

Course Code: ARCH 5112
Course Title: Architectural Design IX- Pre-Thesis Preparation: Design Research
Class Hours/Credits: 9 hours (1 lecture and 8 lab) / 5 credits
Semester: Fall 2024
Mode of Instruction: In person Class meeting and individual remote meetings
Meeting Times: Wednesday 11:30-2pm; + individual weekly thesis meetings

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Course Coordinator: Prof. Phillip Anzalone academic year 2023-2024

Course Catalog Description:

Design IX is the first semester of a yearlong thesis studio working closely with a faculty advisor. Students assemble comprehensive research on a pre-approved topic. Research includes user needs, precedent studies, site analysis, along with social, cultural, historical and technical implications of a proposed architectural intervention. Thesis research clearly focuses on the selected area of study presenting well-formed arguments to advance student approaches to architectural design and methodology. Students will prepare a comprehensive document that includes their research and analysis, a written project statement along with all design methodology as part of their final presentation.

Prerequisites:

ARCH 4812 or ARCH 4830 with a grade of C or higher

Co-requisite:

None required.

Required Texts and References:

None required.

Recommended Texts and References:

None required.

Required Materials, Tools, and Software:

None required.

Recommended Materials, Tools, and Software:

None required.

Course Context:

The thesis documentation should include: a project statement that clearly outlines the problem to be addressed, its architectural implications, and its projected material results along with all research and analysis to be used to fully develop the design of the project during Design X – the following semester. It is essential that the proposal present a concept, design methodology, site, and program for the project.

Attendance Policy:

No more than 10% absences are permitted during the semester. For the purposes of record, two late arrivals are considered as one absence. Exceeding this limit will expose the student to failing at the discretion of the instructor due to lack of class participation and mastery of class material.

Academic Integrity:

Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using, crediting and citation of sources. As a community of intellectual and professional workers, the college recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

Student Accessibility:

City Tech is committed to supporting the educational goals of enrolled students with disabilities. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please contact the Student Accessibility Center. [web site: <https://www.citytech.cuny.edu/accessibility/> Email: Accessibility@citytech.cuny.edu]

Diversity and Inclusive Education Syllabus Statement:

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence,

age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

Alerts Reporting:

Use your official city tech e-mail for all correspondence. Check it regularly for class announcements and information. Throughout the semester, you may receive messages about achievements, goals, and requirements in this class. If the message indicates an issue, you may be contacted by the Student Success Center (<https://www.citytech.cuny.edu/ssc/student-success-services.aspx>). A Student Success Center Coach will reach out to you by phone, text, and email to offer support and suggest additional resources to support your achievements in this course.

Grading and course requirements:

Final grade calculations or the importance of deliverables by percentage, for example:

20%	Typology research
20%	Precedent studies
20%	Site analysis
20%	Program development
25%	Final Thesis Documentation and Presentation
5%	Class Participation

File Naming:

All digital files must be submitted in the following format:

Course number semester/year_Professor initials _Project Name_ Student Name (file number)

For example: ARCH2331_ SP24_AA_A01Logo_BFuller (01)

Course structure:

Weekly full class meetings with lectures and presentations and weekly individual meetings with thesis advisors.

Learning outcomes, objectives and assessment:

General Education Learning Outcomes / Assessment Methods	
Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Develop Knowledge from the range of architectural disciplinary perspectives presented in the course.	1. Review student observations of site visits and Discussions and assess written, graphic and oral reports.
2. Utilize Skills and demonstrate knowledge needed to facilitate communication and critical thinking.	2. Assess student research and critical thinking abilities by monitoring weekly progress of lab work and readings.
3. Integrate knowledge and work productively to communicate ideas through oral, graphic and written media.	3. Assess the students' ability to integrate and communicate through peer and juried review of student presentations.

National Architectural Accrediting Board (NAAB) Performance Criteria (PC)/ Assessment Methods	
Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. (PC.2) 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	1. Review student process and final documentation of the design methodology based on

definition of site selection and design assessment criteria.	
2. (PC.5) Research: of the theoretical and applied research methodologies and practices used during the design process.	2. Analyze the final presentation and documentation of the students research in a variety of aspects to guide their final thesis decisions.

Course Specific Learning Outcomes / Assessment Methods	
Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Observe with a critical eye and engage in discussion on the subject of the course. (Skill)	1. Review student observations and Assess the quality of critical thinking and contributions to discussions during oral and graphic presentations.
2. Synthesize and Apply what is learned to synthesize understanding and to complete assignments given in the class. (Skill)	2. Assess the students' ability to synthesize apply what is learned from lab work and through the grading of assignments.

Weekly Course Outline: [tentative subject to change by the instructor]**1. - Introduction What Is a Thesis? Preparing a Thesis Abstract – 300 words**

1. What is a thesis; why do BArch students undertake a year-long thesis project?
2. Anatomy of a thesis abstract:
 - a. Clear statement of intent – one to two sentences max
 - b. What issues are you investigating, that is, what problem do you want to solve or question do you want to answer?
 - c. How is your proposal important in today's cultural-scientific milieu?
3. (Approach and methodology do not need to be addressed here.)
4. Students should remember that their project at the end of the second semester should reinforce their thesis statement – did your project conclude what you stated in your abstract? As they research, they gain knowledge, and in doing so, the assumptions they made in their abstract may evolve and change. They should periodically return to their abstract and make appropriate changes as they build their argument.
5. Examples of thesis abstracts

2. Discussion 2: Thesis Methodology - What is the process to investigate and prove your thesis?

1. Process
 - a. Annotated bibliography to enumerate literature available on selected topic issues.
 - b. Prepare a complete set of notes summarizing the key points within the literature that relate to your thesis and issues.
 - c. Support readings that indirectly affect your research. For example, if you are proposing supportive housing in East New York, faculty can direct you to resources on how programs are implemented and paid for by foundations or the municipal government.
2. Outline in writing, with faculty support, how you intend to pursue your research.

3. Discussion 3: Site / Context Selection / Inventory / Site Analysis

1. How does your site choice reinforce your thesis and the issues you want to address?
2. Boiler plate inventory/analysis: It is common for students (and architects) to fill their presentation with “boiler plate” analyses, e. g., sun angles, wind direction, etc. that have no direct bearing on the issues they are addressing. While this should be considered and documented, you must make sure that your analysis emphasizes the issues you identify in your abstract. For example, if you are looking to achieve LEED Platinum, you will want to do a careful (quantitative) analysis of public transportation, or availability of locally-sourced building materials.

4. Discussion 4: Precedent Study

1. Summary of precedents relevant to Thesis and how they will be documented / analyzed and how they are graphically presented and summarized.
 - a. A case study / example of a thesis precedent study
 - b. Faculty to assist in precedent selection: do your choices address similar issues/problems you state in your thesis?

5. Discussion 5: Supplemental Readings:

1. At this point students must have a firm grasp on the thesis and issues. This would be the time to make any refinements to the thesis statement and issues if research and analysis have opened the student to a new avenue of research.
2. Abstract finalized
3. Faculty should direct students to other resources to help finalize (or challenge) their thesis.

6. Discussion 6: Student presentations of abstracts, site selection, analysis, and precedents**7. Discussion 7: Project specific research on aspects of your project - sizes, materials, standards, codes**

1. Setting parameters for materials, sizes, quantities selection
2. Discussion of codes and code research for selected site (code review)
3. Methods of research documentation

8. Discussion 8: Bibliography and Appendices Discussion and formats: How to list and document sources**9. Discussion 9: Site Strategy Diagram + Documentation based on Site, Readings, references, precedents**

1. Types and methods of diagramming
2. Summing up and presenting research findings

10. Discussion 10: Parti Development

Introduction to development of conceptual ideas using a variety of methods. Individual desk critiques. Assignment: Working with the design concept and program requirements, students will continue to develop their concepts. Continuation of manipulation of models, through expansion of ideas, combination of models and subtraction of elements.

11. Discussion 11: Parti Continuation

Continuation of manipulation of models, through expansion of ideas, combination of models and subtraction of elements.

12. Discussion 12: Project Schedule for remaining semester 1 and all of 2

1. Expectations for second semester
2. Parameters for preparing schedule for second semester

13. Discussion 13: Student dry run presentations of thesis problem and research backup**14. Discussion 14: Progress evaluation and review**

1. Review of the process of the students progression. What items were successful and where can more research be done to supplement the thesis. What needs to be completed before design can begin?

15. FINAL REVIEWS

Design Narrative Documentation due