

4.024 Architecture Design 2 Studio, Spring 2018  
MIT Department of Architecture  
Instructor: William O'Brien Jr.  
Teaching Assistant: Iris Giannakopoulou

### Studio Overview

The studio introduces skills needed to build within contemporary conditions. Broadly speaking, the studio will conduct analysis of an existing environment and design a building that fosters relationships between its intended activities and the larger urban territory while redefining the urban environment. The design process is introduced as an iterative form of research that enables students to take conceptual ideas about architecture and translate them into physical and material investigations. Students are required to work in both physical and digital models, and produce both analogue and digital drawings for each exercise. The exercises will test both conceptual and analytical thinking as well as aid in the development of representational skills.

### Learning Objectives and Completion Requirements

At the end of the course students should be able to translate an idea into an architectural proposition and understand the intentions and consequences behind basic design decisions. Students should also be able to engage with an increasing level of design research through iterative studies and move fluidly between different modes and scales of operation. Conventions of architectural representation and communication through drawing and modeling should be engaged with clarity and intention. Students will need to demonstrate basic application of design skills, understanding of architectural conventions, and ability to sustain an increasing level of research in the exercises over the semester. Completion of each of the exercises, rigor in process and clarity in representation, as well as the overall progress of the semester will be fundamental factors in the final evaluation.

## Evaluation Criteria and Grading

The following criteria will be used for the evaluation of your work, both in terms of helping your progress and in final grading.

(01) *Thesis*: How clearly are you articulating your conceptual intentions?

(02) *Translation of Thesis*: How well are you using your thesis to develop a spatial and architectural response to given problems?

(03) *Representation Appropriateness*: How well matched is your choice of representational means to your intentions?

(04) *Representation Quality*: How accomplished are you with drawing, modeling, digital representation? To what degree do your representations convey what they ought to?

(05) *Oral Presentation Skills*: How clearly are you presenting your ideas orally, whether at your desk, in class discussions, or to a more formal jury?

(06) *Participation in Discussions*: How actively and how constructively are you involved in class discussions, both formally and informally?

(07) *Response to Criticism*: How do you effectively take advantage of criticism from instructors, your classmates and outside jurors?

(08) *Auto-Critical Skills*: To what extent are you able to critique your own work regularly and effectively?

A: *Excellent* - Project surpasses expectations in terms of inventiveness, appropriateness, verbal and visual ability, conceptual rigor, craft, and personal development. Student pursues concepts and techniques above and beyond what is discussed in class.

B: *Above Average* - Project is thorough, well researched, diligently pursued, and successfully completed. Student pursues ideas and suggestions presented in class and puts in effort to resolve required projects. Project is complete on all levels and demonstrates potential for excellence.

C: *Average* - Project meets the minimum requirements. Suggestions made in class are not pursued with dedication or rigor. Project is incomplete in one or more areas.

D: *Poor* - Project is incomplete. Basic skills including graphic skills, model-making skills, verbal clarity or logic of presentation are not level-appropriate. Student does not demonstrate the required design skill and knowledge base.

F: *Failure* - Project is unresolved. Minimum objectives are not met. Performance is not acceptable. This grade will be assigned when you have excessive unexcused absences.

### Key Dates

Exercise 1 Review: Tuesday, 3/6

Exercise 2 Review: Thursday, 4/19

Final Review: Monday, 5/21 (To be confirmed by administration)

### Studio Culture and Absence Policy

Work in the studio will build sequentially. Therefore, your commitment to incremental development on a daily basis is of paramount importance. Charrettes before reviews will not suffice. The demanding nature and pace of this studio course necessitates your regular attendance and requires that deadlines are consistently met. In addition to lowering your grade, late work will prevent you from following the overall structure of the course. Working in studio, instead of at home, will allow you to participate in the dialogue fostered by the studio setting. Magnification of your development as a designer is made possible by the collective nature of the studio. Group reviews are collective for a reason, as each of you has something to gain from your peers. Therefore, attendance in studio and for the duration of all formal reviews is mandatory. Greater than two absences from studio without medical excuse supported by a doctor's note or verifiable personal emergency could result in a failing grade for the studio.