**10-614-1 Architectural Technology Program**

# 2015 Madison College International Learning Outcomes

**A** = Assessed.

| **International Learning Outcomes** | 10-801-195 Construction Materials-Architectural Technology | 10-614-128 Architectural Software 1 | 10-614-129 Architectural Studio 1 | 10-614-130Architectural Software 2 | 10-614-130Architectural Studio 2 | 10-614-135 Building Codes | 10-614-119 Digital Architectural Rendering | 10-614-123 Electrical and Mechanical Systems | 10-614-152 Introduction to Sustainable Design and LEED | 10-614-154 Site Design | 10-614-155 Advanced Revit | 10-614-178 Building Structures | 10-801-197 Advanced CAD | 10-614-120 Professional Practice | 10-614-142 Architectural Detailing | | 10801197 Technical Reporting | 10-614-145 Architectural Design Studio | 10-614-194 Portfolio Preparation |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cultural Awareness - Demonstrate awareness of and sensitivity to other cultures’ norms, practices, and actions while at the same time recognizing, acknowledging, and appreciating individual difference. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | **A** |  |
| Intercultural Communications - Communicate effectively and respectfully with diverse peoples in intercultural teams and work groups. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| World Languages - Speak and write in another language while recognizing and respecting the importance of language diversity (all languages) in global communication. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| International Travel - Exhibit preparedness/readiness for international travel including the abilities to assess and respond to health and safety risks and the ability to adapt to unpredictable situations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| Global Citizenship - Recognize self as a part of global culture by demonstrating awareness of the interdependence of global systems; by understanding how the U.S. may be perceived world-wide; by solving problems with multiple perspectives and variables; and by making globally responsible decisions. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | **A** |  |
| Global Work Skills - Apply global perspectives to the work place through the use of appropriate technology for international communication, the ability to collaborate with diverse co-workers, the ability to adapt to variances between cultures in occupational processes, procedures and practices, and through recognizing the impact of the global economy on various occupations and professions. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | **A** |  |



## Madison College

**10-614-145 Architectural Design Studio**

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | Covers the basic skills used in the building design process. Introduces the student to building siting and massing, program analysis, building circulation, space flow diagrams, adjacency studies and building context. The design process continues with the integration of the structural steel framing. The student will design the framing plans as well as complete the calculations for the sizing of the individual steel members. Explores building technologies utilized in different countries and environments |
|  | Total Credits | 4.00 |

### Course Competencies

|  |  |  |
| --- | --- | --- |
|  | 1. **Analyze potential building sites for the location of a new multi-story building** | |
|  | Assessment Strategies  By presenting the project to the class  By completing the building and site analysis | |
|  | Criteria | |
|  |  | You use web based research methods |
|  |  | Site analysis indicates the site's amenities and deficiencies |
|  |  | Site analysis demonstrates the professional use of graphic techniques |
|  |  | Site analysis includes photos of the site and surrounding area |
|  |  | Site analysis includes data on assessed value |
|  |  | Site analysis includes data on public parking |
|  |  | Site analysis includes data on public transportation |
|  |  | Site analysis includes data on massing of the surrounding buildings |
|  |  | Demonstrate awareness of and sensitivity to other cultures’ norms, practices, and actions while at the same time recognizing, acknowledging, and appreciating individual difference. (ILO CULTURAL AWARENESS 2015) |
|  |  | Recognize self as a part of global culture by demonstrating awareness of the interdependence of global systems; by understanding how the U.S. may be perceived world-wide; by solving problems with multiple perspectives and variables; and by making globally responsible decisions. (ILO GLOBAL CITIZENSHIP 2015) |
|  |  | Apply global perspectives to the work place through the use of appropriate technology for international communication, the ability to collaborate with diverse co-workers, the ability to adapt to variances between cultures in occupational processes, procedures and practices, and |

Assignment

International Group Project

|  |  |
| --- | --- |
| Environment | Online |

Evaluators: Instructor, Corbett, Bob

|  |
| --- |
|  |

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | Presentation targets the local environmental conditions |  |
| 3. | Presentation includes utilizing local building materials |  |
| 4. | Presentation includes a sensitivity to production of local resources |  |
| 5. | Compare and contrast building products |  |
| 6. | Recognize differences in building cost |  |
| 7. | Identify strengths and weaknesses of local building material |  |
| 8. | Presentation graphics are clear and support findings |  |
| 9. | Use correct grammar, punctuation and spelling |  |
| 10. | Assess the work of your group members and other groups |  |
| 11. | Demonstrate awareness of and sensitivity to other cultures’ norms, practices, and actions while at the same time recognizing, acknowledging, and appreciating individual difference. (ILO CULTURAL AWARENESS 2015) | **Met Not Met** |
| 12. | Communicate effectively and respectfully with diverse peoples in intercultural teams and work groups. (ILO INTERCULTURAL COMMUNICATION 2015) | **Met Not Met** |
| 13. | Recognize self as a part of global culture by demonstrating awareness of the interdependence of global systems; by understanding how the U.S. may be perceived world-wide; by solving problems with multiple perspectives and variables; and by making globally responsible decisions. (ILO GLOBAL CITIZENSHIP 2015) | **Met Not Met** |
| 14. | Apply global perspectives to the work place through the use of appropriate technology for international communication, the ability to collaborate with diverse co-workers, the ability to adapt to variances between cultures in occupational processes, procedures and practices, and through recognizing the impact of the global economy on various occupations and professions. (ILO GLOBAL WORK SKILLS 2015) | **Met Not Met** |
| 15. | Meet minimum performance expectations | **0-60** |

Syllabus



**Spring 2020 Architectural Design Studio**

**Catalog # 614-145, Room D1673**

Architectural Design Studio

614-145-001 and 002

Instructor: Bob Corbett Architect

Office: D1675

Office Hours: posted

Phone: 246-6852

E-mail bcorbett@madisoncollege.edu

**Section 0001: Tues 8:30-11:20AM and Thurs 8:30-10:30AM**

**Section 0002: Tues 12:30-3:20 PM and Thurs 12:30-2:20PM**

Bob Corbett

Office # D1675

Office hours Mon 12:30-1:30, Fri 9:30-10:30 or by appointment

Telephone # (608) 246-6852

E-mail: bcorbett@madisoncollege.edu

**Center Office** Room A2105 Truax campus, telephone (608)246-6800

**General Course Description**

This course develops an understanding of the basic process and skills necessary to design and complete a set of construction documents for a moderate size commercial/public building.

The student will utilize the knowledge developed in earlier classes including schematic studies, site analysis, sketching skills, site development, and presentation skills to develop concept plans. Then during the second half of the semester we will take the concept drawings and convert them into a set of construction documents.

**Spring 2020 Course Description**

**Project #1**

This semester will start off with the design of K thru 12 School building in Gambia. This will provide the opportunity to learn about local culture, indigenous building materials and local construction techniques. This will be a 3-week project culminating with a schematic presentation. The final presentation will include a discussion of local building traditions, sketches and computer 3D renderings.

This type of presentation is very common in the architectural practice providing clients with the necessary drawings to begin a capitol campaign.

**Project #2**

Following the Gambia Schoolhouse project, we will move into the addition and renovation of the Shorewood Hills Boathouse. The Boathouse is located in McKenna Park, more commonly known as the Shorewood Hills Beach. It was one of the first parks established in the initial Shorewood plat of 1922. The ravine in which the park is located was a well-known scenic spot for university students and Madison residents. The original rustic bridge over this ravine was built by the Madison Park and Pleasure Drive Association and became a destination for horses, bicycles, and early automobiles. It was at this rustic bridge that the young John C. McKenna conceived of a real estate plat for the Shorewood area. He considered the ravine and Lake Mendota overlook to be one of the  "beauty spots" of the area.  
  
By the time the village was created in 1927, McKenna had already constructed a bathing beach, pier, and diving platform. The first lifeguard was hired in the summer of1928 at a rate of $0.60 an hour.

In 1930, the Park Association built a pier and boathouse. The top deck of the boathouse served as a recreation area for children by day, and at night it was used by residents for picnics and parties.  
  
Before the village built its swimming pool in 1970, McKenna Park was a very important destination for village residents. A sidewalk that extends from the school along the west side of Shorewood Boulevard and Edgehill Drive was installed in the 1960s and still provides water access today. A few years after the pool opened, usage of McKenna Beach dropped so much that maintenance was discontinued. The beach area is now used primarily by casual anglers or for storage of small boats. In the winter it serves as a convenient access to the ice.

**Required daily course materials:**

Text: Building Construction Illustrated, Francis Ching

Architecture Form Space and Order Francis Ching

**Items to Purchase**

3 ring binder for organizing handouts, with dividers

2GB External USB hard (flash) drive for backing up files

Architectural drawing and sketching tools

18" wide roll of trace paper

**Student E-mail:**

Madison College offers a student e-mail account for all students. You are responsible for

monitoring your student e-mail account. Student e-mail questions can be accessed at:

<http://madisoncollege.edu/email>

**General Course Requirements, Resources and Grading Policy:**

Attendance - 10% of the total grade

Attendance is critical to the development of your drawing skills and knowledge.

Students are expected to arrange work, appointments and other commitments around, not during, class times.

**Grading Scale** - A: 95-100

AB: 90-94

B: 85-89

BC: 80-84

C: 70-79

D: 64-69

F: <64

Student grades to date will be made available on Blackboard periodically. You

are encouraged to frequently check your course progress on Blackboard.

**Withdrawals and Incompletes:**

If you encounter circumstances that prevent you from completing this course, you have the option of either withdrawing from the course or requesting an incomplete. You must consult with us to request an incomplete. Be aware that administration automatically converts incomplete grades into an F one year after their issuance. It is your responsibility to contact us regarding completing the course, and turn in made-up work within that one-year timeframe.

If you decide to withdraw from this course, you must formally withdraw through the Enrollment Center <http://madisoncollege.edu/enrollment-center> Truax Atrium (608) 246-6210 in order to avoid being issued a failing grade. If you find yourself struggling in the course, you are encouraged to discuss with us any difficulties you are having early on. We will maintain the confidentiality of any information you share with us.

**Early Alert Program**

This program is designed to identify students who may be at risk of being unsuccessful in course work, e.g., incomplete, unsatisfactory or missing assignments, inattentiveness, poor class participation, attendance issues, etc

<http://madisoncollege.edu/in/early-alert-program>

**Advising and Career Resources** in Room D1618 offer employment services

such as resume writing and critiquing, interviewing skills, and job search

strategies. They can be contacted by phone at (608) 243-4271 or e-mail at

<http://madisoncollege.edu/academic-advising-services>

Check out the web page at for additional information.

Walk-In Tutoring is also available in the Truax Library (second floor) from

8:30AM - 7:00PM Monday through Thursday, and until 4:00PM on Fridays.

**Trio/SSS**

The TRiO/SSS Program at Madison College provides a network of academic support services: study strategy development to achieve academic success; tutoring to master course content; and individualized academic advisement and mentoring to help you develop professional skills, build confidence, and promote academic and personal success.

[**http://madisoncollege.edu/trio-sss**](http://madisoncollege.edu/trio-sss)

**Syllabus changes:**

This syllabus is subject to change. Any changes will be announced in class.

**Snow Emergency:**

In the event of inclement weather, students are advised to call the Madison College Hotline at: 246-6606 to check on school closings.

**Disability Considerations:**

We wish to include all persons in this course. If you need accommodations for a disability, please see Disability Resources Services at 246-6716 or drs@madison college.edu for an accommodations form. Such services may include counseling, note taking, tutoring, and test taking accommodations. Please present your form to us so we can make adjustments to curriculum, instruction or assessments of this course to enable you to fully participate. It is best to request these accommodations at the beginning if not before class so there is ample time to make the accommodations. We will maintain the confidentiality of any information you share with us.

**Student Rights and Responsibilities:**

The MADISON COLLEGE website provides a description of both your rights and your responsibilities as a Madison College student. The list can be accessed by choosing the A-Z index tab on the main page of the Madison College website, choosing R, then choosing Rights and Responsibilities near the end of the R list.

We reserve the right to remove disruptive students from the class. Any type of harassment including but not limited to sexual, ethnic or religious will not be tolerated. These issues will be quickly addressed by the faculty and Division Dean.

**Academic dishonesty** is defined as: any behavior which results in a student giving or receiving unauthorized assistance or receiving credit for work that is NOT his/her own.

The page listed above provides a link to the following information about **academic integrity**:

Madison Area Technical College values the learning experience. Central to this value are the standards of academic honesty and integrity. The college is a place of learning characterized by trust between faculty and students. It is the desire of the college that this trust be honored and protected.

The discovery of academic dishonesty is discouraging to students and instructors alike. To avoid academic misconduct, it is important that students understand how it is defined and the college’s expectations of its students. It is also important that students know their rights when an allegation of academic misconduct is made.

Every member of the college community has the right to expect that all students will be graded fairly, and every member of the college community has rights of due process if accused of academic misconduct. Members of the college community are obligated to conduct academic work with honesty and integrity according to institutional standards. For these reasons, it is important that each student:

**BECOME FAMILIAR** with the rules and consequences of academic misconduct.

**ASK INSTRUCTORS** if you are unaware or uncertain of what behaviors constitute academic misconduct (for example, how to cite from the web or whether it is permissible to work with another student on an assignment).

**LET INSTRUCTORS KNOW** if you believe you have witnessed an incident of academic misconduct. You may report your observations to your instructors without fear of retaliation.

**BE AWARE** that helping someone else cheat is a violation of the rules and may result in misconduct charges.

**Instructor Responsibilities**

We commit to communicating openly and frequently with you about this class. We will strive to maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to e-mail or phone communication within 24-48 business hours.

**Evaluation:**

Your final grade in this course will be determined by the following criteria:

Attendance 10%

Project # 1 Gambia Elementary School

Schematic design 20% of final grade

Project # 2 Shorewood Hills Boathouse Renovation

Response to RFP (Booklet) 15% of final grade

Interview 10% of final grade

Schematic Design 15% of final grade

Final presentation and final CD project 30% of final grade

Total possible percentage 100%

**Semester Summary**

This semester we will be working on the design of K thru 12 school to be located in Gambia and also the renovation and addition to the Shorewood Hills Boathouse.

**Weekly Schedule**

Gambia Schoolhouse Project

Week 1

Research indigenous building materials, building practices and cultural aspects of attending school in Gambia. Prepare a site analysis and programmatic study of the proposed spaces

Week 2

Begin preparation of concept sketches, adjacency diagrams and graphic site analysis.

Week 3

Prepare 3-D renderings and finalize hand sketches for final presentation. The final presentation will be Tuesday of week 4.

Shorewood Hills Boathouse Addition and Renovation

Week 4

Respond to RFP

The first 2 weeks of the semester will be dedicated to the completion of the responses to the RFP and the preparation for the interview. We have a number of research items on Shorewood Hills Boathouse on the shared G drive. These include history of the boathouse, many photographs including historical photos and recent photos. I also have over 25 examples of Responses to RFP that I will make available to you. These examples include both professional examples and past student response.

I have also completed a laser scan point cloud model that you will be expected to use to complete the existing “as built” drawings of the building and site. Laser scan models are beginning to become a main stay of the modern architectural office.

Proposals and presentations are due February 13th at 7:30am. You are expected to dress professionally

See items discussed in class and hand out for presentation “deliverables”.

There will be professional architects and the architectural staff from Taliesin Preservation Inc at the presentation. You are expected to dress professionally.

Week 5 thru 8

Preparation of schematic drawings

Present schematic drawings to the client (Week 8) The specific day will discussed in class.

The presentation should include schematic floor plans, elevations and at least one perspective drawing to help ‘sell’ your idea. The media is your choice, realize though the drawings must be hand sketched or appear to be hand sketched. That is what clients expect to see at this stage of the process

See items discussed in class and hand out for presentation “deliverables”

Week 9 thru 11

Present your Design Development Drawings (Week 11)

See items discussed in class and hand out for presentation “deliverables”

Week 12 thru 15

Develop your Construction Documents

Expect to develop 30 to 40 sheets of construction drawings.

Week 16

Present final project

Final presentation should include early sketch ideas, 3d models and sketches as well as selected CD drawings. Food will be provided!

See items discussed in class and hand out for presentation “deliverables”

Hand in a hard copy of your construction drawings and all Power Point Presentations

Drawing Requirements

Phase I Preliminary Design

Site analysis\*

Schematic design drawings \*

Final Design development

Phase II Construction Documents

50% Set\*

Red line set (mandatory)

100% Set\* This presentation will be made on the last day of class

Final Drawing Presentation Requirements:

Schematic drawings

Architectural Plans

Title sheet

Site plan

Site details

Basement/ foundation plan

1st floor plan

Additional floor plans as required

Roof plan

Reflected ceiling plans

Exterior elevations

North

South

East

West

Sections

Long

Cross

Enlarged floor plans

Restrooms

Reception area

Architectural Details

Wall sections

Partition types

Structural Plans

Floor framing plans (as required)

Roof framing plans (as required)

Sections

Long

Cross

Structural details

Extra Credit

Calculation Book

Project Management Schedule

Extra details