



2012

Trimester 2

COURSE OUTLINE

ARCI 212

Architectural Design Integration

GENERAL

Core; Trimester Two; 30 points

ASSESSMENT

100% internal by assignment

CLASSTIMES AND LOCATIONS

LECTURES:	Monday	9:30 – 10:20	Room: VS LT1
STUDIO:	Monday	10:30 – 13:20	Room: VS 323 2 nd year studio
	Friday	8:30 – 12:20	Room: VS 323 2 nd year studio
COMP LAB:	Monday	10:30 – 14:20	Room: VS 319 & VS 322
	Friday	8:30 – 12:20	Room: VS 319 & VS 322

COORDINATOR

Coordinator

Name Martin Hanley
Room: 2.09
Phone: 463 6280 & 027 41 69 731 & 389 7316 at Red Design
Office Hours Monday 14.00 – 15.30 & by appointment
Email: martin.hanley@vuw.ac.nz

Sub-Coordinator

Name Guy Marriage
Room: 2.11
Phone: 463 6228
Office Hours Monday 14.00 – 15.30 & by appointment
Email: guy.marriage@vuw.ac.nz

Group Tutors - Full tutor details will be provided at start of course.

- 1 Sarah Adams
- 2 Martin Hanley
- 3 Anna Farrow
- 4 Ben Jagersma
- 5 Sarah Newton with Sally Ogle
- 6 Anastasia Globa
7. Carolyn Walker
8. Guy Marriage

General Class & Digital Tutors

Matthieu Mereau & Jack Jiang

Assisted occasionally by

Matt Fraser

Sam Curtis

School of Architecture

COURSE SYNOPSIS

A studio based paper with a series of architectural design projects applying evaluative and critical processes in architectural design, building environmental design methods, and designing with a client brief. Principles of people-environment relationships; satisfaction and comfort; heat, light, sound.

ARCI 212 emphasises the link between design, architectural practice, and the built environment - as a means for modifying human environments in ways that affect comfort, efficiency, mood and meaning. The architecture you design for the projects is to be conceived as part of the built environment. The course interacts with and is taught alongside SARC 223, exploring people / environment relationships and integrating knowledge gained in the Human Environmental Science course.

AIMS OF THE COURSE

The central aim of this course is to appreciate how architectural design contributes to an integrated system of environmental modification and control, analyse a site in terms of aspect, outlook and climate and translate these conditions into design parameters which enhance the possibilities for habitation, and provide a basic grounding in environmental science and its use in informing, creating, assessing and enhancing architecture.

Other aims include:

- gaining familiarity with the basic premises of environmental science and sustainable architecture through their use in design
- exploring the effects of environmental context, climate, culture and materiality on architecture
- gaining skill in a range of computer programs with which to develop and present architectural ideas
- envisaging architectural designs as if they will become an inhabitable part of the built environment.

COURSE LEARNING OBJECTIVES

At the successful completion of the course, students who pass will be able to:

1. Apply history, theory and precedent to the critical analysis of contemporary architectural issues
2. Demonstrate awareness of the social, artistic, technological, economic and ethical issues influencing designed environments
3. Evaluate and apply design strategies using a range of aesthetic, contextual, functional, economic, cultural and technological criteria
4. Produce original and creative solutions for the designed environment
5. Communicate effectively and professionally in a variety of modes and formats.
6. Contribute effectively to the identification and realization of shared goals within project-focused groups.
8. Demonstrate an ongoing engagement with the evolving issues of designed environments

To demonstrate the full breadth of the course, the following information, relating to the Course Learning Objectives, is noted below:

Knowledge

At the successful completion of the course, students who pass will be able to:

- basic theories and methods of inquiry that seek to clarify the relationships between human sensory and spatial experience and the physical environment
- basic principles that inform the design of environmental and building envelope systems, including acoustics, lighting and climate modification systems, and energy use
- basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design
- fundamentals of sensory experience and perception
- principles and systems of order that inform two- and three-dimensional design and architectural composition

Creative & Critical Thinking

At the successful completion of the course, students who pass will be able to:

- design with a client brief and assess the proposed design solution against the client brief
- assess a site and its context in order to establish an appropriate design concept
- respond to climate as well as natural and built site characteristics in the development of a design project
- provide a coherent rationale for environmental, formal and technical decisions made in the architectural design process
- Demonstrate an understanding of the way that environmental science can inform design
- Successfully use the basic premises of environmental science and sustainable architecture in design work
- Research & explore the effects of environmental context, climate, culture and materiality on architecture
- Demonstrate an understanding of the way that site and context can inform and develop design
- Identify, order and synthesise pertinent design information.
- Extend and work creatively with a design brief.

- Identify ways to test design options quickly – confidently explore designs through graphic techniques, models, digital media or moving imagery.
- Engage in the conceptual stage of a complex building within a physical setting and be able to continue that through design development and the technical detailing of the building

Communication

At the successful completion of the course, students who pass will be able to:

- incorporate fundamental ideas for structural and construction systems, environmental systems, life-safety systems, building envelope systems, and some building service systems into building design
- design both site and building to accommodate individuals with varying physical abilities
- utilise computer analysis tools and other resources in assessing aspects of the environmental performance of buildings
- Use a range of computer programs with which to develop and present architectural ideas, showing competency in computer based design modelling and environmental design evaluation
- employ appropriate representational media, especially computer-aided design technologies, to convey essential formal elements and design intentions in the context of the existing and proposed environment

Leadership

At the successful completion of the course, students who pass will be able to:

- cooperate with other students and lead other students when working as members of a design team
- Critically discuss and debate the topics and issues that arose within the course
- Demonstrate critical reflection and self evaluation

Assessment items	Length	%	CLO(s)
1 Project 1	4 weeks	30	1, 2, 3, 4, 5, 6, 7, 8
2 Project 2	4 weeks	30	1, 2, 3, 4, 5, 6, 7, 8
3 Project 3	4 weeks	40	1, 2, 3, 4, 5, 6, 7, 8

GRADUATE SKILLS

<i>Graduate Skills</i>	<i>Taught</i>	<i>Practised</i>	<i>Assessed</i>
Knowledge			
• Information literacy	✓	✓	✓
Creative and Critical Thinking			
• Problem solving	✓	✓	✓
• Critical evaluation	✓	✓	
• Work autonomously		✓	
• Creativity and innovation	✓	✓	✓
Communication			
• Effective communication (written)	✓	✓	✓
• Effective communication (oral)	✓	✓	✓
• Effective communication (graphic)	✓	✓	✓
• Work effectively in a team setting	✓	✓	✓

Leadership			
• Ethical behaviour in social / professional / work environments	✓	✓	
• Responsible, effective citizenship	✓	✓	
• Commitment to responsibilities under the Treaty of Waitangi		✓	

COURSE CONTENT

The central theme of this course is an exploration of the human perception and understanding of architecture through the senses. The course addresses the elements and principles of visual, acoustic and thermal sensory inputs and investigates how they can be used in creating architecture, especially environmentally friendly and sustainable architecture.

The projects explored in Arci 212 are aimed at developing and challenging student design and analysis skills in the making of architecture. Visual, thermal and acoustic aspects of space and architecture are considered in depth. Students explore how measurable qualities can relate to and affect the sensory experience of architecture and its context.

Arci 212 investigates the architectural implications of site and context. Project work looks at the elements and principles of site analysis – researching & measuring the environmental, physical, urban, cultural, historical and social context of the designs.

Emphasis is placed on bringing all these architectural and human elements together in design work. Integrating the environmental and technological factors in this course's project work is elaborated on and analysed in student assignments in Sarc 223. The Architecture conceived while designing for the projects is to be imagined as if it will become part of the built environment and used for human inhabitation.

COURSE DELIVERY

Arci 212 is a studio based design course with weekly lectures on architectural inspiration, environmental factors, design techniques and project material. The **lecture programme** covers a range of environmental science and architectural design topics and is presented on a regular basis (see **Schedule of Sessions & Assessments**).

The “paperless” studio protocol operates in Arci 212. Course material, project information, and feedback sheets are all handled via the R-Drive, with class notices distributed by Blackboard and email to all students.

All Hand-ins are required to be submitted digitally to students’ individual R-Drive Hand-in folders. Reviews are conducted in studio using digital LCD monitors. Tutors mark electronically from copies of the digital submissions.

All Project Work is exhibited digitally compiled by our auto – exhibition robot and made available to the class on the R Drive. **Correct file naming and file size are critical for your project work to be recognised by the e-robot and included in the exhibition collation.**

The course operates at 3 levels of tutorial teaching: the whole class, tutorial groups and the individual. In the studio environment tutors will work with students’ design decisions, methodology & selected presentation strategy giving feedback, constructive criticism & advice.

In the **design studio**, these lecture topics and further architectural schemes are explored in more detail and in the context of specific design requirements. The design studio operates at three levels: as a whole class, as a tutorial group (or sub-group) and as sessions with individual students. The majority of the time will likely be spent within the tutorial group. Sessions with individual students help address student specific learning. Tutors will be in the studio at all scheduled times undertaking group and individual reviews of project work with the students. The intensity and regularity of participation in studio is reflected in the understanding and quality of work presented. Continuing discussions regarding projects in progress will be critical to the development of student design work. Therefore, **students are urged to work in the designated work spaces at all scheduled times** so that active participation at all three levels is possible.

A tutor will be assigned to each tutorial group. He/she will assume primary responsibility for providing the continuous and most intensive advice to students in that group.

In Arci 212 we also have 2 other tutors available for general design advice and digital tutorial support. Students are encouraged to take advantage of this in the studio and computer labs as time permits.

The principal vehicles for discussion at all three levels will be **student work**. The general tone of the course is set by sharing ideas and knowledge. The course will operate from the principle that design ideas must be made architecturally explicit through drawings and models (both by hand and via computer media), and that they must be **shared formally with staff and peers**. Students are expected to advance their work incrementally and regularly, and to be prepared for each class session.

Digital modelling & computer based environmental assessment is a requirement of the Arci 212 projects. To help familiarise students with the software (especially Revit and Ecotect) used during the course design work **online video tutorials** are posted that outline training material for these programmes. This online material is available as a reference resource for use in future years design work.

Computer Laboratory tutorial support is provided. At key points throughout the course to consolidate the computing skills required and to help students explore the computer as a design tool we will convene digital workshop sessions. Overlapping with Monday and Friday studio the two computing facilities adjacent to the studio are reserved for the use of Arci 212.

Throughout the sequence of the course a commitment is expected from students to develop a rich architectural vocabulary, and to demonstrate this commitment through a willingness to explore ways of measuring and representing design ideas to produce rigorous yet expressive architecture. It is also suggested that students **document their design decisions** and the basis on which these decisions are made at each step of the process in a "diary". The diary may be shared with the tutors during individual or group tutorials. Arci 212 encourages students to make their own decisions with reference to tutor advice & feedback.

The paper is 100% internally assessed.

ASSIGNMENTS/PROJECTS

There are 2 separate assignments staged with 3 Project Hand-ins all **digitally to the R – Drive**.

Refer to **Schedule of Sessions & Assessments** for the details of student learning and development progress expected by each successive studio session of the twelve week semester.

The assignment handouts on the R-Drive and Blackboard provide further information on each assignment.

The Project Marksheets identify the Assessment Criteria, the issues explored and level of resolution expected for each project.

To provide a comprehensive overview, a description of the assignments follows:

Project 1: *My Beach House*

During the first 4 weeks, each student will be designing a bach / beach house on a site near Wellington. This project is worth **30%** of the final mark, and is due **Friday 10 August**.

Project 2: *Wellington Light Rail Station*

During the next 4 weeks, each student will be working on a design for a Light Rail station on a site in Wellington, engaging with the existing architecture and spaces in the public realm.

This project is worth **30%** of the final mark, and is due **Friday 14 September**.

Project 3: *Wellington Light Rail Station*

During the final 4 weeks, each student will be reworking their Light Rail station designed, integrating into their design the knowledge gained in SARC 223, as well as SARC 221. The finished works are to be presented to the Wellington City Council and the press.

This project is worth **40%** of the final mark, and is due **Monday 29 October**, and will be discussed and displayed in Crit Week. The Arci 212 **Final Review** using Project 2b presentation material is all day from

9.00am **Tuesday 30 October**. Please feel free to invite your family and friends to this Crit Week 2012 public session.

NOTE: All handins **must** be submitted to the Handin folder on the R-Drive, using the correct file-naming format and file sizes. This is a School of Architecture requirement to ensure that student work is appropriately archived.

ASSESSMENT REQUIREMENTS

ARCH 212 is internally assessed by assignment work. The 3 Projects are assessed and graded A+, A, A-, B+, B, B-, C+, C, D, E, (where C is a PASS). Grades only are issued to students.

The final grade for the course is based on the aggregation of the percentage marks for each of the projects, and a final grade of C or better is required to pass the course. The projects contribute towards the final course grade as follows:

Project 1	30%	due Friday 10 August
Project 2a	30%	due Friday 14 September
Project 2b	40%	due Monday 29 October
TOTAL:	100%	

The Arch 212 **Final Review** of Project 2b presentation material is **all day** from 9.00am **Tuesday 29 October**. It is a course requirement to attend and present your project work, and to attend other students' reviews, at all scheduled critical reviews.

NOTE: In order to ensure equity, hand-in dates cannot be modified. Architecture School hand-in dates cannot be changed without permission from the Head of School.

The School has a long tradition of providing *critical review* of student work as it progresses especially in design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from *assessment*. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are often composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions. Consequently late work will not receive a critical review, though it will be assessed subject to any penalties as set out below.

- **Critical Review:** May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. **An encouraging critical review does not necessarily mean a good assessment result.**
- **Assessment:** May take place at a stage in a project or on final submission (or both). Its purpose is to value the work in terms of the objectives stated in the handout and to express this as a grade. Moderation of all assessment in design is undertaken at the end of the Trimester after critical reviews, involving a wider group of staff than the immediate lecturers in the course. This process ensures fairness.

Arci 212 general assessment criteria include the general ideas listed under Learning Objectives and the specific criteria explained in the briefs for each project, as well as **demonstrated evidence of the following abilities:**

Using environmental factors to inform design. This course considers the importance of utilising the site-specific potentials of sun, light, wind and rain in the process of design and how the findings from researching these support design arguments or generate design strategies.

Level of engagement: The conceptual stage of a complex building within a physical urban setting. The importance of site and context in the making of architecture is understood and demonstrated.

Clarity of design strategy: Ability to adopt a clear design strategy and apply this consistently at different stages of development and at different scales of resolution.

Design Fluency: Ability to record and test design options quickly.

Resolution & Development: Extent of design development, provision of human comfort, and the technical detailing of the building – the implications on the architectural outcome and design ideas.

Integration: The understanding of human environmental science and its incorporation in the design intentions of a complex programme at a variety of scales.

Communication: A clear and convincing communication of design intentions is demonstrated. The level of representation skills will be considered in the assessment forms of research presentation, design submission and critique. Various media are required: model making, hand drawing and CAD. Ability to communicate theoretical and architectural concepts clearly is also important.

Critique: Demonstrate a critical engagement with an architectural brief.

In general, merely addressing assessment criteria is not necessarily sufficient to fulfil the requirements for a particular project. It is necessary that students demonstrate **understanding of and ability to work with the criteria** by providing an appropriate and carefully considered analysis and architectural design response. **Designers deliberately intervene in an existing environment, typically to improve a situation and to provide a pleasant experience in the designed space or building.** It is therefore important that students engage with the criteria and their respective representation in their architectural design response at an aesthetic, functional and experiential level.

Good architectural design usually requires comprehensive responses assessed from a number of perspectives. In addition, it is always possible to improve a particular design solution. In practical terms, however, time, cost or other constraints limit the activities of the designer and choices have to be made with regards to priorities chosen. Understanding and consideration of the issues involved, making informed and appropriate choices on the basis of the information available, careful integration of design ideas, the selection of appropriate materials, effective time management, and the skilful representation of the design. All form part of the overall success of a project.

The Course is internally assessed by assignment work in the form of ____ projects. Assignments are assessed and graded A+, A, A-, B+, B, B-, C+, C, D, E, (where C is a PASS). Grades only are issued to students. The final grade for the course is based on the aggregation of the percentage marks for each of the assignments, and a final grade of C or better is required to pass the course.

NOTE: In order to ensure equity, hand-in dates cannot be modified. A hand-in date cannot be changed without permission from the Head of School.

The School has a long tradition of providing *critical review* of student work as it progresses especially in design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from *assessment*. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are often composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions. Consequently late work will not receive a critical review, though it will be assessed subject to any penalties as set out below.

- **Critical Review:** May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result.
- **Assessment:** May take place at a stage in a project or on final submission (or both). Its purpose is to assess the work in terms of the objectives stated in the handout and to express this as a grade. Moderation of all assessment in design is undertaken at the end of the Trimester after critical reviews, involving a wider group of staff than the immediate lecturers in the course. This process ensures fairness.

All work submitted for assessment must be accompanied by an ASSESSMENT DECLARATION FORM.

All grades posted during this course are only provisional results until confirmed by the School Examiners Committee which meets after the examination period.

PENALTIES

For work that arrives late, the following penalty will be applied for the School of Architecture: 5% immediately, then 5% for every subsequent 24 hours including weekends.

GROUP WORK

Details of any group work involved should be given as stated in section 5 of the Assessment Handbook http://www.victoria.ac.nz/home/about_victoria/avcacademic/puhandbook.pdf Note that group assessment may not be worth more than 15% of the course.

There will be some group-based project work, and students may link their projects together, but overall marks will be based individually.

ATTENDANCE AND PARTICIPATION

Attendance and participation is an important aspect of the learning process, and you are required to attend all the lectures and tutorials.

If extraordinary circumstances arise that require you to be absent from some class sessions, you should discuss the situation with the Course Coordinator as soon as possible.

The design studio operates at three levels of instruction: the whole class, the tutorial group, and the individual. The studio thus involves both collective and individual participation from individuals in the group. Tutors will be in the studio at all scheduled times undertaking group and individual instruction and reviewing project work. Ongoing discussion will be critical to the development of your design work.

Therefore, for the studio to operate effectively, students are expected to arrive on time, to be present for the whole studio session, (unless there are reasons why they cannot) and to actively participate in group and one-to-one discussions with your tutor. It is also expected that students will bring to the studio sessions the appropriate equipment and supplies needed to work productively on the design projects and to complete

this project work on time. The intensity and regularity of participation in the studio is unerringly reflected in the understanding and quality expressed in the resulting work.

Studio tutors begin in studio with a Tutor Group meeting and operate tutorial sign up sheets. All students are expected to meet their tutor promptly at the beginning of each studio session. Group tutors will finish in studio when they have seen everyone who has signed up.

Students are expected to maintain an acceptable level of cleanliness and tidiness in the studio as outlined in the Studio Culture Policy which is displayed in all studios.

COURSE EXPECTED WORKLOAD

You should be expect to spend a total of around **300 hours** on this course, including both scheduled class time and independent study. Typically this involves around 20 hours per week during the twelve teaching weeks, with the balance during the mid trimester break, study week, and examination period.

http://www.victoria.ac.nz/home/about_victoria/avcacademic/publications/assessment-handbook.pdf

MATERIALS AND EQUIPMENT REQUIRED

Students will need to provide all materials and equipment as necessary for the completion of required work.

It is recommended that you have your own laptop although computer facilities are available at the School. If you are purchasing a laptop and would like information on the minimum requirements please contact the Student Administration Office. While digital cameras are available at the school, it is also recommended that students consider purchasing a simple digital camera (3.2mpxl minimum). Note: The Student Loan, administered by StudyLink, allows students to claim up to \$1000 for course related costs for each year of study.

Hand-ins in this course are all digital, as PDF presentations with reduced size (A3) hard copy printouts available for circulating at the review while you present digitally (and for assessment and moderation purposes). Students are asked to have a portable hard drive USB stick containing their presentations available at the start of the scheduled review sessions.

For each critical review of the projects please bring the reduced size A3 copies for your tutor as separate sheets printed in colour.

Some model making materials and other equipment may also be required. Specific information concerning hand-in requirements is given in the individual assignment handouts.

RECORDING OF WORK AND PORTFOLIO

You are strongly encouraged to respect and care for your work, making and recording a visual summary of each project in this course. This may be in digital and/or hard copy. The principal purpose of this is to maintain a record of your work for incorporation into your own personal "Design Portfolio". Recording a summary of your work also means it is available if needed for you or the School to exhibit or publish.

SUBMISSION OF WORK

Each student is responsible for ensuring their work is submitted on time and in the required format.

- Students are required to personally present their work on time at all scheduled reviews and in the location and specified format as set out in assignment outlines. Failure to personally present work at any scheduled graded review will result in an automatic failing grade of E for the work being reviewed, unless an extension has been approved in advance by the Course Coordinator.
- Work submitted late **must** include directly notifying the Course Coordinator by email.
- Late submissions will not be penalised in the event of illness or other extraordinary circumstances provided students have requested an extension of time in writing in advance of the scheduled hand-in, and the Course Coordinator has approved this in writing.

Late submissions will be penalised as set out above, unless an extension is approved by the Course Coordinator.

EXTENSIONS

In the event of illness or other extraordinary circumstances that prevent you from submitting a piece of work on time, or that you feel adversely affect the quality of the work you submit, it is important that you discuss your circumstances with the Course Coordinator as soon as possible so that appropriate arrangements may be made. If possible, you should complete an Application for Extension form (available from the Faculty Office) for the Course Coordinator to approve before the hand-in date. You will also need to provide suitable evidence of your illness or other circumstances. In an emergency, or if you are unable to contact the Course Coordinator, you should advise the Faculty Office of your situation. Work submitted late must be submitted to the Course Coordinator.

MANDATORY COURSE REQUIREMENTS

In order to pass the course you must satisfy the following mandatory course requirements:

- Attend at least 80% of the studio sessions and confirm your attendance on the attendance roll.
- Discuss your project progress with your tutor or the Course Coordinator at least weekly.
- Attend and present your project work, and attend other students' reviews, at all scheduled critical reviews.

COMMUNICATION OF ADDITIONAL INFORMATION

Any changes or additions to this Course Outline will be discussed and agreed with the class, and conveyed through Blackboard or via email to all students enrolled in the course. **Changes to graded submission dates cannot occur without permission from the Head of School.**

READINGS AND REFERENCE MATERIAL

The following readings are recommended for this course: It is also expected that students make use of other references in their project work as and when required or suggested by tutors. Please also refer to the Course Outline for SARC 223 for a full list of further texts regarding lighting, thermal and acoustics etc that your design work will require.

Author	Title	Call No.	Related lecture / course section
Vale B & R (1991)	<i>Green Architecture – Design for a Sustainable Future</i>	NA2542.3 V149 G	Course in general
Parliament Commission for the Environment, Office of [PCE] (2002)	<i>Creating Our Future: Sustainable Development for New Zealand</i> . Wellington: PCE. August	http://www.pce.govt.nz/reports/allreports/1_877274_03_8.shtml	Sustainability + Wellbeing [Section 2: pp.29-39.]
Derek Phillips	<i>Daylighting – natural light in Architecture</i>	NA2794 P558 D	
Nicolas Pople	<i>Experimental Houses</i>	ISBN 1 85669 335 X	Project 1
Nicolas Pople	<i>Small Houses</i>	ISBN 1 85669 296 5	Project 1
Edited by Julia Gatley	<i>Group Architects Towards a NZ Architecture</i>	ISBN 978 1 86940 466 6	Project 1
Pip Cheshire and Patrick Reynolds	<i>Architecture Uncooked</i>	ISBN 978 1 86962 154 4	Project 1

It is worth looking in the AVERY index and Environmental Building News magazine, as much of the most recent material is in magazines. The Architecture and Design library has an extensive selection of books about sustainable architecture, design, materials, landscapes, energy use etc that are not listed here and that are on order currently. If students require specific information not listed here discuss with tutors or with the Course Coordinator. Any additional specific reading and reference material will be outlined in project / assignment hand outs or may be specified by guest lecturers and speakers.

Some useful web resources

- Ministry for the Environment: www.mfe.govt.nz
- EECA: <http://www.eeca.govt.nz/>
- Quality Planning: <http://www.qualityplanning.org.nz/index.php>

Civil society organisations

- Cycle Aware NZ <http://www.can.org.nz/>
- ECO: <http://www.eco.org.nz/>
- Ecologic Foundation: <http://www.ecologic.org.nz/>
- LSA (Living Streets Aotearoa): <http://www.livingstreets.org.nz/>
- NZ Wind Energy Assn <http://www.windenergy.org.nz/>
- Solar Action: <http://www.solaraction.org.nz/>
- T2000+ (Transport 2000+) <http://www.techmedia.co.nz/t2k/> in particular
- <http://www.techmedia.co.nz/t2k/More%20access.html>

Interesting blogs

- Architectural Centre: <http://www.architecture.org.nz> in particular the following
- Arch Centre : <http://architecture.org.nz/2010/03/15/cut-and-cover/>
- Arch Centre : <http://architecture.org.nz/2009/12/18/architecture-of-the-basin/>
- Arch Centre : <http://architecture.org.nz/2010/02/17/wellington-2040-our-vision/>

- Eye of the Fish: <http://eyeofthefish.org/>

- BLDG BLOG: <http://bldgblog.blogspot.com/>
- BLDG BLOG: <http://bldgblog.blogspot.com/2010/06/subterranean-builders-guide.html>

School of Architecture

SCHEDULE OF SESSIONS (Assessments to be noted)

Week month	day	date	item	location	time	Comments Trimester 2 Begins
Week 29 July	M	16	Lecture	LT1	9.30 - 10.20	Course Introduction Project 1 'Beach House' Intro Group Intro – Start Concept Development Ideas STUDIO supplement with CAD tutorial available
			Studio	VS 323	10.30 - 13.20	
			Computer lab	VS 319 & VS 322	10.30 - 14.20	
	TU	17				
	W	18				
Week 30 July	M	23	NO Lecture No Studio No Comp lab	Train from Wellington central station at 9.44am to Pukerua Bay (Kapiti Line). Train Returns back to Wellington 11.53am, 12.23pm, 1.23 etc	9.30 - 14.20	SITE VISIT – Pukerua Bay by TRAIN Group rover 4 people return = \$35 ie \$7.50 each return Please do NOT take cars
	TU	24				
	W	25				
	TH	26				
	F	27	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	
Week 31 July August	M	30	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Methodology + QUICKLY Testing Design Ideas Design development STUDIO supplement with CAD tutorial available
	TU	31				
	W	1				
	TH	2				
	F	3	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	
Week 32 August	M	6	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Guest Lecture: First Light Bach & The Role of Detail Design development / Presentation STUDIO extension with CAD tutorial available
	TU	7				
	W	8				
	TH	9				
	F	10	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	
Week 33 August	M	13	REVIEW In Studio	VS 323	8.30 - 13.20	REVIEW Project 1 No Lecture, No Studio, No Comp lab
	TU	14				
	W	15				
	TH	16				
	F	17	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	

						STUDIO supplement with CAD tutorial available
Week 34 August	M	20	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Concepts + Organising Design Configuration(s) + London's Jubilee Line Site analysis and Concept development STUDIO supplement with CAD tutorial available
	TU	21				
	W	22				
	TH	23				
	F	24	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	Concept Design development STUDIO supplement with CAD tutorial available
Week 35 August	M	27				Mid Trimester Break
	TU	28				
	W	29				
	TH	30				
	F	31				
Week 36 September	M	3				
	TU	4				
	W	5		ARCI/INTA/LAND591 Review		attend these reviews if you can
	TH	6		ARCI/INTA/LAND591 Review		
	F	7				Trimester 2 continues
Week 37 September	M	10	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Guest Lecture: The Role of Structure Concept Design development / Presentation STUDIO supplement with CAD tutorial available
	TU	11				<i>Arch students start lighting measurements in co-course SARC 223</i>
	W	12				
	TH	13				
	F	14	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	Presentation – self explanatory drawings STUDIO supplement with CAD tutorial available. HAND - IN Project 2a 30% Digital Copy
Week 38 September	M	17	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	REVIEW Project 2a No Lecture, No Studio, No Comp lab
	TU	18				
	W	19				
	TH	20				
	F	21	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	Design refinement and development STUDIO supplement with CAD tutorial available
Week 39 September	M	24	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Design Development + Guest Lecture Design development STUDIO supplement with CAD tutorial available
	TU	25				
	W	26				
	TH	27				
	F	28	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	Design development STUDIO supplement with CAD tutorial available
Week 40 October	M	1	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Guest Lecture: Presentation Techniques Design development STUDIO supplement with CAD tutorial available
	TU	2				<i>Arch students start acoustic measurements in co-course SARC 223</i>
	W	3				

	TH	4				
	F	5	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	Design & Detail Finalising STUDIO supplement with CAD tutorial available
Week 41 October	M	8	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Guest Lecture Project Completion STUDIO supplement with CAD tutorial available
	TU	9				
	W	10				
	TH	11				
	F	12	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	
Week 42 October	M	15	Lecture Studio Computer lab	LT1 VS 323 VS 319 & VS 322	9.30 - 10.20 10.30 - 13.20 10.30 - 14.20	Course wrap up workshop + hand in advice Project Completion / Presentation STUDIO supplement with CAD tutorial available
	TU	16				Final Hand-ins for non-studio subjects
	W	17				Final Hand-ins for non-studio subjects
	TH	18				Final Hand-ins for non-studio subjects
	F	19	Studio Computer lab	VS 323 VS 319 & VS 322	8.30 - 12.20 8.30 - 12.20	Project Presentation STUDIO supplement with CAD tutorial available
Week 43 October	M	22				Labour Day - Holiday
	TU	23	WG101 setup for crit wk			Study/Examination Period No hand-ins allowed
	W	24	WG101 setup for crit wk			No hand-ins allowed
	TH	25	WG101 setup for crit wk			No hand-ins allowed
	F	26	WG101 setup for crit wk			No hand-ins allowed
Week 44 October November	M	29	HAND - IN	R – Drive 1pm	13.00	FINAL HAND-IN Digital Copy 40% Part 2b Project Grading Begins
	TU	30	REVIEW	Atrium & WG101	9.00 – 17.00	Crit Week Review ARCI 212 FINAL REVIEW Present Digitally bring supporting roughs drawings& model(s)
	W	31	SoA Crit week			ARCI312, INTA312, LAND312 final reviews
	TH	1	SoA Crit week			ARCI412, INTA412, LAND412 final reviews
	F	2	SoA Crit Week			ARCH482 final review - Attending other years' reviews is recommended
						Electronic Grading Complete GRADE MODERATING
Week 45 November	M	5				Exams
	TU	6				Exams
	W	7				Exams
	TH	8		ARCH482 report hand-in		Exams
	F	9				Course Grades Submitted
Week 46 November	M	12				End of Year Exhibition install
	TU	13				
	W	14				EXAMINERS MEETING
	TH	15				
	F	16				Examination Period ends
Week 47 November	M	19				Trimester 3 Begins
	TU	20				
	W	21				
	TH	22				
	F	23				

CLASS REPRESENTATIVES

The Faculty of Architecture and Design operates a system of Class Representatives in 100-level courses, and Year Representatives in each of the professional disciplines. Student Representatives are elected during a class session in the first week of teaching. All Student Representatives will be listed on the STUDiO notice board in the Atrium, and the relevant Representatives are also listed on studio notice boards. Student Representatives have a role in liaising between staff and students to represent the interests of students to the academic staff, and also in providing students with a communication channel to STUDiO and the Student Representation organiser.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that University staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or the University's policy website <http://www.victoria.ac.nz/home/about/policy>

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Student Interest and Disputes Resolution Advisor or refer to the statute on the Victoria policy website at: <http://www.victoria.ac.nz/home/about/policy>

The Policy on Staff Conduct can also be found at: <http://www.victoria.ac.nz/home/about/policy>

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; the Student Interest and Dispute Resolution Advisor is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the Victoria website at: <http://www.victoria.ac.nz/home/about/policy>

There is also a leaflet explaining the grievance process available from the Academic Office website at: http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx#grievances

Students with Impairments

Refer to the [*Meeting the Needs of Students with Impairments Policy*](#), available on the University's policy website <http://www.victoria.ac.nz/home/about/policy>

The University has a policy of reasonable accommodation of the needs of students with impairments. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Services to discuss your individual needs and the available options and support on a confidential basis. Disability Services are located on Level 1, Robert Stout Building: telephone 463-6070 email: disability@vuw.ac.nz

Information regarding support is available from the Faculty Office reception desk.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. There are a number of support services available to help you directly if your academic progress is causing concern or if there are elements in your life that are affecting your ability to study. These include:

- Your course coordinator or programme director;
- Staff in your Faculty Student Administration Office Student Dedicated learning support through Student Learning Support Service; Te Pūtahi Atawhai; Disability Services and Victoria International;
- Wider holistic support through the Health Service; Counselling Service; Financial Support and Advice; Accommodation Service and Career Development and Employment. Find out more at www.victoria.ac.nz/st_services/ or email student-services@vuw.ac.nz;
- Facilitation and Disputes Advisory Service can provide support and guidance on matters involving student safety, conflict or misconduct.

TE ARO CAMPUS BUILDING RULES AND FACILITIES

Students on the Te Aro Campus are required to comply with the Faculty Guidelines relating to the safe use, access and care of the Architecture and Design technical resources and building facilities. These are available on the School website, and in the following documents available from the student R drive:

<R:\Student Health and Safety Information>

FAD Health & Safety Handbook – <http://www.victoria.ac.nz/fad/facilities/3d-model-workshops.aspx>

- Workshop and campus safety
- Safety training and safety precautions for the workshops
- FAD hazard Register
- Te Aro Campus floor plans

FAD Technical Services and Facilities Handbook – issued to all staff and available to all students on the student R drive, covering various local practices, including information on:

- Information for new staff and students
- Access and booking of teaching/studio spaces, and technical resources
- Studio etiquette and rules pertaining to exhibitions, critiques and storage of models/drawings
- Housekeeping/cleaning within the studios and workshops
- Information on Te Aro IT systems and support
- Te Aro campus floor plans

General information on Faculty/School Technical Facilities including **technical staff** and their associated areas: <http://www.victoria.ac.nz/fad/facilities>

WHERE TO GET HELP

Faculty of Architecture and Design Student Administration Office – Vivian Street – Level One

The Faculty's Student Administration Office is located on the first floor of the Vivian Street Wing. The first floor counter is the first point of contact for general enquiries and Faculty forms. Student Administration Advisors are available to discuss course status and give further advice and the Faculty qualifications. To check for opening hours call the Faculty Student Administration Office on (04) 463 6200.

HEALTH AND SAFETY

Students are reminded that they must comply with any health and safety instructions given by staff members in charge or work places and instructions and signs posted around the campus. All students should familiarise themselves with the *FAD Health and Safety Manual* and *Notices around the Workshops and Laboratories*. Students are advised to refer to the Student R drive for safety and other relevant information. <R:\Student Health and Safety Information>

WITHDRAWAL DATES

Information on withdrawals and refunds can be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

School of Architecture



Faculty of Architecture and Design

Work Submitted for Assessment Declaration Form

Student's full name :

Course :

Assignment/project :

(number and title)

Date submitted :

School of Architecture

Refer to the information on Academic Integrity, Plagiarism and Copyright on the back of this form.

I confirm that:

- I have read and understood the University's information on academic integrity and plagiarism contained at <http://www.victoria.ac.nz/home/study/plagiarism.aspx> and outlined below:
- I have read and understood the general principles of copyright law as set out below:
- This project/assignment is entirely the result of my own work except where clearly acknowledged otherwise:
- Any use of material created by someone else is permitted by the copyright owner.

Signed:

Date:

Academic Integrity, Plagiarism and Copyright

ACADEMIC INTEGRITY

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. University staff and students are expected to treat academic, intellectual or creative work that has been done by other people with respect at all times. Victoria University's reputation for academic integrity adds value to your qualification.

Academic integrity is simply about being honest when you submit your academic work for assessment

- You must acknowledge any ideas and assistance you have had from other people.
- You must fully reference the source of those ideas and assistance.
- You must make clear which parts of the work you are submitting are based on other people's work.
- You must not lie about whose ideas you are submitting.
- When using work created by others either as a basis for your own work, or as an element within your own work, you must comply with copyright law

(Summarised from information on the University's Integrity and Plagiarism website:

www.victoria.ac.nz/home/studying/plagiarism.html)

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- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
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COPYRIGHT

Copyright law regulates the use of the work of an author, artist, designer or other creator.

- Copyright applies to created work including designs, music, computer programs, artistic and literary work.
- The work can be in printed, digital, audio, video or other formats.
- Normally the author or creator of a work owns the copyright for their lifetime and for 50 years after their death, (although sometimes someone other than the creator of a work owns the copyright to the work, such as the creator's employer, or a person who commissions the creator's work).
- You must have permission from the copyright owner to copy, alter, display, distribute or otherwise use created work.
- If the creator has applied a Creative Commons licence to a work, this permits others to use the work but only in accordance with that licence.

Further information on copyright is available on the Creative Commons Aotearoa FAQ website:

http://www.creativecommons.org.nz/frequently_asked_questions#III1