

**New York City College of Technology – City University of New York**  
300 Jay Street, Brooklyn, New York 11201

**Department of Architectural Technology**

**ARCH 4710**

**ARCHITECTURAL DESIGN VII: URBAN DESIGN**

2 classroom hours, 6 lab hours, 5 credits

**Course Description:** This design course will cover a range of urban and architectural design issues. Students will explore both the theoretical and pragmatic aspects of design applied in an urban environment. As an advanced design class, this course will incorporate previous studio and lecture coursework to tie together topics of urban planning, architectural design, environmental sustainability and historic preservation.

Using New York City as an urban laboratory, there will be research assignments and design projects varying in focus, size and complexity. Students will address developing programs, the design of open public space, massing, and the analysis of larger scale projects. Students will work in a variety of formats: individually, in pairs, and in groups. Hand drawing, computer drafting and rendering, as well as physical and electronic modeling will be utilized for presentations.

**Prerequisites:** ARCH 3610 or ARCH 3630 with a grade C or higher or ARCH 3611 with a grade of C or higher

**Attendance Policy:** No more than two absences will be permitted during the semester. For the purpose of record, being late for class twice will be considered as one absence. Being more than 10 minutes late for class will be considered lateness. Exceeding this limit will expose the student to failing at the discretion of the instructor.

**Course Structure:** There will be design projects and research assignments. 2D and 3D drawings, and physical study models and final models will be utilized in program development, design and presentations. Throughout the semester, the review of historical precedents and selected cities will help to create a historical perspective.

**Grading:**

5%	Class Participation in Discussions
5%	Neighborhood Analysis / Block Typology
5%	Case Study
35%	Project 1
50%	Project 2

**A final grade of C or higher is required in this course to use it as a prerequisite for subsequent courses.**

**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.

## Learning Objectives

Upon successful completion of this course, the student will:

1. **Develop** multiple schematic design level proposals for the given site with drawings and models which satisfy given restraints including but not limited to zoning and design guidelines. (Knowledge)
2. **Research** zoning and building codes of the chosen site as well as the history, sociology, and infrastructure changes in the area and **integrate** research into design. (Knowledge)
3. **Apply** knowledge of building codes pertaining to egress, plumbing, and fire protection/suppression to design without compromising design aesthetics. (Knowledge)
4. **Demonstrate** knowledge of different societies' values regarding space and its social implications. (Knowledge)
5. **Distinguish** between media and **determine** the appropriate method and media required to complete a drawing or model. (Gen Ed)
6. **Generate** talking points for persuasive presentation of design. (Gen Ed)
7. **Write** analysis of zoning, design guidelines, and building codes. (Gen Ed)
8. **Research** precedents and implement information literacy. (Gen Ed)
9. **Apply** quantitative analysis to design. (Gen Ed)
10. **Collaborate** on group projects. (Gen Ed)
11. **Critique** written reports and oral presentations of fellow students. (Gen Ed)
12. **Produce** maps that show historical and zoning changes in the given area. (Skill)
13. **Produce** orthographic, axonometric, perspective, and architectural vignette drawings. (Skill)
14. **Synthesize** site circulation, zoning, urban context, and views to design. (Skill)
15. **Synthesize** construction types, circulation systems, hierarchy, and light to building design. (Skill)
16. **Apply** sustainable principles to development design and construction documents. (Skill)
17. **Analyze** and **reduce** complex media (print, visual, sites) to component parts. (Skill)

## Assessment

To evaluate the students' achievement of the learning objectives, the professor will do the following:

1. **Review** students' creative process (initial sketches through to the final project) by means of frequent pin-ups. (Los: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13-17)
2. **Assess** the students' use of professional vocabulary during oral presentations and written work. (Lo: 7, 8, 11)
3. **Review** students' ability to incorporate a research and their own creativity into their design work. (Los: 1)
4. **Evaluate** students' ability to analyze and report on zoning, design guidelines, and building code requirements and **review** students' effective use of information literacy skills. (Lo: 2, 7, 8)
5. **Evaluate** students' participation in class discussions regarding students written and oral presentations. (Lo: 11)
6. **Review** students' accuracy with applying quantitative information to a design scheme. (Los: 9)
7. **Evaluate** students' application of zoning, design guidelines, and building codes. (Los: 3, 9)
8. **Review** students' ability to synthesize circulation, zoning, urban context, and views into a design. (Lo: 3, 14)
9. **Review** students' ability to synthesize construction types, hierarchy, and light into building design. (Lo: 15)
10. **Review** students' ability to incorporate environmental systems and sustainable concepts into their design work. (Lo: 1, 2, 3, 14, 15, 17)
11. **Review** of group projects will be based on the completeness of the work as well as the effectiveness of the group's team work and communication skills. (Lo: 10)
12. **Evaluate** students' ability to diagram complex media. (Los: 17)

## Project Scope Description and Timeline

### *Neighborhood Analysis + Block Typology Study*

- **Duration:** 1.5 weeks
- Project Tasks: Analysis of Existing Urban Site, Defining Context, Identifying Key Issues.

### *Case Study*

- **Duration:** 1.5 weeks
- Project Tasks: Analysis of Existing Urban Site, Defining Context, Identifying Key Issues.

### *Project 1 Urban Masterplan*

- **Duration:** 4 weeks
- Project Tasks: Analysis of Existing Urban Site, Defining Context, Identifying Key Issues.
- Requirements: masterplan development documented in a physical model, site plan, site sections, axonometric (aerial views) and diagrams.

### *Project 2 Site Specific Architectural/Urban Design*

- **Duration:** 9 weeks
- Project Tasks: Developing the Master Plan from Project 1 including specific design development of selected sites including programming, zoning analysis, massing studies, ground floor plan, building and site section studies, and street level perspective vignettes.
- Requirements: Complex urban site with numerous constraints including zoning issues.

## COURSE OUTLINE

### CLASS MEETING #:

1. *Class Discussion: What is Urban Design?, Course Requirements, Introduction to Neighborhood Analysis* *Lecture: Space in the City* *Homework: Neighborhood Analysis / Block Typology Study*
2. *Studio: Neighborhood Analysis / Block Typology progress* *Homework: Neighborhood Analysis / Block Typology Study*
3. **REVIEW: Neighborhood Analysis, Introduction to Block Typology Study** *Homework: Case Study*
4. *Lecture: Sixtus V's Rome* *Homework: Case Study*
5. *Studio: Case Study Seminar: Research and urban Design*
6. **REVIEW: Case Study**

7. *Introduction: Project 1 Seminar: Urban Design Readings (Le Corbusier)*
8. *Studio: Project 1*
9. *Studio: Project 1 Seminar: Urban Design Readings (Jacobs)*
10. *Studio: Project 1*
11. *Studio: Project 1 Seminar: Urban Design Readings (Krier)*
12. *Studio: Project 1*
13. *Studio: Project 1*
14. **REVIEW: Project 1, Introduction: Project 2**
15. *Studio: Project 2a*
16. *Studio: Project 2a*
17. *Studio: Project 2a*
18. **REVIEW: Project 2a**
19. *Studio: Project 2b*
20. *Studio: Project 2b*
21. *Studio: Project 2b*
22. *Studio: Project 2b*
23. *Studio: Project 2b*
24. **REVIEW: Project 2b**
25. *Studio: Project 2c*
26. *Studio: Project 2c*
27. *Studio: Project 2c*
28. *Studio: Project 2c*
29. *Studio: Project 2c*
30. *Studio: Project 2c*
31. **\*REVIEW: Project 2a,b,c \*Day of Uniform Finals**