates

¹ The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

STUDENT PERFORMANCE CRITERIA NOT MET**2016 VTR**

B.1 Pre-Design

B.10 Financial Considerations (B. Arch. only)

D.3 Business Practices (M. Arch. only)

3. TEMPLATE

Interim Progress Report
Pratt Institute
School of Architecture
Bachelor of Architecture (170 semester credits)
Master of Architecture (non-preprofessional degree + 84 semester credits)
Year of the previous visit: 2016

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Dean Thomas Hanrahan

Provost: Kirk Pillow

President of the institution: France Bronet

Individual submitting the Interim Progress Report: Dean Thomas Hanrahan

Name of individual(s) to whom questions should be directed: Dean Thomas Hanrahan

Current term of accreditation: 2024

1. Progress in Addressing Not-Met Conditions and Student Performance Criteria

B.1 Pre-Design

2016 Team Assessment:

B. Arch: The team found no evidence that students had learned to prepare a comprehensive program for an architectural project, either in the course indicated (ARCH 301 Comprehensive Design 1) or in any other B. Arch examples of student work. The team did not find evidence that programming had been presented or discussed in the coursework. Examples of zoning analyses and code examinations were evident in some student work, but unclear even in many High Pass examples. There was little evidence that the students had solved site selection problems or conducted comprehensive site analyses. None of the comprehensive design projects included north arrows, which made it difficult, at best, to evaluate any project's response to climatic conditions.

M. Arch: The team found that, while site conditions were explored in ARCH 703 Design Studio 3, there was no evidence of student ability to develop a program based on the assessment of client and user needs or to prepare an inventory of spaces, either in the courses indicated or elsewhere.

Pratt Institute, 2018 Response: B. Arch Program: Since the last NAAB visit, the third-year fall design studio re-evaluated the design problem itself and looked for a new project site and stakeholder narrative in order to address the condition of Pre-Design. The new site is a small 140'x113' free standing block at the base of the Brooklyn Bridge in Brooklyn, NY. The block has a landmarked civil war era building on part of the block which requires an adaptive re-use strategy for the project solution. The project itself is for a new satellite dormitory for a small college located in downtown Brooklyn. It requires a program analysis of its occupants in order to determine a design concept solution. The following areas have been strengthened. Design students are expected to evaluate the programmatic requirements for a dormitory with either single or double room occupancy with a minimum of 150 beds. Additional consideration of the ground floor public and private spaces as well as determining social strategies for sharing commonly utilized spaces is required. As the dormitory serves as a satellite from the main campus, the design students can define the sub-group or specialty of the occupants, whether it be from academics, sports or another area of programmatic consideration. As the site is an independent small block, the investigation of the zoning envelope as well as the sustainability requirements will be required. Design analysis will include sun-shade investigations, shadow studies of existing buildings effect on the site, heat gain analysis for façade systems, material selections, and a review of landmark building requirements. We continue with the analysis of applicable codes and standards in relationship to the project as well as the evaluation of structural and mechanical systems selection for the project.

M.Arch Program: Since the last NAAB visit the program has made improvements to the second-year fall design studio (Arch 703 Design 3) and working to address the issue noted in the report citing a lack of "student ability to develop a program based on the assessment of client and user needs or to prepare an inventory of spaces, either in the courses indicated or elsewhere." The following adjustments have been made to address these concerns: The program and site of Arch 703 Design 3 has traditionally been residential. Starting 2016 we shifted sites while maintaining the strengths of pre-design noted in the report. Working in one of the most challenging and growing urban areas in NYC, students are expected to evaluate the programmatic requirements for a high rise residential tower on a 37,910 sf site in one of the densest areas of downtown Brooklyn. Students are asked to develop a mixed-use tower combining 70% residential and 30% work in addition to parking, public and semi-public amenities. Students are asked to develop the specific programming aspects in regard to unit types as well as the combination of live / work conditions anticipating specific users. The overall unit mix and spectrum of work space types are developed in tandem with urban concepts that respond to the community and the specificities of the proposition's users. In Fall 2018 a collaboration was created with a decorated, innovative, young, local development company whose work is notable for proposing mixed use residential towers at no cost to the city. Their propositions (now approved) are among the tallest in the city while simultaneously amplifying their degree of inclusive, community participation in the development of the program and user needs. Together with our coordinators and faculty, both principals participated in site selection exercises, programmatic development and the articulation of specific user groups; in addition to working directly with students at key points in the semester providing feedback and input.

B.10 Financial Considerations (B. Arch. only)

2016 Team Assessment:

B. Arch: While the team found evidence that students were exposed to cost estimating examples and project schedules in ARCH 363 Professional Practice, the team did not find sufficient evidence that the students came to understand how to consider project financing, feasibility, operational costs, or life-cycle analysis.

Pratt Institute, 2018 Response: The Professional Practice course has revamped its lectures and exams to support the students understanding of project financial planning and methods, as well as business operational costs and project life-cycle costs. The areas already in place were building material costs & labor, construction cost estimating and project construction scheduling. We are also applying these topics and their analysis to our building system course to further discuss how these topics emerge across curriculum area groups.

D.3 Business Practices (M. Arch. only)

2016 Team Assessment:

M. Arch: While evidence of student achievement at the prescribed level was found in student High Pass work prepared for ARCH 861 Professional Practice, comprehension of the material was not demonstrated in Low Pass examples.

Pratt Institute, 2018 Response: The report noted that the comprehension of Business Practices (as defined in the report) was demonstrated in high pass levels but was not “demonstrated in Low Pass examples” within the course Arch 861 - Professional Practice. To improve upon comprehension for all students, they are (now) asked to assess specific business models based upon contemporary case studies. Students prepare assignments that assess business practice (as described above) and during pin-up these are presented, discussed and viewed through the lens of contemporary practice; contracts, ethics and overall project understanding and roles within the practice of architecture.

II.4.1 Statement on NAAB-Accredited Degrees

2016 Team Assessment: While the correct language was present on the Pratt Institute website (<https://www.pratt.edu/uploads/naabaccreditedprograms.pdf>), the printed course catalogs for prospective students had altered the statement and/or had an out-of-date statement.

Pratt Institute, 2018 Response: The Visiting Team noted that the NAAB statement on Accredited Degrees was present on the website, but missing updated language in the 2016 bulletin. Attachment 1 shows excerpts from the 2017 undergraduate and graduate bulletins with current language from the NAAB Conditions and Procedures.

II.4.5 ARE Pass Rates

2016 Team Assessment: No evidence was found on the pratt.edu domain that linked to the NCARB in reference to ARE pass rates.

Pratt Institute, 2018 Response: The Visiting Team noted that the Pratt website did not publish ARE pass rates or provide a link to the NCARB site where rates are published. The website has been updated and provides both a link to the NCARB as well as summary of pass rates from the last 4 years. Attachment 2 is the summary that is now shown on the Pratt website.

2. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Pratt Institute, 2018 Response: The Board of Trustees appointed Frances Bronet as president in January 2018.

3. Summary of Activities in Response to Changes in the NAAB Conditions

2014 NAAB Conditions

Pratt Institute, 2018 update: Not Applicable

4. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

Pratt Institute, 2018 update: Please note that this template format has restricted our capacity to attach documents in their original format. Syllabi have been copied into the template as M.Word text and may not appear in their original formatted layout. Attachment 1: 2017 Undergraduate and Graduate Bulletin Statements for NAAB accredited program. Attachment 2: Summary of ARE Pass Rates presented on the Pratt website. Attachment 3: B. Arch 301. Attachment 4: B. Arch 363. Attachment 5: M. Arch 703. Attachment 6: M. Arch 861.

Attachment 1: 2017 Bulletin Excerpts with Statements for NAAB Accredited Programs

Undergraduate architecture is a five-year accredited Bachelor of Architecture program that prepares students with an early interest in architecture to become leading professional practitioners. Students at Pratt learn that architecture is a meaningful cultural contribution, requiring both imagination and material realization within a larger social and ethical context. The five-year design sequence offers a thorough foundation in architecture, integrating critical thinking, design, technology, building, representation, and social responsibility.

Students strive for creative and intellectual independence and inspired architectural research. Firmly committed to contemporary material practices, the program is currently developing initiatives to integrate new technologies into the curriculum.

The Bachelor of Architecture program is a fully accredited five-year professional program, and has been ranked among the top fifteen programs in the United States by *DesignIntelligence* every year since 2000. The program received an eight-year reaccreditation in fall 2016.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture, offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Pratt Institute, School of Architecture, Undergraduate Architecture department offers the following NAAB-accredited degree programs: B. Arch. (170 undergraduate credits). The next accreditation visit for all programs is 2024.

The 3-year Master of Architecture program is also a fully accredited professional program for students seeking licensure to practice architecture.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with US regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established education standards.

*Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The Pratt Institute School of Architecture offers the following NAAB-accredited programs:

BArch (174 credits)

MArch (Preprofessional degree + 56 graduate credits)

MArch (Non-preprofessional degree + 84 graduate credits)

The next accreditation visit for all programs: 2024.

The School of Architecture is home to other graduate programs in related disciplines. The graduate planning program is accredited by the Planning Accreditation Board and offers a two-year Master of Science degree in City and Regional Planning.

Other Master of Science degree programs include Facilities Management, Real Estate Practice, Historic Preservation, Sustainable Environmental Systems, and Urban Placemaking Management.

The School of Architecture reserves the right to temporarily retain during the academic year, for exhibition and classroom purposes, representative work of any student enrolled in its programs.

PRATT Department of Graduate Architecture & Urban Design

PRATT Department of Undergraduate Architecture

Attachment 2: ARE Pass Rates Published on the Pratt Website

PRATT INSTITUTE SCHOOL OF ARCHITECTURE				
NCARB ARE PASS RATES		ARE 5.0		
	2014	2015	2016	2017
Construction & Evaluation	-	-	-	38%
Practice Management	-	-	-	34%
Programing & Analysis	-	-	-	39%
Project Development & Documentation	-	-	50%	35%
Project Management	-	-	-	46%
Project Planning & Design	-	-	-	
ARE 4.0				
	2014	2015	2016	2017
Building Design & Construction Services	60%	65%	63%	50%
Building Systems	63%	56%	65%	45%
Construction Documents & Services	55%	50%	44%	42%
Programing, Planning & Practice	55%	52%	50%	44%
Schematic Design	73%	76%	76%	69%
Site Planning & Design	59%	53%	57%	56%
Structural Systems	55%	67%	62%	57%

dormitory

Credits:	5
Type of Course:	UA Core - Required Studio
Class Meetings:	M/Th 2:00 to 6:00pm
Prerequisites:	Successful Completion of Arch 201 + 202
Enrollment Capacity:	12

Instructor	Section	Time	Location	Consultant
Lawrence Zeroth-Coordinator	Arch 301.01	M/Th 02:00pm-06:00pm	HHS XXX	Group – A
Michael Trencher	Arch 301.02	M/Th 02:00pm-06:00pm	HHS XXX	Group – A
Sal Tranchina	Arch 301.03	M/Th 02:00pm-06:00pm	HHS XXX	Group – A
Beth O'Neill	Arch 301.04	M/Th 02:00pm-06:00pm	HHS XXX	Group – A
Andrew Lyon	Arch 301.05	M/Th 02:00pm-06:00pm	HHS XXX	Group – A
Eunjeong Seong	Arch 301.06	M/Th 02:00pm-06:00pm	HHS XXX	Group – B
Ron DiDonno	Arch 301.07	M/Th 02:00pm-06:00pm	HHS XXX	Group – B
Leonard Leung	Arch 301.08	M/Th 02:00pm-06:00pm	HHS XXX	Group – B
Donald Cromley	Arch 301.09	M/Th 02:00pm-06:00pm	HHS XXX	Group – B
Gonzalo Carbajo	Arch 301.10	M/Th 02:00pm-06:00pm	HHS XXX	Group – B
Consultants				
Scott Lomax	Arch 301.13	Structural		
Erik Verboon	Arch 301.14	Façade		
David Jones	Arch 301.15	MEP		
Christina Chu-Garcia	Arch 301.16	Structural		
Markus Wilmers	Arch 301.17	Façade		
Chris Brokaw	Arch 301.18	MEP		

COURSE OVERVIEW

Building on the first year's production in formal systems; exploration in analog and digital ways to discover one's own design approach and formulate an architectural concept, and second year's investigation into **spatial + structural systems**, implicated by organizational **typology** that encourages students to read buildings through the language of plan + section, the third-year studio challenges students to demonstrate the ability to produce a highly developed and comprehensive architectural project of moderate programmatic complexity. Strategies of organization and systems of structure, facade, MEP and life safety, as well the formulation of social concepts applicable to communal living are explored. The curriculum will expose students to architectural design through typology along with relevant 20th and 21st century architectural theory and paradigms.

The programmatic subject of the semester, **dwelling**, encourages investigations into the political, formal, and social aspects of the ever-dissolving line between the **private and public sphere**. Attitudes will be tested through design exercises focusing on the insertion of various public + semi-public programs into the sphere of domesticity as a means of **interrogating/questioning** existing norms. Questions will be centered on the student's attitude toward innovations in and around the way the dweller interacts within the **social environment at multiple scales**.

With third-year grants access to professional **consultants**. One on one, in-studio reviews establish a consistent competency across all sections. Each consultant will present a lecture structured around system strategies applicable to the studio project and site.

COURSE DESCRIPTION

The pedagogical objective of the third-year core design studio focuses on the comprehension of the technical aspects of design, systems, and materials and application of this thinking to a resolved architectural proposal – see NAAB SPC below for specific requirements. This studio explores the social, economic, material, cultural and architectural issues intrinsic to the program of **dwelling** and the **university dormitory type**.

The project for the semester is to design a **150-bed undergraduate dormitory** for St. Francis college, a private, co-educational college located in Brooklyn Heights. The site, a 15,675 SF full block, is a short walk from the Dumbo campus. Currently, the site contains several one and two-story buildings, (to be demolished) and an 1861 pre-Civil War, landmarked, five-story historic building that must remain and be adaptively reused. Projects are required to engage this existing landmarked building; with units, communal kitchen or program/s selected by the students. Students will engage design issues at the scale of the individual dwelling unit, the assembled building, the shared block. A final design is expected to perform not just as formal and tectonic invention, but as a critical investigation of social culture.

Working closely with a MEP consultant, students will be encouraged to take into consideration the Mayoral administration's *PlaNYC 2030* and the Greater Green Buildings plan to substantially decrease the energy consumption of New York City's buildings, reduce the reliance on fossil fuels and lower greenhouse gas emissions. The design of the dormitory should implement innovative sustainable design strategies including but not limited to increased thermal performance and the generation of on-site renewable power. Go to www.nyc.gov/html/planyc2030 and <http://www.nyc.gov/html/gbee>

EXERCISE SYNOPSIS

A series of spatial practice exercises designed to give students an understanding of systems employed in the design of the dormitory are prescribed. These exercises progress part to whole.

PROGRAM EXERCISE A1 - UNIT REQUIREMENTS AND PUBLIC SPACE PROGRAM

SPATIAL PRACTICE EXERCISE A2 - PRECEDENT ANALYSIS

SPATIAL PRACTICE EXERCISE A3 - UNIT AGGREGATION

SPATIAL PRACTICE EXERCISE A4 - FACADE DESIGN

DESIGN PROJECT A - CURATION FOR MIDTERM REVIEW

DESIGN PROJECT B - FINAL PROJECT

INSTITUTE POLICIES

Students must adhere to all Institution-wide policies listed in the Bulletin under 'Community Standards' which include policies on attendance, academic integrity, plagiarism, computer, and network use.

Students who require special accommodations for disabilities must obtain clearance from the Learning/Access Center at the beginning of the semester. They should contact lac@pratt.edu, or visit the L/AC office currently located in the Health and Counseling Office, on the first floor Willoughby Hall, suite 117, 718-802-3123. <https://www.pratt.edu/student-life/student-affairs/learning-access-center/>

School of Architecture: Studio Culture Policy, 01/2011

The National Architectural Accrediting Board (NAAB) asks that all schools of architecture have a written policy that describes the culture of the design studio and the expectations of students and faculty involved in studio-based education. This policy should be based on the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff. The design studio in the architecture programs is at the core of a student's educational experience at Pratt. The design studio at Pratt is shaped by the three guiding principles of creativity, community, and commitment, incorporating all of the fundamental and positive values of a studio-based education.

* For complete policy, go to <https://www.pratt.edu/academics/architecture/studio-culture/>

Attendance

Students are expected to attend all classes and critiques and commit the appropriate amount of time to develop their designs. Quality of time spent on studio work is more important than quantity, and students should manage their time wisely in order to effectively complete all of their work. Students are excused from class for medical, religious or family emergencies only. **Faculty uses their discretion to excuse any other absences, but even a single unexcused absence can result in a lowered grade or failure.**

Grading matrix:

Exercise	% of partial grade	Final Grade	Grade %
Design Exercise 01	10%	Deliverables	90%
Design Exercise 02	10%	Participation	5%
Design Exercise 03	10%	Improvement	5%
Design Exercise 04	10%		
Curation for Midterm	10%		
Building Design- Final Review	40%		

Course Requirements & Grading Criteria

- **Working in studio is MANDATORY.** Students must attend all studio meetings, arrive on time and work in the studio for the entire time period scheduled. Students are also required to attend the consultant lectures associated with the class.
- 3 unexcused absences will result in an automatic failure.
- Design of the assigned dormitory and its associated site, addressing the course objectives, program and comprehensive design studio criteria (see NAAB Student Performance Criteria)
- Timely completion and presentation of all exercises, including written project descriptions (final text as a lucid narrative), scaled and measured drawings such as plans, sections, elevations and models as assigned for each exercise by the studio instructor.
- Research and analysis of pertinent scientific, artistic and architectural precedents in response to each exercises requirement to enrich and ascertain a coherent conceptual, schematic and spatial investigation.
- Full documentation of the research and analysis, progress, and completed project

NAAB Student Performance Criteria 2014

Realm B: Building Practices, Technical Skills, and Knowledge.

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

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.

DESIGN EXERCISE A1 – UNIT / PUBLIC SPACE PROGRAM

“Ambient light, ambient air, no fuss about detail, awareness in a quiet way that the sweetness of functioning is architecture. ... In a real building, the light and the space and the air are one. Sniff the air, sense the space, know how to act. How to keep this sense of what is going on _ where the light and air is coming from, how to get in and out..., that is the question...”

A.+ P. Smithson, in: Changing the Art of Inhabitation, 1994

TIME: 2 1/2 WEEKS
ISSUE DATE: 8/27 (No Class 9/03)
DUE DATE: 9/13
FORMAT: INDIVIDUAL

INSTRUCTIONS

The initial exercise begins with **precedent analysis (typological)*** and challenges students with the **design of a unit type/s**; for single or multiple occupants (2 occupants max per bedroom, 4 bedrooms max (8 persons) as it applies to a suite. Each unit should include at a minimum the following amenities (see *considerations* below for complete list): Bathroom (suggested 2 persons/per bathroom), bed (space of sleep), desk (space of study), closet (space of storage) and an operable window (light and air). Students should investigate inclusion of additional amenities at local/macro level; i.e. shared kitchen space and/or common “living room”.

***The typological precedent component of this exercise is described below in Exercise A2 – Analysis. Thoroughly review exercise A2 for the list of precedents, considerations and deliverables due on 9/13 along with the unit design.**

ANALYTICAL REQUIREMENTS

What are the social implications of a shared space at the level of a room/suite? What are the implications (positive or negative) on “**personal space**”, **social interaction or loss of privacy** (to name a few) by the development of a shared dorm room vs single occupant? Investigate the client needs and access programmatic conditions associated for student dormitory requirements.

STRATEGIES FOR FORM/UNIT TYPES

To aid your understanding of a unit, measure in plan and elevation your place of residence. Include all elements; bathroom, kitchen, living, closets, desk, bed, furniture, etc. Provided **dimensioned drawings** illustrating your findings.

As a potential conceptual generator, select and research an analogue (some type of repeatable image/surface/texture/element; beehives, fabrics, nesting boxes, patterns, plants, puzzles, stacking games, kaleidoscopes, animal swarming patterns (bird flocks, fish schools, bee swarms) etc. that yield both formal and organizational traits applicable to all facets of the dormitory (both 2D and 3D) starting with the unit.

Diagram how your analogue performs (folding, nesting, layering, draping, tessellating) and develop a model in Rhino. Test notions of dwelling of the single/multiple both in plan and section. How does the analogue mediate your units? (Remember, the unit design tends to be influenced by not only its internal/social demands the previous exercise addresses, but also its ability to be iterated and its role in the aggregated multiple (form) and façade.

How can the analogue be used as a mediator of public/private from the micro to the macro: from the bed, to the room, to the separation/interaction of units, separation/interaction of public/private, to the aggregation of the building, to the components (circulation/infrastructure) and to the façade?

PROGRAMMATIC CONSIDERATIONS

Bathroom: 8' x 5' (size can vary based on fixture arrangement)

Include a shower, toilet and sink (*see below if developing communal bathrooms)

12" clear chase (void) behind plumbing lines in bathroom

Exhaust vent from bathroom ceiling/wall ducted to chase

Mechanical fan coil unit: Horizontal unit above dropped bathroom ceiling 38"x24"x11" D

Vertical unit in closet: 24"x24"x72" H

Supply air duct run from mechanical unit to room/s being served

See MEP list of requirements for Mechanical unit size

Kitchen in multi-person suite (**see below if developing communal kitchen)

Common area (if developing multi-person suite)

Bed: size TBD. If multiple beds in one room, investigate separation/privacy component

Operable window for natural light/air

Closet: 24" deep, length TBD, (storage of occupant's possessions)

Desk for studying

Doors: 36" wide

Walls: interior partition walls draw at 6"

***Plumbing fixture count if communal:**

Water Closet: 1 Male + 1 Female toilet per 10 students

Lavatory: 1 per 10 students

Shower: 1 per 8 students

****Communal kitchen:**

Optimal: 1 per 12 students

A1 DELIVERABLES: 9/13

The number of drawings and sheet size TBD based on how to best represent your design. Listed below are the required minimums. Each item presented should be choreographed so that it is consistent across all sheets and topics. See A2 Deliverables for requirements of A1.2, A1.3 and A1.4. All drawings to be at 1 / 4" = 1' - 0"

A1.1 Place of residence: Measured plan and section:

A1.2 Precedent: Plan / section / elevation (See A2)

A1.3 Precedent: 3D Rhino diagram analysis (See A2)

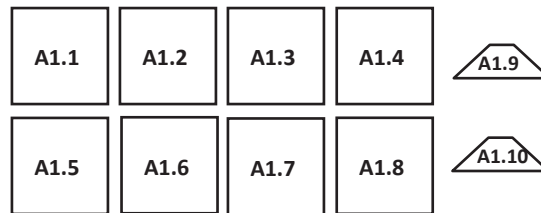
A1.4 Precedent: Systems/ Programmatic analysis (See A2)

- A1.5 Unit Design: Diagram - Concept / Analogue
- A1.6 Unit Design: Diagram - Analogue performance (folding, layering)
- A1.7 Unit Design: Plan and section
- A1.8 Unit Design: Plan and section

Model - 3D printed or laser cut

- A1.9 Concept Model
- A1.10 Unit model @ 1 / 4" = 1' – 0"

PIN UP DIAGRAM:



EXERCISE A2 – ANALYSIS

Analytical Requirements:

- *the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.
- *the separating of any material or abstract entity into its constituent elements (opposed to synthesis).
- *a detailed examination of anything complex in order to understand its nature or to determine its essential features
- * site analysis for environmental systems support, material selection for façade systems, and all zoning requirements

TIME: 1 WEEK
ISSUE DATE: 9/13
DUE DATE: 9/20
FORMAT: INDIVIDUAL

CATAGORIES

- A. Dwelling Precedent (To be completed as part of Exercise A1 along with unit design)
- B. Adaptive Reuse Precedent
- C. Site - Historical & Environmental Criteria
- D. Program – Existing, Client and Community/Institutional based Need

A. DWELLING PRECEDENT (To be completed as part of exercise A1)

INSTRUCTIONS

Individual student or team (at the discretion of critic) is to address **EACH** of the categories listed above; Site, adaptive reuse, etc. Use the considerations below as a means to analyze the selected project/item: using only those that are emblematic of important characteristics of the chosen precedent/investigation. As an example, Le Corbusier's Unite de Habitation might be examined through its unit design and communal facilities under the "spatial systems" category and its corridor type (double loaded) and sectional organization (skip stop) under the "organizational systems" category.

CONSIDERATIONS:

Spatial Systems Unit Design – single orientation, double orientation, etc.
 Interior space/exterior space
 Core elements – bath/kitchen in relation to living space
 Communal space/private space

Organizational Systems	Programmatic solutions from client needs studies Single unit to cluster/whole Core elements to open space (interior/exterior) Corridor type – single loaded, double loaded, etc. Sectional organization – skip stop, split level, etc.
Structural Systems	Pre-Fabricated vs Poured in Place Concrete Cantilever, structural skin, bearing walls/column grid
Environmental Systems	Passive vs active systems – control of natural light and ventilation Wet wall / Mechanical shaft locations and acoustics
Facade Systems	Prefabricated components Sun control / Rainscreen Vertical PV or ST panels for electricity or hot water generation Individual vs. collective expression Fenestration patterns and color, flexibility of skin

LIST OF PRECEDENTS: DWELLING

Alvar Aalto, Senior Dormitory [Baker House], MIT, Cambridge MA, 1947-48

Ricardo Bofill, Walden 7, Barcelona, 1975

Jose Antonio Corderch, Apartment Building in Barceloneta, Barcelona, Spain, 1951

Charles Correa, Kanchanjunga, Mumbai, 1983

Delugan_Meissl Architects, Townhouse, Wimberggasse, Vienna, Austria, 2001

Neil Denari, HL23, New York, NY, 2011

FOA, Carabanchel Housing, Madrid, Spain, 2007

Zaha Hadid, Spittelau Viaducts Housing Project, Vienna, Austria 1994-2005

Herzog and de Meuron, Apartment Buildings on Rue des Suisses, Paris, France, 1996-2000

Herzog and de Meuron, 56 Leonard Street Tower, NYC, Currently under construction

HVDN Architecten, Qubic Student Housing, Houthavens Dockland, Netherlands, 2005

Philippe Gazeau, Housing Rue de l'Ourcq, Paris, France, 1990

Steven Holl, Linked Hybrid, Beijing China, 2010

Steven Holl, Nexus World Housing, Fukuoka, Japan, 1991

Steven Holl, Simmons Hall, MIT, Cambridge MA, 1999-2002

Louis I Kahn, Dormitory [Erdman Hall], Bryn Mawr College, Bryn Mawr PA, 1960-64

Le Corbusier, Unite de Habitation, Marseille, France, 1947-1949

Le Corbusier, Le Pavillon Suisse, Cite Internationale Universitaire, Paris, 1930-32

LTL Architects, Bornheutter Hall, Wooster OH, 2004

Enric Miralles, Six Dwellings in Borneo Eiland, Amsterdam, Netherlands, 1996-2000

Mark Mack, Nexus World Housing, Fukuoka, Japan, 1991

Luigi Moretti, Residential and Office Complex, Corso Italia, Milan, 1949-56

Morphosis, Graduate House Dormitory, Toronto, Canada, 2001

Morphosis, Madrid Public Housing, Spain, 2009

MVRDV, Balcony Dwellings, Zoetermeer & Double House, Netherlands, 1997

MVRDV / Blanca Leo, Celosia Housing, Madrid, Spain, 2009

MVRDV, Parkrand, Geuzenveld, Amsterdam, The Netherlands, 2006

MVRDV, Mirador de Sanchinarro, Madrid, 2005

MVRDV, Silodam, Amsterdam, The Netherlands, 2006

MVRDV, Wozoco, Amsterdam, The Netherlands, 1997

Jean Nouvel, Nemausus Housing, Nimes, France, 1985-1987

Office dA, Northpoint Housing Community, Cambridge, MA, 2003

OMA, Nexus World Housing, Fukuoka, Japan, 1991

PLOT Architects, VM Houses, Copenhagen, Denmark, , 2004-2005

Paul Rudolph, Colonnade Condominiums, Singapore, 1980

Hans Scharoun, Romeo and Juliet Housing, Stuttgart, 1954-59

Stanley Saitowitz, Yerba Buena Lofts, San Francisco, CA, 2004

SANNA, Gifu Kitagata Apartment Building, Motosu, Japan, 1994/1998

Jose Luis Sert, Married Student Dormitories [Peabody Terrace], Cambridge MA - 1962-64

Moshe Safdie, Habitat, Montreal, Canada, 1967

Alvaro Siza, Zaida Building and Courtyard House, Granada Spain, 1993-2006

James Stirling, Queens College Dormitory, Oxford University, Oxford, 1966

Urbanus, Tulou Collective Housing, Guangdong Nanhai, Guangzhou, China, 2008

Frits van Dongen (CIE), The Whale, Amsterdam, 2000

B. ADAPTIVE REUSE

Adaptive reuse ranges from reinventing an old school building to re-appropriating shipping containers as homes. At its core, the concept is about **repurposing** an old building into something new. Adaptive reuse differs from renovation in one important way: not only are **buildings transformed, but this second life is drastically different in purpose from the first**; factories are converted into offices, warehouses into shopping markets. One clear local reference is the High Line, previously an old, dilapidated railroad reprogrammed into a linear park. A transformation that has sparked a newly revitalized neighborhood.

INSTRUCTIONS:

Each student is to select and address an adaptive reuse precedent, either from the list below or one assigned by your instructor. As well, thoroughly examine the site and building documentation provided regarding 8 Old Fulton Street; AutoCAD drawings, maps, survey, etc. Use the considerations below as a means to analyze the selected precedent and documentation. In examining the precedent, the idea is to look at the cultural, economic, environmental, and architectural implications of these various structures and how these historic buildings been **innovatively repurposed**.

CONSIDERATIONS:

In examining the precedents below, take into consideration the following:

- Original use
- Historical nature / Landmarking
- Reprogramming / repurposing
- Reclamation / reuse of existing elements: structure, materials, etc.
- Transformation: at local and macro levels

In examining **8 Old Fulton**, analyze the following:

- Structure** – keep existing / add new
- Facade** – **maintain existing landmarked facades (W + N)**
 - Analysis of environmental consideration impact on project.
- Materiality** – exterior façade systems for environmental systems
- Reprogramming** – adaptive re-use studies for client/ programming
- Egress** – life safety requirements – stairs, ramps, dead end corridors, etc. and mediation of existing floors with new through use of ramps (Higgins hall as precedent)
- Existing plans / sections / elevations (AutoCAD)
- 3D Rhino model

List of Precedents – NYC

Higgins Hall – Steven Holl

Morgan Library – Renzo Piano

St. Ann's Warehouse - Marvel Architects
Pioneer works – Trimble Architects
BRIC Arts Media House in Brooklyn - Leeser Architecture

Old American Can Factory in Gowanus - XO Projects

Park Avenue Armory – Herzog & de Meuron Architects

List of Precedents – International

Zeitz MOCAA - Cape Town, South Africa – Thomas Heatherwick

Kanaal, Antwerp, Belgium- Axel Vervoordt, Bogdan & Van Broeck, Coussée & Goris

Mout Foodhall, Hilversum, The Netherlands – Zecc Architecten

Tate Modern, London - Herzog & de Meuron

The Warehouse Hotel, Singapore – Zarch Collaborative

The Steel Yard, Providence, RI – KMDG Architects

The Goat Farm Arts Center, Atlanta, Georgia – Edward Van Winkle

The Green Building, Louisville, Kentucky – (fer) Studio

The Silo, Denmark – Cobe Architects

C. SITE

INSTRUCTIONS:

Each student is to visit St. Frances college and the site. Walk the area (notice a topographic change of the site), walk the Brooklyn Bridge (giving elevated views), photograph, etc. Visit Pierhouse, 1 hotel Brooklyn Bridge and St. Ann's warehouse (adaptive reuse of the former Church of St Ann), all by Marvel Architects. Visiting the site will give you a sense of the neighborhood, its livelihood, how it is changing and give you a clue regarding programmatic insertions.

Readings: "Program Primer v1.0" by Wood and Andraos

CONSIDERATIONS

Environmental/Context	Site Plan of 8 Old Fulton Street 3D Rhino model of 8 Old Fulton Spatial Context – 3D Figure Ground of Immediate Area Transportation Network: Subway access, Pedestrian Routes Sun/ Shadow and Orientation, Views Zoning envelope Flood plain documentation
Historical Analysis	Cultural, Infrastructural, Historical Mapping Historical underpinnings of 8 Old Fulton St. Transformation of 8 Old Fulton St. Landmark Status – Building and District

D. PROGRAM

INSTRUCTIONS

Undertake a programmatic analysis of St. Francis College campus/curriculum to clearly understand the institutes facilities (or lack thereof) **and propose a minimum of 3 programs** applicable to the dormitory project. Students are to incorporate programs which enhance the "social life" of its inhabitants (private to the institution) and/or programs applicable to the general public. The

insertion of “public” or “community” program/s should act as a means of provocation; to interrogate/alter preconceived assumptions of student life.

PROGRAMMATIC CONSIDERATIONS & DEVELOPMENT

Program Analysis / Proposal
(in addition to unit study)

St. Francis College: Programmatic analysis of public space for client
Programmatic insertions (Public/ Brooklyn street level and Private/ client)
Development of programs to enhance “social life” of inhabitants

A2 DELIVERABLES: 9/20

The number of drawings and sheet size TBD based on how to best represent your design. Listed below are the required minimums. Each item presented should be choreographed so that it is consistent across all sheets and topics.

Students are required to develop a 3D Rhino model of a key precedent component of the precedent, i.e. unit / unit aggregation, circulation, programmatic relationship of public/private, etc. It is important to find the “idea” in the precedent and present how it has driven the project. In presenting, it is important to diagram your findings rather than just photocopying images. All drawings/diagrams should acquire a key set of terms or “traits” classifying the conceptual value of the material. Analysis, as previously written, is making a critical assessment, not just re-presenting found images.

B. ADAPTIVE REUSE

- A2.1 Precedent: Program analysis/history
- A2.2 Precedent: Diagram – Reuse/transformation, etc.
- A2.3 8 Old Fulton: System Analysis diagram
- A2.4 8 Old Fulton: System Analysis diagram

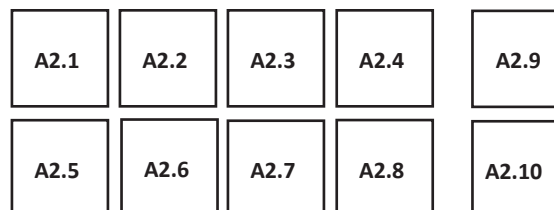
C. SITE

- A2.5 Environmental: Findings
- A2.6 Environmental: Photos, networks
- A2.7 Environmental: Diagrams (pedestrian, sun, etc.)
- A2.8 Historical: Findings (maps, transformations, networks)

D. PROGRAM

- A2.9 Existing program analysis
- A2.10 Proposed programs/ precedents

PIN UP DIAGRAM:



DESIGN EXERCISE A3 – UNIT ORGANIZATION / AGGREGATION

Mat-building can be said to epitomize the anonymous collective: where the functions come to enrich the fabric, and the individual gains new freedoms of action through a new and shuffled order, based on interconnection, close-knit patterns of association, and possibilities for growth, diminution and change.

-Alison Smithson, *Mat-Building*

TIME: 2 WEEKS
ISSUE DATE: 9/20
DUE DATE: 10/04
FORMAT: TEAM

Because of the exigencies of the comprehensive studio – the need to technically develop a highly articulate building proposal– students will work with two parallel/overlapping systems that take on the program of housing. Assuming that the structural system for this building type remains relatively normative, the opportunities lie in the interstitial spaces between units **and** the articulation of the facade (wall and roof).

INSTRUCTIONS

Read Wes Jones “Towards a Loose Modularity” and Roger Sherwood’s “Introduction to Modern Housing Prototypes”. Develop different unit plans and section aggregation strategies using 2D diagrams and foam models with the goal to create a tightly packed “slab”. Incorporate single and/or double loaded corridor and vertical circulation systems to create interlocking solid and void assemblages.

Develop a 12” long x 6” high x 2.5” deep aerated slab out of 2” wide x 4” deep x 1” cut foam blocks. This aggregation should have the potential to organize how outdoor balconies, communal spaces and circulation are brought into the mass of building.

*In developing your aggregated model, it is important to take into consideration all required building wide components; egress stairs and bulkheads, elevators (passenger and service) egress/entry doors (airlock), required MEP spaces (see list provided) at the levels of roof, each floor, and cellar. These elements should be included in your response.

OPPORTUNITIES

How does orientation, view and access to shared communal spaces, shared economy or natural/unnatural codependence ultimately affect/interrogate the choice of a unit type and organizational strategy for the block? How do these factors create porosity in the block? Each group to take into consideration that certain parts are major; Units – Social Spaces – Circulation, others are secondary and tertiary. It should be noted that not all parts are equal, or have equal effect, but all are important to the development of your building.

CONSIDERATIONS:

- Unit stacking / offsetting / combinatorial opportunities
- Porosity between units
- Circulation strategies: horizontal and vertical
 - Required by building code:
 - Fire Stairs (enclosing wall 12” thick)
 - Ramps
 - Courtesy: Stairs and ramps
 - Single/double loaded corridor
 - Skip stop floor

Elevators (enclosing wall 12" thick)
Legal light and air
Exterior balcony
Programming of "common space"
Communal kitchens/Bathrooms: located back to back or "ganged"
Building wide service requirements: See MEP list
Attitude towards repurposing of 8 Old Fulton St

A3 DELIVERABLES: 10/04

The number of drawings and sheet size TBD based on how to best represent your design. Listed below are the required minimums. Each item presented should be choreographed so that it is consistent across all sheets and topics. Provide process models, drawings and diagrams to thoroughly present concept and process

Drawings to be at 1/8" = 1'-0"

Floor plan/s: Draw a typical floor plan/s including unit types (show diagrammatic kitchen and bathroom), egress stairs, ramps, courtesy stairs and ramps and elevators.

Sections: longitudinal and transverse (2) through a minimum of 4 floors of your aggregation

Diagrams: 3D Rhino model of important component/s; Circulation, aggregation, etc.

Model: 12" long x 6" high x 2.5" deep, wire cut foam blocks.

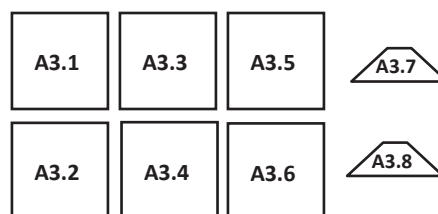
Conceptual diagrammatic model (scale TBD)

- A3.1 Diagram - Concept
- A3.2 Diagram - Component/s: circulation, aggregation
- A3.3 Floor plan: typical
- A3.4 Floor plan: alternate option
- A3.5 Section: typical
- A3.6 Section: alternate option

Model - 3D printed or laser cut

- A3.7 Concept Model
- A3.8 Model 12" x 6" x 2.5" foam

PIN UP DIAGRAM:



DESIGN EXERCISE A4 – FACADE DESIGN

"The first gesture of an architect is to draw a perimeter; in other words, to separate the microclimate from the macro space outside. This in itself is a sacred act. Architecture in itself conveys this idea of limiting space. It's a limit between the finite and the infinite. From this point of view, all architecture is sacred."

Mario Botta

TIME: 1 1/2 - 2 WEEKS
ISSUE DATE: 10/04
DUE DATE: 10/15 / 10/18 MIDTERMS
FORMAT: TEAM

INSTRUCTIONS

Continue the use of your idea or analogue that yields both formal and organizational traits for a potential facade/skin; an element that mediates interiority and exteriority. Diagram how your analogue performs (folding, nesting, layering, draping, tessellating) and develop a surface assembly model in Rhino. Students are challenged to develop two systems; the first, generating an intricate skin strategy; one that considers how adaptability/ customization is developed at the scale of the body to modulate light, air, privacy and environmental concerns (surface), and a second acting as an organizational strategy that addresses density/porosity – how these private outdoor balconies, shared interior spaces and circulation are brought into the mass of the block (space). The provocation is to conceptualize the surface as an intricate "thick 2D" assembly where skin and interior program conflate into a single organizational logic at multiple scales.

OPPORTUNITIES

How does this surface, through the use of your idea/analogue, have the potential to modulate light, air, and privacy through apertures, sun screening devices, balconies, etc.

CONSIDERATIONS

Windows: Light / Air / Views/engagement with context

Balcony

Solar mediation/Sun shading device: Brise Soleil

Occupation and Programming of "thick 2D" perimeter

Materiality

Read: Stan Allen's "Matt Urbanism: The Thick 2-D".

A4 DELIVERABLES: 10/15, 10/18

The number of drawings and sheet size TBD based on how to best represent your design. Listed below are the required minimums. It is important to draw the plan and section from exterior to conditioned space to demonstrate the programmatic/occupational potential of the façade.

A4.1 Diagram: Folding/tessellating/layering

A4.2 Plan @ 1/4" = 1'-0"

A4.3 Section @ 1/4" = 1'-0"

A4.4 Elevation @ 1/4" = 1'-0" (min 2 bays vert and horizontal)

Physical model

A4.5 1/4" = 1'-0", 12"x12"x2"

PIN UP DIAGRAM:



PROJECT EXERCISE A

DELIVERABLES: MIDTERM 10/15, 10/18

The midterm submission includes new requirements and those previously submitted for exercises A1 – A3 (*See below for exercise). Requirements for A4 are to be part of your midterm submission. Previously submitted elements should be revised based on prior reviews.

A5.1 Site Plan

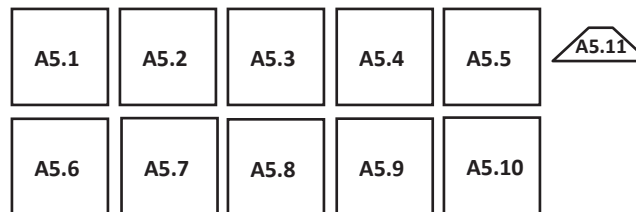
@ 1/32" = 1'-0"

A5.2	Site Section: Longitudinal Transverse	@ 1/32" = 1'- 0"	
A5.3	Unit Plan/s Unit Section/s	@ 1/4" = 1'- 0" *A1	
A5.4	Ground Floor Plan	@ 1/8" = 1'- 0" *A3	
A5.5	Upper Level Floor Plan	@ 1/8" = 1'- 0" *A3	
A5.6	Building Section: Longitudinal Building Section: Transverse Building Section: Transverse	@ 1/8" = 1'- 0" *A3	
A5.7	Building Elevation: #1 Building Elevation: #2	@ 1/8" = 1'- 0" *A4	
A5.8	Enlarged Facade Elevation	@ 1/4" = 1'- 0"	*A4
A5.9	Perspectives (4 total)		*A1
A5.10	Diagrams: Concept, Program		*A2

Model - 3D printed or laser cut

A5.11	Massing model/s	TBD
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PIN UP DIAGRAM:



Note: Additional process drawings and models developed over the first half of the semester should be choreographed into your midterm presentation.

PROJECT EXERCISE A

All drawings to include physical and spatial context (adjacent structures), north arrow, scale figures, and shadows where appropriate. See below for description of elements to be shown with each drawing.

A5.1	Site Plan – showing larger context w/ north arrow, relationship to Brooklyn Bridge, pedestrian/vehicular site access, environmental impact	1/32" = 1'-0"
A5.2	Site Sections – showing larger context: Longitudinal Transverse	1/32" = 1'-0"
A5.3	Unit Plan/s – showing all unit amenities/furniture Unit Elevation/ showing amenities and solar shading device	1/4" = 1'-0"
A5.4	Entry Level Floor Plan	1/8" = 1'-0"
A5.5	Typical Upper Level Floor Plan Floor plans to include 8 Old Fulton St (existing building to remain)	1/8" = 1'-0"

Provide min of two (2) egress stairs and elevators

All ramps to be 1:12

- A5.6 Building Section: Include context silhouette: One Longitudinal 1/8" = 1'-0"
Two Transverse
- A5.7 Building Elevations – Minimum 2 Elevation #1 1/8" = 1'-0"
Show apertures and sun shading device Elevation #2
- (Perspectives accepted in-lieu of elevations)
- A5.8 Exterior Enlarged Partial Unit/s elevation: Showing solar shading device 1/4" = 1'-0"
Represent 2 horizontal units and 2 vertical units (two floor chunk)
- A5.9 Perspectives: Four total: Two Interior
Two Exterior
- A5.10 Diagrams: Concept, Key Building Features, Program,
Circulation, etc. as Required
- A5.11 Massing Models

BIBLIOGRAPHY

Required Reference Books/Essays (* on book reserves and e-reserves @ library – go to <http://prattcat.pratt.edu/>, select “reserves” tab and submit “Arch 301” under course name. Essays can be downloaded from the e-reserves by selecting the title and then submit Pratt OneKey Username & Password)

- *Allen, Edward & Iano, Joseph. *The Architect’s Studio Companion, Rules of Thumb for Preliminary Design*. New York: John Wiley + Sons, 1995.
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Wright, Gwendolyn. *Building the Dream: A Social History of Housing in America*. Cambridge: MIT, 1983.

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PROJECT SCENARIO

ST. FRANCIS COLLEGE UNDERGRADUATE, FIRST YEAR RESIDENCE HALL

Housing is a subject inextricably interwoven with the city. The 20th century re-consideration of housing had to do with "the normalizing of the residential environment" and began as a reaction against the congestion and squalor of the industrial city. In New York City, early legislation focused on public health, safety, and fire protection and resulted in the institutionalizing of minimum standards which in turn promoted a larger set of social reforms aimed at improving the quality of urban life. The new law tenement act of 1901 set the first minimum requirements for light and air in order to call a space *habitable*. It also restricted how much an owner could build on his lot to within 70% of the total area. These are laws that remain in place today. The public housing act led to the government sponsorship of the construction of housing estates which were typically based on European models. In post-World War I Europe, housing and the house were *the* programs of modern architecture. Ideas of community settlement, standardization and mass production were embraced in this climate of rapid reconstruction, economic growth and political change. For Mies van der Rohe, Walter Gropius, JJP Oud, Le Corbusier and Alvar Aalto, housing was the program par excellence that consumed them.

A part of the research that went in to these projects was the need to determine minimum standards, and then create new typologies that were dense but at the same time performed as social condensers. From built-in storage and fold away beds to shared spaces like communal kitchens and exercise areas, innovations came from the parameters of the problems of housing. Le Corbusier went further in redefining the modern domestic interior by means of a sectional complexity. His overlapping volumes interrelated interior spaces but more importantly incorporated the exterior space of the garden and the street.

In New York City, state sponsored housing came to be typified by the projects of Robert Moses that are now our legacy – housing that was built primarily in concert with his new roadways. The demolition and removal of urban infrastructure and the introduction of isolated super blocks oriented against any immediate context were intended to provide an abundance of dwellings that guaranteed the basic standards and quality of life. These projects were generally embraced by a lower middle-

class public as great opportunities. Later there would be a reaction to this typology and scale as exemplified by the social engineering, financial mismanagement and ultimate demolition of the Pruitt-Igoe housing project in St Louis. Categorized as a programmatic failure, John McMorrough describes this as “what architecture has been least equipped to face, the inhabitation of the social after the realization of the schematic.” Housing research is ongoing as cities continue to be the locus for economic, educational and cultural production.

Several questions might then be asked of the urban housing program:

1. How might a design methodology be developed that can “accommodate the force of necessity (function, program), without becoming repressive of the other unforeseen purposes and activities” that the dormitory type can engender? (see Jones, *Towards a Loose Modularity*).
2. How can it do so as to promote social interaction at many scales from the individual to the collective?
3. What are the expressive spatial and tectonic potentials of this approach?

PROGRAM SCENARIO

The design of **medium density** dormitory housing is an opportunity to investigate three problems:

1. *What it means to dwell within an urban area:*

Internally – the apartment typology, the nature of its household composition, an articulation of the live/study arrangement and the promise of shared communal spaces. Who are the occupants and what are their needs.

Externally – the visual and physical relationship to outdoor space, environmental conditions and surrounding context.

2. *An investigation of form as a response to multiple limitations:*

Formulating a building project from the opportunities presented by the safeguards and restrictions that governmental authorities prescribed for multiple dwellings.

3. *The idea of an architectural identity expressed through facade:*

Understanding the external skin as a unique overlaid system of relationships – environmental, social, organizational, tectonic, etc.

This project is also an opportunity to experiment with modularity – spatially in the relationship of the unit design and its assembly – but also constructively by articulating a kit of parts for the fabrication of a variable exterior wall/skin/facade. By using new construction processes and technologies, one may gain the benefits of efficiency, economy, and flexibility while respecting the needs for quality, personalization and sustainability.

The proposal will be for single or multiple dwelling unit types: from studios to a 2-bedroom apartment with a kitchen. Aspects/components of the units/size of units to be determined on an individual basis. It is not precluded from having units of different dimensions, e.g., studios for instance in order resolve the irregular aspects of unit assemblage but the exception is not intended to become a programmatic rule. However, invention of new social scenarios, e.g., 4-bedroom suites for instance in lieu of 2-bedroom units is encouraged, provided bed count is maintained. If adaptations are made to the program, equal amenities must also be considered, e.g., shared kitchens would be larger to accommodate 8 students as opposed to 2. It should also be noted that any modifications to the dwelling unit type and dormitory program must be part of the theoretical argument and should be approved by the studio instructor. The grouping of units should reflect the conceptual intent of the project while maintaining urban density and responding to critical regulations. Each dwelling should take advantage of natural resources and protect the health of the residents by providing a maximum of natural light, ventilation, and access to outdoor space. 10 total units are required to be accessible with all remaining to be Type B Accessible – see ICC A117.1

Additionally, **students are required to activate the project with public programs**. These programs (and their square footages) are to be developed, analyzed and invented by each team and should integrate/interrogate the dormitory, providing additional amenities that enhance student life. Students are to thoroughly review St. Francis College courses of study, their facilities as well the surrounding area as a way to establish needs and respond accordingly. Students can engage with multiple scenarios; private, at the level of the institution, public, at the level of the surrounding context or somewhere in between. It is important to maintain a dense aggregation of units with insertion of public amenities.

SITE SCENARIO

The site – a full block bound by Fulton, Doughty Furman and Everit streets in Dumbo, has views of the Brooklyn bridge to the North and NYC views to the west. There are several existing low scale buildings on site to be demolished; a two-story residential building and an Automotive shop with adjoining facilities. Additionally, the site is occupied by 8 Old Fulton Street, the former Brooklyn City Railroad Company Building, a landmarked, 5 story converted residential building required to remain. As a landmarked building, **the external shell, along with the Northern and Western facades must be maintained as is**. Projects can engage the landmarked building on the Eastern and Southern facades, and modify the existing street entrance on Fulton street. The interior of 8 Old Fulton St. provides the student an opportunity for adaptive reuse and explore alternate unit typologies.

The proposed dormitory will engage the landmarked building as well the remaining parcel to the East and South. With several new residential projects being developed in the neighborhood, it is expected that the proposed dormitory be cognizant of scale, street wall, ground floor programming, interior courtyard, etc.

The buildable site is 140' along Furman St. (N/S) by 110' (E/W) along Fulton Street with the Landmarked building 91' along Furman St. and 40' fronting Fulton St. The landmarked building has a 3,600 SF floor plate, totaling 17,400 SF. The site is currently zoned M2-1. However, the adjacent waterfront parcels along Furman have been rezoned for residential / mixed use development with a limiting height; this proposal will respond similarly. This site will be rezoned to allow mixed use/residential development with a zoning designation of **R8 and a FAR of 5.38, or 84,331 total allowable sq. ft.** and an OSR (Open Space Ratio) of 8.6% Min will serve as the basis for the proposal. Other zoning requirements are as follows:

- Maximum building height: 80'
- Minimum # of Beds: 150
- No rear yard or side yard setbacks required
- Open Space must be clear to sky (From grade to sky, uninhibited)
- No residential units at grade: the ground floor is required to be elevated one foot above current 100-year flood level, second floor residential units would all be above the 16 feet NAVD88 (the 100-year flood level projected for 2080).
- Design Flood Elevation (DFE) is at +11'
- MEP equipment cannot be located below +11' level. Only parking and storage allowed.
- All occupiable space at grade not part of your dormitory is to be commercial space (fit out by others).

PROGRAM REQUIREMENTS

Conditioned Space:

- | | |
|--|----------|
| • Min 150 Beds | SF TBD |
| • Entry Lobby | 500 SF |
| • Student gathering/study spaces (centralized or distributed) | 5,000 SF |
| • Entry level "Public Programs" determined by students | TBD |
| • Public program (distributed) | TBD |
| • Laundry Facilities | 300 SF |
| • Circulation, stairs, mechanical rooms, compactor room = 20% total built area | |

Additional Space requirements:

- | | |
|--|--------------------|
| • Private Balcony at each unit, if possible | 50 Sq. ft each |
| • Car Parking with vehicular access | 1 per 12 occupants |
| • Landscaped grounds / entry sequence required to be developed | |

APPLICABLE LAWS AND ORDINANCES

Tax Map (search by address)

<http://gis.nyc.gov/taxmap/map.htm>

Building Code of New York City

<http://www2.iccsafe.org/states/newyorkcity/Building/Building-Frameset.html>

Zoning Ordinance of New York City, New York City Department of City Planning

<http://www.nyc.gov/html/dcp/html/subcats/zoning.shtml>

Americans with Disabilities Act (ADA), Federal Law

http://www.ada.gov/2010ADAstandards_index.htm

TECHNICAL REQUIREMENTS

Egress and Access	Min 2 Stairs, 2 Elevators, Egress Corridor, Requirements for Life Safety, Security and Accessibility (10 Accessible units – three with roll-in showers – and all remaining Type B). Provide Bulkhead for Stairs and Penthouse for Elevators at Roof
Structural Systems:	Concrete Flat Plate, Concrete Columns and/or Bearing Walls, Concrete Shear Walls and Foundations, Light-Gauge Steel Framing
Environmental Systems/MEP:	Control of Natural Light and Ventilation Fan Coil Units for Cooling and Heating and/or Fin Tube Radiator System for Heating Plumbing Risers/Wet Wall Requirements Risers for Mechanical System w/ Cooling Tower and Chimneys at Roof Mechanical Room Requirements including Boilers and Chillers Electrical Distribution and Vault Requirements Direct and Reflected Sound, Sound Isolation
Skin Systems:	Rain Screen Panel System of Precast Concrete, Metal, GFRC, or GFRP Commercial Aluminum Operable Windows and Curtain Wall System Sun Control System (Louvers, Sun Screen, Fritted Glass, etc.) Photovoltaic or Solar Thermal Panels to Generate On-site Power or Hot Water Green Roof

PROJECT EXERCISE B

FINAL PROJECT PRESENTATION REQUIREMENTS TO BE FINALIZED AFTER MIDTERM: THE LIST BELOW IS PRELIMINARY

Plans, sections and elevations should demonstrate an ability to Integrate the required systems and criteria into a coordinated architectural project. Drawings to include physical and spatial context (adjacent structures), scale figures, and materials/shadows where appropriate. Include selective process models and drawings to show evolution of conceptual thinking. Scale of drawings can be increased with instructor's approval.

Drawings:

- Site Plan – showing larger context w/ north arrow, relationship to Brooklyn Bridge, pedestrian/vehicular site access, outdoor green space w/ hardscape/softscape 1/32" = 1'-0"
- Site Section – showing larger context and outdoor green space 1/32" = 1'-0"
- Plans – typical residential floors, lobby/yard/parking, basement showing MEP rooms and chases, FCUs, structural grid 1/8" = 1'-0"
- Typical Unit Plans Enlarged 1/4" = 1'-0"
- Sections –showing outline of exist landmarked bldg., elevator/stair penthouses on roof, structural grid 1/8" = 1'-0"
- Elevations –showing exist bldg., color, rain screen panel system sun control, glass, rails, elevator/stair/cooling tower penthouses 1/8" = 1'-0"

- Partial Elevation: enlarged – rain screen system panels, sun control, glass, operable windows, PV or ST panels 1/4" = 1'-0"
- Wall Section – through 3 floors showing exterior enclosure system, structure, interior finishes, notes/dimensions of materials and assemblies 3/4" = 1'-0"
- Perspectives – Interior/exterior showing context, skin, material systems

Diagrams (3D and orthographic):

- Programmatic development of client needs in unit study and public & private needs resolution.
- Circulation – horizontal and vertical egress, secondary communicating systems
- Structural Systems – columns/bearing walls, shear walls, slabs, transfer beams
- Mechanical Systems – wet walls, heating/cooling risers, FCU locations, systems integration.
- Facade Systems – rain screen panel types, color, pattern logics, glass and ventilation, photovoltaic or solar thermal panel organization, environmental systems support.
- Organizational Logics / Communal vs. Private / Outdoor Space/ Programmatic studies of client use

Models:

- Organizational – 2 fl. chunk showing unit interiors w/ corridor/vertical circulation 1/8" = 1'-0"
- Entire Bldg. – with immediate context 1/8" = 1'-0"
- Building sectional model (12" w x 12" d x 12" h) 1/2" = 1'-0"

Written Design Statement

- 1-page abstract of key concepts

SEMESTER SCHEDULE

Week 1	08/27 M 08/30 TH	First Day of Studio, Issue Exercise 1
Week 2	09/03 M 09/06 TH	Labor Day: No Classes Consultant #1 Lecture, 2-3pm, HHC 18
Week 3	09/10 M 09/13 TH	Pin-up Exercise 1, Issue Exercise 2
Week 4	09/17 M 09/20 TH	Consultant #2 Lecture, 2-3pm, HHC 18 Pin-up Exercise 2, Issue Exercise 3
Week 5	09/24 M 09/27 TH	Consultant #3 Lecture, 2-3pm, HHC 18
Week 6	10/01 M 10/04 TH	Pin-up Exercise 3, Issue Exercise 4
Week 7	10/08 M 10/11 TH	Columbus Day: Classes Meet – Offices Closed
Week 8	10/15 M 10/18 TH	Midterm Review Midterm Review
Week 9	10/22 M 10/25 TH	Pin-up Facade & MEP Pin-up Structure
Week 10	10/29 M 11/01 TH	Pin-up Facade & MEP Pin-up Structure
Week 11	11/05 M 11/08 TH	Pin-up Facade & MEP Pin-up Structure
Week 12	11/12 M 11/15 TH	Pin-up Facade & MEP Pin-up Structure
Week 13	11/19 M 11/22TH	Pin-up Facade & MEP Thanksgiving – No classes
Week 14	11/26 M 11/29 TH	Pin-up Structure Consultant – Optional reviews
Week 15	12/03 M 12/07 F	Final Review Week
Week 16	12/10 M 12/14 F	Official Final Exam Week

The midterm jury in the fall is scheduled as a two-day event. All studios will be paired on each of the two days in order to allow the students to see alternative methodological perspectives – 1/2 of the students from each of the paired studios will present each day. It is each faculty member's responsibility to arrange his/her schedule in advance to accommodate the

midterm review schedule and coordinate with their paired studios. Each faculty member should also arrange to invite outside critics given the importance of this pre-final event.

PLOT PLAN



SITE PLAN



B. Arch Pratt Institute School of Architecture
B.Arch Program
Undergraduate Architecture Course Syllabus

Professional Studies	ARCH 363	Professional Practice
Offered:	Fall 2018	
Credits:	3	
Type of Course:	Lecture/ Seminar Labs	
Class Meetings:	Wednesday 9:30am to 1:30pm	
Prerequisites:	ARCH 262	
Enrollment Capacity:	12-18	
Location:	Higgins Hall	
Instructor:	Zacone (Coordinator), Custogeorge, Agneta, David, Koutsomitis, Zeroth, Waring, Fraser, Buscescu, Freedman	

Bulletin Description:

This course covers all aspects of the profession of architect. Issues include a conceptual understanding of architectural practice, its definition and historical and theoretical models, and methods of managing and delivering a complete architectural project. The course also clarifies the contractual and ethical responsibilities of an architect and collaborative business practices for maintaining an architectural office.

Course Description:

This introductory course covers essential aspects of the profession of architecture. Issues include an in depth understanding of architectural practice: its definition, historical and emerging practice models. The course also covers essential skills that the student must acquire in developing architectural projects from a zoning and code point of view so that an understanding is acquired for methods of managing, planning and delivering a complete architectural project. The course lectures also introduce the student to the contractual and ethical responsibilities the architect has in collaboration with good business practices. Project delivery methods, office finance, and professional risk are also covered in the course.

Course Goals:

The course provides the student with insights to the essential experiences of practice: from standard services, and building & code analysis. Through individual and team assignments, students learn of the process of developing, analyzing, and advancing a project through completion. Law, codes, ethics, AIA contract documents, are subject matter that are also introduced and discussed with students.

This Professional Practice course is organized weekly in two ways. The first is a combined seminar/lecture with all sections present. This combined lecture is to assure that all students receive the same basic information scheduled for that week. The second part of the weekly course is individual classroom labs of each section. The intent of these labs is to provide individual and small group discussions of subject matter provided in the lectures as well as instructors having the ability to assign individual student and student team projects during the course of the semester. Major issues effecting the profession are discussed as current events on a weekly basis.

Learning Objectives:

- Students will be able to identify the essential experiences of architectural practice: from standard services and building & code analysis.
- Students will learn the contractual and ethical responsibilities the architect has in collaboration with good legal business practices.
- Students will be able to identify financial aspects of architectural office practice as well and construction structure of bidding methods.
- Students will know how the process for professional architectural licensure and register for IDP.

Criteria:

This course fulfills the following NAAB requirements:

Realm B: Building Practices, Technical Skills, and Knowledge.

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately

B.10 Financial Considerations

Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Realm D: Professional Practice.

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.3 Business Practices:

Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities:

Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct:

Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

In addition, the students will be introduced to the financial aspects of the architectural profession as a business.

Teaching Methodology:

In general, the sequence of the course is based on actual project development and typical architectural office, client, contractor, staff and public interaction. The following methods are applied:

1. Individual and Student Team Assignments in Writing,
2. Weekly seminars offer all students basic instruction on scheduled subject matter
3. Individual labs offer smaller groups of students opportunities for discussion of subject matter covered in the seminar as well as Student Team Assignments.
4. Weekly Reading or Written Assignments
5. Weekly Quizzes, Midterm, Final Exam and Submission of Student Team Assignments
6. Periodic Guest Lectures and related discussions based on Case Studies
7. Discussion of professional experiences with colleagues
8. Office Visits

Bibliography: _

Weekly classes start by reviewing the assignments based on the previous week's lecture.

Required:

1. The American Institute of Architects, The Architect's Handbook of Professional Practice, Student Edition, (14th edition), John Wiley & Sons, 2002 (ISBN:-471-17672-9)

Recommended and Referenced Texts:

- 1) Wasserman, Barry, Ethics and the Practice of Architecture, John Wiley and Sons; 2000, (ISBN:0-471-29822- 0)
- 2) Fisher, Thomas, Ethics for Architects – 50 Dilemmas of Professional Practice, Princeton Architectural Press, New York; 2010, (ISBN: 1-568-98946-6)
- 3) International Building Code,(IBC) 2012 Edition
- 4) International Code Council / ANSI A117.1 ADA Barrier Free Code, 2008 Edition

- 5) NYC Zoning Code
- 6) The American Institute of Architects, Standard Documents
- 7) American National Standards Institute, Inc., Council of American Building Officials, Accessible and Usable Buildings and Facilities, ANSI 117.1, 2008, (ADA)
- 8) A typical municipality, Local Ordinances
- 9) R.S. Means Industry Building & Construction Costs
- 10) Construction Specifications Institute, (CSI) – Master Spec

Course Requirements:

1. **PROMPT** Attendance
2. Completion of Reading Assignments
3. Completion of Writing Assignments
4. Team Contribution for Presentations
5. Pass Quizzes and Final Exam
6. Office Visit
7. Take Part and Contribute in Class Discussions

Assignments:

A portion of the weekly lab time will be dedicated to feedback and discussion of the weekly topic covered in seminar lecture.

Students are to form teams of 3 for periodic, semester long, team assignments.

Assignment #1: Teams to prepare a hypothetical firm promotional brochure for marketing/public relation purposes (2 Week Assignment).

Assignment #2: Teams to investigate and research pre-design process for a hypothetical commercial office building in a selected upstate NY municipal site (Semester Long Assignment).

The following shall be included in the team assignment submission:

1. Research local zoning and provide calculations including use classification and bulk regulations.
2. Hypothetical building on actual site shall indicate setbacks, coverage, required parking including handicapped spaces, and access into building.
3. Construction type, occupancy load for egress determination.
4. Building plan shell and basic fixed core elements such as ADA compliant egress stairs, elevators, and accessible toilets.
5. Preliminary building section.
6. Project construction cost schedule for major trades.
7. Project construction time schedule for major trades.

* All documentation shall be formatted on 11x17 sheets in a standard manner with title block,

border, team name, etc. Assignment #3: Student team “firm” shall fill out and submit standard AIA

B101 agreement between Owner and Architect.

Periodic Team Handouts

1. Zoning/Use Classification/Codes, excerpts from IBC 2009 Edition
2. 2. ANSI 117.1 excerpts of Barrier Free Accessibility Code
3. AIA B101 Agreement
4. R.S. Means Building Cost Guidelines
5. CSI MasterSpec Divisions 1-16

Individual Student Assignments

Assignment #A: Students shall research, through classified ads, an available employment position, upgrade individual resumes and prepare a cover letter in response to classified ad (actual or hypothetical).

Assignment #B: Students to submit a 1 page response to ethical case study provided in class.

Methods of Assessments/Grades:

Participation in Studio Culture (see policies below)	20%
Quizzes – testing lessons learned	25%
Quiz #1 – Week 1 to Week 4	
Quiz #2 – Week 5 to Week 7	
Quiz #3 – Week 8 to Week 10	
Student Team Assignment	20%
Individual Lab Assignment	15%
Final Exam	20%

Weekly Lecture Schedule

*** Weekly Current Topic discussions to take place during the first 20 minutes of each class***

I: Architect's Role in the Design Environment

Week 1 Course Introduction / IDP / Licensure / Résumé / File Organization

Zaccone Definition of Architect, Role in Community, Society & Industry.

Agneta Historical Perspective, New Directions in Apprenticeship and Licensure, NCARB.

Assignment: Review & update resume & cover letter from classifieds.

Read: Chpt. 1, p2-29; Chpt. 2, p76-81; IDP Guidelines

II: Business of Architecture

Week 2 Firm Planning / Marketing

Cutsogeorge Discussion of Types and Structure of Architectural Firms

Waring Legal and financial implications for office firms and business operational costs.

Size of firms, types of practice, Review assignment.

Assignment: Establish student teams in labs. Discuss team development of brochures. Instructors to issue assignment based on weekly topic.

Read: Chpt. 2, p93-110

Week 3 Pre-Design Services, The Process of Design

Zaccone Getting started, site selection/evaluation, program & project determination. Client

Agneta constituencies, project financing planning and methods, funding techniques, community impact, research, documentation. Specifically define special services & consultants by establishing project requirements and how they impact fees.

Assignment: Incorporate selected pre design topics listed above. Instructors to issue specific assignment based on weekly topic.

Read: Chpt. 5, p292-300; Chpt. 6, p301-343; Chpt. 7, p344-348

Week 4 Standard Services, AIA Standard Form of Agreement

Fraser Introduce Typical AIA Owner / Architect Agreement Document B101

Client Expectations, Architect / General Contractor Relationship

Read: Chpt. 7, p356-366; Chpt. 11, p543-579; handouts and specific Lab assignment based on topic.

III: Legal Responsibilities

Week 5 General & State Law/Negligence – QUIZ #1

Guest Lecturer: Robert Herrmann

Zaccone Civil vs. criminal violations, statute of limitations, architect's qualifications, professional obligations, case studies.

Cutsogeorge **Assignment: Review student design team projects in labs. Instructors to issue**

specific assignment based on topic.

Read: Chpt. 2, p111-121

Week 6 Zoning, The Process of Design

ZerOTH Establish the Process of Determining Architectural design limitations thru Zoning,

Fraser Local Ordinances, Building Codes, Occupancy, and the Benefits derived

ZaccONE from Construction Classifications, Egress, Access, and Fire Protection.

Assignment: Begin student team project, Student ADA design project. Instructors to issue specific assignment based on topic. Develop ZD-1 Diagram for Dorm and research zoning for suburban municipality.

Read: Chpt. 7, p344-355; Chpt. 10, p504-525

Week 7 Codes, IBC, ADA

Waring Introduce the essential aspects of International Building Code (IBC), ADA-ANSI 117.1

Freedman Accessibility Code, and NFPA 101 Life Safety Code which address occupancy load, exits, ratings, doors, construction type, etc.

Assignment: Apply codes to student team projects. Instructors to issue specific assignment based on topic.

Read: Chpt. 10, p525-540

IV: Project Management

Week 8 Project Delivery Methods – Quiz #2

Guest Lecturer: Michael Fahey

Agneta Introduction of various methods of project delivery and relationship to risk. Conventional bidding, G.C. negotiation,

Design/Build, teams and CM relationships to AE and consultant services.

Assignment: Student Team Project Document Submission to be reviewed in labs.

Read: Chpt. 9, p452-474

Week 9 Cost Estimating/CSI/Building Class/Scheduling

Agneta Power Point Lecture on cost estimating methods based on the design phases, project life-

ZaccONE cycle costs, building material cost and labor, construction costs estimating, and project construction scheduling.

CSI industry division format discussed

Building and construction classifications, building life cycle considerations,

Project scheduling concepts

Assignment: Instructors to issue assignment based on topic.

Read Chpt. 9, p475-490; handouts

Week 10 AIA Contract Family & Agreements

Cutsogeorge Owner General Contractor A101 Contract

General Conditions Document A201, Conflict Resolution, Risk

Power Point

Assignment: Instructors to issue specific assignment based on topic.

Read: Chpt. 12, p590-648, Team projects.

Week 11 Practice Management, Office Finances / Project Management – Quiz #3

Cutsogeorge Simplified Basics of Office Financial Management, Setting up Accounts,

KoutsomitS Starting and Maintaining an Office, Review of Direct and Indirect

Expenses, Multipliers, Insurance, Office culture, marketing, RFPs.

Assignment: Student teams to develop Project Document Submission. Instructors to issue specific assignment based on topic.

Read: Chpt. 4, p185-209

Week 12 Office Visit, Discussions of Leadership & Management
All sections will visit various offices in Manhattan to hear presentations from principals and have an opportunity to raise questions.
Assignment: Instructors to issue assignment based on office visits.

Week 13 **No Class: Thanksgiving Break**

Week 14 Ethics, AIA Canons, Global Practice, Related Fields
David Raise Questions and Stimulate Critical Thought Regarding Selected
Buscescu Case Studies of Ethics in the Profession, Discuss AIA Canons regarding
Zaccone responsibilities to the public, profession, and staff.
Review Owner/Architect and Owner/Contractor (A101) Agreements
Power Point
Read: Chpt. 1, p22-34, Review of team project in Lab.

Week 15 **No Class: Final Studio Review Week**

Week 16 **Final Exam: Collect Final Team Project Document Submission in Labs**

Policies:

Pratt Institute

Students must adhere to all Institution-wide policies listed in the Bulletin under “Community Standards” and which include policies on attendance, academic integrity, plagiarism, computer, and network use.

Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Mai McDonald, Disability Services Coordinator, in the Office of the Vice President for Student Affairs, Main Building, Lower Level: 718-636-3711.

School of Architecture: Studio Culture Policy, 01/2011

Overview:

The National Architectural Accrediting Board (NAAB) asks that all schools of architecture have a written policy that describes the culture of the design studio and the expectations of students and faculty involved in studio based education. This policy should be based on the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff. The design studio in the architecture programs is at the core of a student's educational experience at Pratt. The design studio at Pratt is shaped by the three guiding principles of creativity, community, and commitment, incorporating all of the fundamental and positive values of a studio-based education.

*for complete policy, go to

http://www.pratt.edu/academics/architecture/architecture/studio_culture/

Attendance: from the School of Architecture: Studio Culture Policy_ 01/2011

Students are expected to attend all classes and critiques and commit the appropriate amount of time to develop their designs. Quality of time spent on studio work is more important than quantity, and students should manage their time wisely in order to effectively complete all of their work. Students are excused from class for medical or family emergencies only. Faculty uses their discretion to excuse any other absences, but even a single unexcused absence can result in a lowered grade or failure.

Attachment 5: M. Arch Studio 703

Pratt Institute School of Architecture
Graduate Architecture Program
Course Syllabus

ARCH 703 Design 3: Urban Qualities & Materialities	
Fall 2018	

Credits: 5

Type of Course: Studio

Prerequisites: none

Enrollment Capacity: 12

Section/Instructor:	Kutan Ayata	kutanayata@gmail.com	(01)
	Sulan Kolatan	kolatan@kolmacllc.com	(02)
	Stephanie Bayard	sbayard@pratt.edu	(03)
	Carlos Arnaiz	carnaiz@cazarch.com	(04)
	Erich Schoenenberger	scherich@gmail.com	(05)

Day/Time/Location: Monday and Thursday, 2:00-5:20

Course Description:

This design studio will focus on contemporary aspects of architectural urbanity. Specifically, the students will be introduced to the interrelationships between urban form and its material qualities. Designing from the outside in, issues such as mixed land use, composite building use, transportation, and environment will be coordinated through the specificities of a building enclosure and site. Coordinated with Technology I and Technology II, structural and material requirements will be considered in the design of the project enhancing students understanding of integration and comprehensive design

Course Goals:

- To develop an ability to design large structures within contemporary urban contexts based on a thorough analysis of the given context and infrastructure
- To develop an understanding of the technical and programmatic issues of multi-unit housing
- To become familiar with the principles of pre-design and program development
- To become familiar with integrated and sustainable approaches to site and envelope design in both planimetric and sectional aspects
- To become familiar with new building materials and technologies
- To become familiar with building system integration
- To become familiar with integration of program related aspects

Student Learning Objectives:

- Students will be able to develop a program that assesses client and user needs, space and site requirements
- Students will be able to produce a detailed site analysis
- Students will be able to design a tall building with a detailed building section showing materiality and structural framework
- Students will be able to address technological and spatial efficiency
- Students will be able to design spaces according to accessibility standards
- Students will be able to incorporate building organizational infrastructure.
- Students will incorporate passive sustainable strategies into their building massing and envelope

Detailed Description:

As of 2010, for the first time in human history, the majority of the global population now lives in cities. As noted by the World Health Organization, seven out of ten people will be living in cities by the year 2050. Given the astonishing scale at which urbanization is taking place today, how we are designing our cities is becoming synonymous with how we are designing civilization itself.

This studio will investigate and propose ideas for housing in dense urban conditions of downtown Brooklyn. The students are asked to develop novel ideas for residential living spaces within the existing urban fabric. The studio seeks to explore both organizational and spatial ideas for individual apartment units, configuration and vertical/horizontal circulation of building sections as well as overall formal ideas.

Program:

- High-rise residential tower with amenities (70-80%). With various possible Housing types (Micro housing / mix unit sizes / lo/lux, etc) to be further specified by the individual studio instructors
- Work / Office Space 20-30%: may vary in configuration, scale and organization in relation to the housing units.
- Parking for 50% of apartment units.

Proposed Site (all sections will have the same site):

- located in downtown Brooklyn in the vicinity of multiple new 20+s story towers.
- size of combined lots is 37,910 sft (either both or only the larger lot can be used)
- R10 zoning
- triangular site with view/exposure to the park at Borough Hall
- 3 side of exposure- existing building on this site are all low rise and older



Mediums:

This semester will work with the following digital tools:

- Photoshop
- Illustrator
- Rhino
- AutoCAD
- Maxwell
- Vray
- Grasshopper
- Revit

and the following fabrication tools:

- Laser cutting
- 3d printing
- CNC

Course Requirements:

- Attend class and reviews on time and participate in discussions. Arriving more than fifteen minutes late is recorded as an absence. Unexcused absences will affect your final grade (three or more will result in a failing grade for the course).
- Adhere to the Studio Culture Policy of the School of Architecture, which emphasizes creative thinking, ethical behavior and personal commitment.
- Read assigned texts and be prepared to discuss them in class.

- For each studio section, build one site model at a scale determined according to the methodology of each professor, as well as project models by each student.
- For each studio section, prepare a site conditions research document, 11" x 17" tabloid size, oriented horizontally; each student should complement this group work with additional site information on their boards, as required for their individual project.
- Prepare a comprehensive program for your project, one that includes programmatic specifics about the dwelling units and the mixed-use component and outline the initial formal development of the project according to the methodology required by each section's professor.
- Use plans, sections, drawings and diagrams to clearly show how all areas have accessible routes to the street.
- Use plans, sections, drawings and diagrams to clearly show how all areas adhere to life-safety/egress regulations.
- Develop the project weekly through drawings, models, renderings, and other representation techniques as required by each section's professor.
- Present design work and participate in discussions during pin-ups throughout the semester.
- Complete digital models and renderings as required by each section's professor.
- Complete all work listed as deliverables for the final review (in the semester schedule below) and present this work at both the midterm review and the final review. All students are required to attend the entire review.
- Incorporate the sustainable strategies learned in the companion course Environmental Controls, into your design project.
- Incorporate the tectonic knowledge gained in the companion course Materials and Assemblies into your design project.

Methods of Assessment:

- Attendance, participation, and adherence to the Studio Culture Policy: 10%
- Assigned readings, program development, and weekly project development: 20%
- Completion of collaborative work towards the group site model and site analysis: 20%
- Presentations and discussions in pin-ups and reviews throughout the semester: 20%
- Final presentation of completed project, which should include architectural drawings and digital models and renderings, and should address sustainability issues: 30%

Note on Grading:

The students at the Graduate Architecture and Urban Design Program are required to maintain an overall 3.0 [B] grade point average.

A = Excellent: Student completes all the material in a timely fashion with rigor, insight, and interest.

B = Good: Student completes all the material in a timely fashion in a satisfactory manner.

C = Fair: Student satisfies the general demands of the seminar.

D = Unsatisfactory: student is unable to meet the basic requirements of the course in terms of attendance, discussion, preparedness, or completion of work.

F = Unacceptable: Student is unable to meet the minimal requirements of the course and exhibits poor performance.

References:

HISTORICAL HOUSING PRECEDENTS:

Çatal Hüyük, Neolithic Settlement, Anatolian plain, near what is now Konya, Turkey, 6000 B.C.
Antoni Gaudí, Casa Milá, Barcelona, 1910.
Le Corbusier, Immeuble Villas, 1929.
Giuseppe Terragni, Casa Giuliani-Frigerio, Como, Italy, 1940. Luigi Moretti, Astrea Co-Op, Rome, 1949. Le Corbusier, Unité d'Habitation, Marseille, 1952.
Candilis Josic Woods, Moroccan ATBAT Housing, 1952.
Paul Rudolph, Married Student Housing, Yale, 1960.
Sert, Jackson and Gourley, Peabody Terrace, Cambridge, 1962
Bertrand Goldberg, Marina City Apartments, Chicago, IL, 1964.
Moshe Safdie and Associates, Habitat '67, Montreal, 1967.
Alison and Peter Smithson, Robin Hood Lane Housing, 1970.
Ann Tyng and Louis Kahn.
Kisho Kurokawa, Capsule Hotel, Tokyo, 1972.
Patrick Hodgkinson, Brunswick Center, 1973.
Ralph Erskine, Byker Wall, Newcastle, 1975.
James Stirling, Runcorn Housing, 1976.
Jean Nouvel, Nemasus I and II, Nîmes, France, 1987.
Roman Insulae (Multi-Story Multi-Family Housing Block, for example: Casa di Diana, Ostia, c. 150 AD).
Casa Girasole, Luigi Moretti, Rome, IT 1949-1950 (Example of Roman Palazzetti).
Olympic Village Housing, Luigi Moretti and Adalberto Libera, Rome IT 1960.

CONTEMPORARY HOUSING PRECEDENTS:

Atelier Bow-Wow, Juicy House, 2005; Ako House, 2005; Izu House, 2004.
Shigeru Ban, Hanegi Forest, Tokyo, 1997.
Dellekamp Arquitectos, Alfonso Reyes Apartments, Mexico City, 2003.
Diller + Scofidio, Gifu, Japan Housing, 2000.
Stephen Holl, Fukuoka Housing, Japan, 1992.
Helmut Jahn, State Street Village, IIT, 2004.
Rem Koolhaas (OMA), Nexus Housing, Fukuoka, Japan, 1991.
Nicholas Lacey and Partners, Trinity Buoy Wharf, London, 2002.
LOT-EK, MDU stacked trailers, 1990's.
Tom Mayne/Morphosis, Madrid Housing, 2006.
Josep Mateo, La Maquinista, Barcelona, 2002.
Delugan Meissl, Wimbergergasse Housing, 2001.
Renzo Piano Building Workshop, De Meaux, Paris, 1991.

PLOT (Bjarke Ingels and Julien De Smedt), VM Houses, Restad, Copenhagen, Denmark, 2006.
 Smith-Miller and Hawkinson, 305 Canal Street, New York, NY.
 Stanley Saitowitz, Yerba Buena Lofts, 2002.
 Bernard Tschumi, Le Fresnoy.
 Lebbeus Woods, Sarajevo Projects, 1990's.
 Jean Nouvel, 40 Mercer SoHo Residences, NYC, 2004.
 MVRDV, WoZoCo, 1997 [<http://www.mvrdv.nl/projects/wozoco/>]

Semester Schedule:

WEEK 01 THROUGH WEEK 08:

- (1) Site conditions research. Research proposed to be undertaken as a studio group including case studies
- (2) Digital & physical site model preparation
- (3) Formal investigations

Week 01: ...

Monday	8/27/2018	INTRODUCTION
Thursday	8/30/2018	DESK CRITS

Week 02: ...

Monday	9/3/2018	LABOR DAY: CLASSES DO NOT MEET
Thursday	9/6/2018	DESK CRITS: Alloy Presentation, All Sections

Week 03: ...

Monday	9/10/2018	DESK CRITS
Thursday	9/13/2018	DESK CRITS

Week 04: ...

Monday	9/16/2018	DESK CRITS
Thursday	9/20/2018	COLLECTIVE RESEARCH REVIEW: All Sections

Week 05: ...

Monday	9/24/2018	DESK CRITS
Thursday	9/27/2018	DESK CRITS

Week 06: ...

Monday	10/1/2018	DESK CRITS
Thursday	10/4/2018	DESK CRITS

Week 07: ...

Monday	10/8/2018	DESK CRITS
Thursday	10/11/2018	DESK CRITS

Week 08: ...

Monday	10/15/2018	MIDTERM REVIEW
Thursday	10/18/2018	MIDTERM REVIEW

DELIVERABLES:

- One physical site model per studio section with project massing models by each student 1/64"
- One site conditions research document per studio section, 11" x 17" tabloid size,
- Plans, sections, and diagrams of project strategies and program organization:
 - [a] Floor plans @ 1/16" = 1'-0" including ground plan and roof plan.
 - [b] Building sections @ 1/16" = 1'-0" [at least two].
- Renderings showing project massing in a digital site model.
- Partial digital model axonometric, showing local ideas about materiality, unit organization, sectional conditions
- Presentation of project program.

WEEK 09 THROUGH WEEK 15:

- (4) Development and resolution of project.
Project development through plans, sections, and both digital and physical models. Continue project development in plans and sections and articulate: circulation, program organization, sustainable strategies

Week 9: ...

Monday	10/22/2018	DESK CRITS
Thursday	10/25/2018	DESK CRITS

Week 10: ...

Monday	10/29/2018	DESK CRITS
Thursday	11/01/2018	DESK CRITS

Week 11: ...

Monday	11/5/2018	DESK CRITS
Thursday	11/8/2018	DESK CRITS

Week 12: ...

Monday	11/12/2018	DESK CRITS
Thursday	11/15/2018	DESK CRITS

Week 13: ...

Monday	11/19/2018	DESK CRITS
Thursday	11/21/2018	Thanksgiving NO CLASS

Week 14: ...

Monday	11/26/2018	DESK CRITS
Thursday	11/29/2018	DESK CRITS

Week 15: Final Review

Tuesday	12/4/2018	FINAL REVIEW PRESENTATION
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DELIVERABLES:

3rd semester Final Review deliverable:

Drawings/Renderings

- presentation printed in two panels 36x72" (digital presentation optional)
- diagrams/imagery of project ideas
- site plan 1/16" or 1/8" scale
- full floor plan and full section 1/8" or 1/16" scale: 3 floors at different elevations (ground, mid and upper level), 1 to 2 cross sections. Indicate vertical circulation (elevator, egress stairs, building systems)
- elevations 1/8" or 1/16" scale (in drawing format or rendered)
- plan(s)/section(s) of units at 1/4" scale (can be substituted with 1/8' unit scale model)
- min 2-3 renderings from street level
- min 1-2 renderings birds eye view with context

Physical models:

- 1/64" massing model (insert to context model)
- 1/8" building partial model (approx. 10"x10"x8"high) showing partial horizontal and vertical sections and partial facade. This should be done as a composite model comprising with multiple material and or fabrication methods)

Aspects to cover in the final review presentation:

- description and representation of "the Project" (ideas for building at large and for residential spaces in high rise building)
- positioning of building on site in relation to urban context
- exteriority of building: envelop and material ideas,
- interiority: Programmatic and organizational ideas, spatial qualities of residential spaces and multi-unit configurations.
- representation of workspace (diagrammatic drawing or indicated in full floor/section drawings)
- urban landscape at ground level
- indication of parking solution (below ground plan/section, access ramp)

All final work completed as a requirement of this course is to be submitted to the Instructor digitally for final grading and documentary purposes; inclusive of all physical materials. If models and/or physical materials have not been adequately photographed (or if selected for Archiving and not yet photographed by Pratt GAUD Archives) please submit well documented photographs and/or the model to Pratt GAUD Archives. Failure to submit material can result in an incomplete and/or lower grade. Pratt Institute, the School of Architecture and the Department of Graduate Architecture and Urban Design reserve the right to use any and all documented materials for educational, recruiting, archiving and/or promotional purposes; at their own discretion, in accordance with the Pratt Intellectual Property policy. Full credit to both the student and faculty member will be cited on all uses.

All final work will be digitally archived at the end of the semester. In addition, the work of three students will be chosen to be published in In Process. Physical model will be required for the In-Process submission. All material is due the Friday after final reviews.

Attachment 6: M. Arch 861

Pratt Institute School of Architecture
Graduate Architecture Program
Course Syllabus

	ARCH 861.01	Professional Practice
Fall 2017		

Credits: 3

Type of Course: Professional Practice Seminar (Required)

Prerequisites: none

Enrollment Capacity: 12

Section/Instructor: 861.01 Koenig

Day/Time/Location: 9:30AM – 12:20PM | HH102

Course Description: (from the Pratt Course Bulletin)

This course examines the profession of architecture. What is an architect? What is the process of licensing? What are the contractual responsibilities of an architect? What are the stages of an architectural project? These and other questions regarding the practice of architecture are raised and answered. The tools for starting, maintaining and evolving an architectural are presented.

Course Goals:

In order to practice architecture one must engage the dynamics of the profession. Multiple agendas and agencies influence the development of architecture; understanding how to orchestrate these influences and preserve an architectural principle will be examined in this course.

How something goes from the virtual to the actual, how something comes into being in the physical world requires an engagement and commitment to contemporary issues including political, social, financial, legal and material understanding. The negotiation of this process would ideally make a building more rich and complex, the co-evolution of multiple agendas into productive drivers for a principled architectural project.

This is the disciplinary aspect of professional practice. Examining the relationship of projects that test the professional and its process of development.

Student Learning Objectives:

- The Establishment of Architectural Practice
- Conditions of Contemporary Practice
- Alternatives and Near-Future Potentials

Detailed Description:

This course meets the following NAAB student performance criteria:

REALM D: PROFESSIONAL PRACTICE: from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. Student learning aspirations for this realm include: comprehending the business of architecture and construction, discerning the valuable roles and key players in related disciplines, understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 STAKEHOLDER ROLES IN ARCHITECTURE: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.

D.2 PROJECT MANAGEMENT: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 BUSINESS PRACTICES: Understanding of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 LEGAL RESPONSIBILITIES: Understanding of the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 PROFESSIONAL CONDUCT: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Students and faculty should consult the NAAB website www.naab.org for additional information regarding student performance criteria and all other conditions for accreditation.

Course Requirements:

- Attendance is mandatory.
- Two unexcused absences will result in a drop of one letter grade.
- Three unexcused absences will result in failure of the class.
- Class participation and assigned readings.
- All assignments will be completed by the date given.
- Students will adhere to the Academic Conduct Code of Pratt Institute.
www.pratt.edu/policies/humanrights/index.html
- Students will be required to develop and complete the Final Project in order to complete Professional Practice.

Methods of Assessment:

- 30% Class participation
- 40% Assignments
- 30% Final project.

Note on Grading:

The students at the Graduate Architecture and Urban Design Program are required to maintain an overall 3.0 [B] grade point average.

A = Excellent: Student completes all the material in a timely fashion with rigor, insight, and interest.

B = Good: Student completes all the material in a timely fashion in a satisfactory manner.

C = Fair: Student satisfies the general demands of the seminar.

D = Unsatisfactory: student is unable to meet the basic requirements of the course in terms of attendance, discussion, preparedness, or completion of work.

F = Unacceptable: Student is unable to meet the minimal requirements of the course and exhibits poor performance.

Bibliography:

- Aburzzo, Emily and Jonathon D. Solomon, 306090 05: Teaching + Building, Princeton Architectural Press, 2003.
- AIA, The Architect's Handbook of Professional Practice – Student Edition, 15th Edition, John Wiley & Sons, New York, 2013.
- Anthony, Kathy H, Designing for Diversity, University of Illinois, 2001.
- Cook, Peter editor, The Paradox of Contemporary Architecture, Wiley, 2001.
- Cuff, Dana, Architecture: The Story of Practice, MIT Press, 1991.
- Friedman, Alice T. Ed, Women and the Making of the Modern Home. Abrams, 1998.
- Greenstreet, Bob and Karen Greensheet and Brian Schermer. Law and Practice for Architects. Architectural Press, 2005.
- Hubbard Jr, Bill, A Theory for Practice: architecture in three discourses, MIT Press, 1995.
- Hughes, Francesca. Ed, The Architect: reconstructing her practice, MIT Press, 1996.
- Kim, Grace and Thomas Fischer, The Survival Guide to Architectural Internship and Career Development, Wiley, 2006.
- Klein, Naomi, No Logo, Picador – St. Martins Press, 1999.
- Lewis, Roger K., A Candid Guide to the Profession, MIT Press, 2000.
- Marjanovic, Igor and Katerina Ruedi Ray and Jane Tankard. Practical Experience. Architectural Press, 2005.
- Saunders, William S, Ed, Reflections on Architectural Practices in the Nineties, Princeton Architectural Press, 1996.
- Segal, Paul, Professional Practice. W.W.Norton & Co., 2006.
- Shepherd, Paul, What is Architecture?, MIT Press, 1994.
- Stevens, Garry, The Favored Circle, MIT Press, 1998.
- Torre, Susana. Women in American Architecture: A Historic and Contemporary Perspective. Whitney Library of Design, 1977.
- Toy, Maggie. Ed, The Architect Women in Contemporary Architecture. Watson Guptill, 2001.

- Tschumi, Bernard and Irene Cheng, editors, The State of Architecture at the Beginning of the 21st Century, The Monacelli Press, 2003.
- Selected readings from Journal for Architectural Education, Architect, Architect's Newspaper, Architectural Record and ANY.

Semester Schedule:

- Week 01: Friday September 1st**
What is professional practice?
- Week 02: Friday September 8th**
The position of an Architect; academy to practice.
- Week 03: Friday September 15th**
The Client
- Week 04: Friday September 22nd**
Obtaining a project
- Week 05: Friday September 29th**
Agencies – The history of maps, codes and zoning
Guest: Risa Honig AIA – Director of Design & Construction, New York Public Library
- Week 06: Friday October 6th**
The Contract
- Week 07: Friday October 13th**
Securing a Project
- Week 08: Friday October 20th**
Research Project
Guest: Jeff Livingston AIA – University Architect, Rutgers University
- Week 09: Friday October 27th**
The Professional Office
- Week 10: Friday November 3rd**
Technology in Design & Construction
- Week 11: Friday November 10th**

Into the Open: Positioning Practice

Guest: Andrew Strum R.A.– Former Creative Director of RAD Studio

- Week 12: Friday November 17th**
Architecture Today: Ethics, Choice & Ecology
- Week 13: Friday November 24th**
THANKSGIVING BREAK - CLASS WILL NOT MEET
- Week 14: Friday December 1st**
A Professional Life
- Week 15: Friday December 8th**
STUDIO FINAL REVIEWS - CLASS WILL NOT MEET
- Week 16: Friday December 15th**
FINAL PRESENTATIONS – ATTENDANCE IS MANDATORY.
- Week 17: Grades are due on December 20th**

NEW IPR STATEMENT FOR ALL GAUD SYLLABI

All final work completed as a requirement of this course is to be submitted to the Instructor digitally for final grading and documentary purposes; inclusive of all physical materials. If models and/or physical materials have not been adequately photographed (or if selected for Archiving and not yet photographed by Pratt GAUD Archives) please submit well documented photographs and/or the model to Pratt GAUD Archives. Failure to submit material can result in an incomplete and/or lower grade. Pratt Institute, the School of Architecture and the Department of Graduate Architecture and Urban Design reserve the right to use any and all documented materials for educational, recruiting, archiving and/or promotional purposes; at their own discretion, in accordance with the Pratt Intellectual Property policy. Full credit to both the student and faculty member will be cited on all uses.