The Architecture of Home

applying vernacular knowledge to shape innovative climate responsive housing

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Image Montage: Carrie Bobo Pruitt Igoe Demolition + Andrew Wyeth's Christina's World 2022

OVERVIEW

Set against the backdrop of a general crisis of affordability, climate change, and social unrest, how and where do we look for solutions that allow us to create affordable, well-designed housing for broad segments of society?

We begin with a conversation on home, and the value of housing; the idea of home.
Then students start their individual student research projects, looking at vernacular housing models and how they responded to context and climate.
Next we continue our research, looking forward to how each of these societies applied (or failed to acknowledge) historic housing typologies in contemporary housing strategies.
Finally we then look to the future and work to consider what could be viable (local or universal) strategies for housing moving forward, particularly considering dense urban environments.
Each student's individual research will be workshopped and discussed forming the collective content of the course.
Students will exhibit their work in *Future View: Vernacular Technologies* Symposium hosted at NJIT in the Spring.

Each week we will read a few texts to provide general background for our research. Each class session will have an assigned pair of discussion leaders. These students will be responsible for sharing in-depth their thoughts and providing discussion questions for response by the rest of the class. All students are required to read all readings and are expected to participate in the classes discussions.

Photograph: Carrie Bobo Düppel Museum Village, Berlin, 2019

FORMAT AND DELIVERABLES

This course is a research and discussion-intensive seminar with lecture and workshop components and a final project emphasizing creative, visual modes of representing original research.

Weeks 1 Foundation and Research
Students will read foundational texts on climate responsive building form and survey vernacular housing around the globe.
They will identify a place and typology of interest to them to research.

Weeks 2-7 Vernacular Study
Students will study their selected place, researching and diagramming the climate.
They will then research and diagram their housing typology and visually represent its response to climate.

Weeks 8-10 Contemporary Housing Study
Students will research and diagram the contemporary housing in the same locality. They will consider different housing modalities - single family, multi-family, social housing, market rate, etc. - and consider how they respond to climate and context. They will also consider the country's housing policy and its relationship to the idea of home.

Weeks 11-15 Looking Forward, a Proposal on Home
Students will build on their research.
They will formulate a thesis on housing and home relative to their specific place of study or as a universal strategy.

Mid term project:
A presentation of one assigned/selected country's vernacular, and contemporary housing as well as a review of that country's housing policy and philosophical relationship to the idea of home.

Final project:
A proposal on home: 800 word narrative + artifact (image/model/object/video) + 5 minute presentation at a final review symposium. Students will propose an intervention, prototype, modular construction, multi-unit housing strategy, etc which addresses contemporary opportunities or challenges of home presented through curatorial, journalistic, or artistic work. The Final Project will be due during the course's exam period.

READING LIST

Readings 1-4: Home

A **The Poetics of Space, Gaston Bachelard**
Highlighted Excerpts Foreward and Chapter One
Bachelard, Gaston. 1969. The Poetics of Space. Boston: Beacon Press.

B **Black Vernacular Architecture as Cultural Practice, Bell Hooks**
Hooks Bell. 1998. Art on My Mind : Visual Politics. [Nachdr.] ed. New Press/

C **The Color of Law, Richard Rothstein**
Own Your Own Home
Rothstein, Richard. 2017. The Color Of Law : A Forgotten History Of How Our Government Segregated America. New York; London : Liveright Publishing Corporation, a division of W.W. Norton & Company.

D **United Nations Right to Adequate Housing**
United Nations. Fact Sheet No.21, The Right to Adequate Housing. 2021. Pdf.
https://www.ohchr.org/documents/publications/fs21_rev_1_housing_en.pdf

Readings 5-8: Vernacular

E **Buildings without Architects: A Global Guide to Everyday Architecture, John May**
Forward and Introduction
John, May. 2010. Buildings without Architects: A Global Guide to Everyday Architecture. New York: Rizzoli.

F **Race and Modern Architecture, Cheng, Davis, and Wilson**
Introduction
Cheng, Davis, and Wilson. 2020. Race and modern architecture: A critical history from the enlightenment to the present. University of Pittsburgh press.

G **Natural Energy and Vernacular Architecture, Hassan Fathy**
Environment and Architecture, Chapter One
Fathy, Hassan M., Walter L. Shearer and Abd al-Rahman Sultan. 1986. Natural Energy and Vernacular Architecture: Principles and Examples with Reference to Hot Arid Climates.

H **Habitat: Vernacular Architecture for a Changing Planet, Sandra Piesik**
Piesik, Sandra. 2017. Habitat: Vernacular Architecture for a Changing Planet. Thames & Hudson.

Readings 9-12: Climate

Sun, Wind & Light
I Chapter 6 Favorite Design Tools
J Chapter 7 Favorite Design Strategies
Brown, G. Z and Mark. DeKay. 2001. Sun, Wind & Light: Architectural Design Strategies. New York: J. Wiley.

Design with Climate, Olgyay & Olgyay
K Introduction and Approach 1-11
L Bioclimatic Chart, Weather, the Sun, and Shading 16-82
M Morphology, Wind, & Approaches by Climate Zone 84-190
Olgyay, Lyndon, and Olgyay. 2015. Design with Climate: Bioclimatic Approach to Architectural Regionalism. Princeton: Princeton University Press.

N **Material Reform, Material Cultures**
Material Cultures (Organization). 2022. Material Reform: Building for a Post-Carbon Future. First Ed. London: MACK.

PROCESS

Week 1 Introduction
Week **1 Intro Week 01/22**
Course Introduction, Student Introductions, Research Methodology, Syllabus Review, Community Agreement -
    Deep Readings
    Workshop: Common Questions / Project Criteria + Booklet Format & Drawing Standards
    Assignment: Preliminary Selection of 3 Research Topics
    Readings: (A&K) - 250 Word Response

Weeks 2-6 Vernacular Study
Week **2 01/29** Reading Discussion
    Workshop: Research Project Topics
    Assignment: Final Selection of Research Project Topics
    Readings: (B&L) - 250 Word Response
Week **3 02/05** Reading Discussion
    Workshop: Advertising Poster - Research Topic
    Assignment: Introduction Text (400 Words) & Outline
    Readings: (C&M) - 250 Word Response
Week **4 02/12** Reading Discussion
    Workshop: Introduction Text & Outline
    Assignment: Creation of a Dummy Booklet
    Readings: (D&I) - 250 Word Response
Week **5 02/19** Reading Discussion
    Workshop: Dummy Booklet
    Assignment: Architectural Drawings
    Readings: (E&J) - 250 Word Response
Week **6 02/26** Reading Discussion
    Workshop: Climate Diagrams
    Assignment: Climate Diagrams
    Readings: (F&N) - 250 Word Response
Week **7 03/04** Reading Discussion
    Workshop: Vernacular Pages
    Assignment: Final Vernacular Pages (Context!)
    Readings: (G) - 250 Word Response

Weeks 8-10 Contemporary Housing Study
Week **8 03/11 Spring Break**
Week **9 3/18** Reading Discussion
    Assignment: Housing policy
    Readings: (H) - 250 Word Response
Week **10 03/25** Reading Discussion
    Assignment: Two Case Studies in Contemporary Housing
    Readings: (P+Q)
Week **11 04/01** Reading Discussion
    Assignment: Preliminary Looking Forward Concepts
    Readings: (R+S)

Weeks 11-15 Looking Forward: Proposal on Home
Week **12 04/08 Looking Forward**
    Reading Discussion
    Assignment: Preliminary Looking Forward Artifact
    Readings: (T+U)
Week **13 04/15 Looking Forward**
    Reading Discussion
Week **14 04/22 Optional Critiques Via Online Signup**
Week **15 04/29 Optional Critiques Via Online Signup**
Final Exam Period **Presentations & Conversations**

OBJECTIVES

NAAB Shared Values

Design:
Through a foundational understanding of the history of the design of homes globally, along with the theoretical, political, and societal contexts of home, students gain insight and visual vocabulary that enables them to design better, safer, more equitable, resilient, and sustainable housing, and, as many of the concepts learned translate across design typologies, architecture.

Environmental Stewardship and Professional Responsibility:
Students gain a crystal clear perspective on the impact of their work on the natural world as well as on societal health, safety, and welfare when looking deeply at how vernacular was local, sustainable, and climate responsive and then looking ahead to how contemporary architects succeed or fail at translating response to place and local environmental conditions into building form.

Equity, Diversity, and Inclusion:
Students deepen their understanding of diverse cultural and social contexts and how those contexts shape the built environment. They also consider how vernacular housing is either seen as cultural heritage or primitive depending on the perceived social class of it's creators.

Knowledge and Innovation:
Students gain a broad range of knowledge, they are introduced to: international housing goals, housing policy, serial housing, modular housing, vernacular housing forms, urban housing, social housing strategies and forms, as well as contemporary housing. In understanding historic and contemporary contexts, students find groundwork for innovation. Students are offered the opportunity to explore innovative design solutions that capitalize on opportunities or provide solutions to wicked problems in housing and home.

Leadership, Collaboration, and Community Engagement:
Students are offered opportunities to work collaboratively and are given tools and methodologies for finding success in collaborative work. Students are also introduced to methodologies for trans-disciplinary research and co-production and stakeholder participation in design processes.

Lifelong Learning:
The course, in breadth and depth, endeavours a thorough understanding of climate responsive building forms. The course endeavours through introducing practices of deep reading, self directed research, meaningful discussion, and the provision of a platform for the open sharing of ideas to ignite an ongoing curiosity for and engagement with theories and histories.

Photograph: Carrie Bobo Wanas Konst 2020

Book

Each student will be responsible for a comprehensive, professional research project formatted in a cohesive way to create the content for a book on diverse contemporary architecture. These will be developed through a series of submissions by week:

Week 1: **Collaboratively Established Parameters**
> Description:
>> Together during class time set the research parameters:
>>> Common Questions - What questions should every research project answer?
>>> Booklet Format - What size, shape, font, layout should we use to create a cohesive whole?
>>> Drawing Standards?
>>> Citations, Recognizing the Work of Others
>>> The use of AI in Writing - Your thoughts have value
>>> Sources - Google Scholar, The Library, Original Source Materials

Week 2: **Preliminary Research Topics 10 Points**
> Description:
>> Submission of 3 potential research topics -
>> Select 3 localities/ building forms that you are
>> interested in researching
> Deliverables:
>> (1) 8.5x11 Vertical page for each topic with images
>> drawings and descriptive text

Week 3: **Final Research Topics 10 Points**
> Description:
>> Submission of 1 final selected research topic
> Deliverables:
>> (1) 8.5x11 Vertical Advertising Poster for your project
topic

Week 4: **Introduction & Outline 10 Points**
> Description:
>> Submission of Introductory text and outline
>> Deliverables:
>> (1) 8.5x11 page (400 word minimum) Introduction
>>> This text should be foundational and provide:
>>> Hook
>>> Background information
>>> Definition of key terms
>>> Roadmap
>>> Confirmation of your position
>> (1) 8.5x11 page with an Outline showing the logic of
>>> the research project as a whole
> Resources: https://communicate.gse.harvard.edu/files/commlab/files/_structure_of_a_paper.pdf

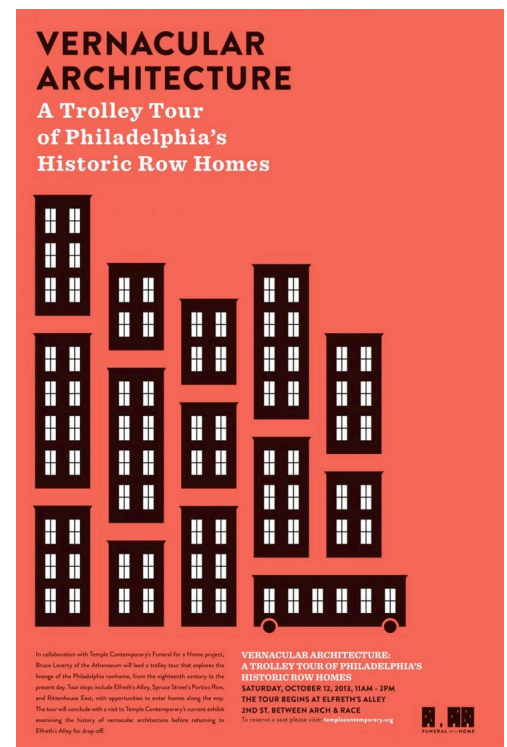*Week 5:* **Dummy Booklet 10 Points**
> Description:
>> Submission of Dummy Booklet
> Deliverables:
>> (4-8) 2 page 8.5x11 vertical dummy booklet spreads
> Including Cartoons of Minimum (4) Architectural Drawings,
>> (6) Diagrams, and (6) Images

VERNACULAR ARCHITECTURE
A Trolley Tour of Philadelphia's Historic Row Homes

In collaboration with Temple Contemporary's Funeral for a Home project, Bruce Laverty of the Athenæum will lead a trolley tour that explores the lineage of the Philadelphia rowhome, from the eighteenth century to the present day. Tour stops include Elfreth's Alley, Spruce Street's Portico Row, and Rittenhouse East, with opportunities to enter homes along the way. The tour will conclude with a visit to Temple Contemporary's current exhibit examining the history of vernacular architecture before returning to Elfreth's Alley for drop-off.

VERNACULAR ARCHITECTURE:
A TROLLEY TOUR OF PHILADELPHIA'S
HISTORIC ROW HOMES
SATURDAY, OCTOBER 12, 2013, 11AM - 2PM
THE TOUR BEGINS AT ELFRETH'S ALLEY
2ND ST. BETWEEN ARCH & RACE
To reserve a seat please visit: templecontemporary.org

FUNERAL for a HOME

Week 6: **Architectural Drawings 30 Points**

    Description:

        Submission of Architectural Drawings

    Deliverables:

        Prepare basic architectural drawings of a strong example of your housing typology. Drawings should include, at minimum, floor plans (one for each floor), (2-4) elevations, (1-2) sections, and one axonometric.

Week 7: **Diagrams 30 Points**

    Description:

        Submission of Diagrams

    Deliverables:

        Minimum (6) Diagrams graphically explaining the content of the research

Week 8: **Final Vernacular Booklet 50 Points**

    Description:

        Submission of Final Vernacular Booklet

    Deliverables:

        Final Booklet - 100% Complete - Imagery, Text, Diagrams

Week 9: **Housing Policy 10 Points**

    Description:

        Submission of Booklet pages with Contemporary Housing Policy

    Deliverables:

        Two Booklet Pages showing the Contemporary Housing Policy of the Location you've selected

Week 10: **Two Case Studies 10 Points**

    Description:

        Submission of Booklet Pages with Two Contemporary Case Studies

    Deliverables:

        Two Case Studies of Contemporary Projects including a description of the project, Floor Plans, Sections, and Images as well as a reflection on how they respond (or don't) to climate and context

Week 11-Final Exam: **Looking Forward, A Proposal on Home 50 Points**

    Description:

        A Proposal on Home

    Deliverables:

        800 word narrative + artifact (image/model/object/video) + 5 minute presentation at a final review symposium. Students will propose an intervention, prototype, modular construction, multi-unit housing strategy, etc which addresses contemporary opportunities or challenges of home presented through curatorial, journalistic, or artistic work.

Participation

Each student is expected to participate actively in each days conversations. This is a significant part of the course. All reading materials should be brought to class printed as the students will leave their electronic devices away throughout the course of the class.

Readings 10 Points Per Reading Summary

For each set of assigned readings write 2-3 sentences summarizing each reading and 1 paragraph responding to the content of the collective readings. This should be at minimum 250 words, but may require more to create a craft a cohesive response.

NAAB STUDENT PERFORMANCE CRITERIA

ARCH 559 meets all the National Architectural Accrediting Board Student Performance Criteria, with particular emphasis on PC.3 Ecological Knowledge and Responsibility, PC.4 History & Theory, PC.5 Research and Innovation and PC.8 Social Equity and Inclusion.

PC.1 Career Paths

How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

The course illuminates different available career opportunities through an understanding of varying architectural typologies as well as a look into the field of architectural writing, theory, and research.

PC.2 Design

How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

The course instills in students the role of the design process in shaping the built environment. The course conveys the complexity of factors contributing to architectural design processes at different scales and in rural, suburban, and urban conditions addressing social, economic, and environmental sustainability.

PC.3 Ecological Knowledge and Responsibility

How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

The course addresses residential developments' role in shaping sustainable cities and the benefits and challenges of density as well as the frames utilized to contextualize housings' relationship to natural environments. It will also address sustainability through a specific look at how vernacular architecture, in many countries both in the global north and global south, implement passive environmental control strategies compared with strategies utilized by new housing developments.

PC.4 History and Theory

How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

The course ensures that students understand histories and theories of architecture and urbanism relative to housing through students' own explorations of worldwide vernacular housing. The course explores not just architectures of North America and Europe but focuses on international housing.

PC.5 Research and Innovation

How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

The course specifically enables students to engage and participate in architectural research, testing and evaluating new solutions against historic successes and failures.

PC.6 Leadership and Collaboration

How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

The course encourages a collaborative approach and introduces methodologies for cross-disciplinary research and stakeholder participation in design processes.

PC.7 Learning and Teaching Culture

How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

The course fosters a positive and respectful environment encouraging optimism, respect, collaborative research, engagement with the topic, and a sharing of both product and process.

PC.8 Social Equity and Inclusion

How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

The course furthers and deepens students' understanding of diverse cultural and social contexts through in-depth study of texts and the built environment and encourages students to theorize strategies for the development of equitable housing.

ADMINISTRATIVE POLICIES

Grading:
https://www5.njit.edu/registrar/policies/grading.php

Attendance and Tardiness:
All absences are to be reported to the Dean of Students so they can determine if they are excused and/or accommodated. More than 3 unexcused absences will result in a 1 letter grade deduction.

Academic Integrity / Plagiarism:
Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf.
Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu
While the use of AI as a tool is encouraged, the use of AI to write paper content will result in a zero on the assignment.

Resources on Mental Health & Covid-19
https://researchguides.njit.edu/mentalhealth
https://www.njit.edu/pandemicrecovery/vaccination-requirement-njit-community-members

Students with Disabilities:
It is the school's moral, ethical, and legal obligation to provide appropriate accommodations for all students with physical and/or learning disabilities. If students need an accommodation related to disabilities, all official documentation must be filed with the Dean of Students and the Disability Support Service Office. It is the responsibility of the student to notify the instructor at the beginning of the semester if accommodations are warranted.
Dean of Students: https://www.njit.edu/doss/
Disability Support Service: http://www.njit.edu/studentsuccess/disability-support-services-0/

Well-being:
Taking care of yourself is as important as your other responsibilities to your classes, work, family and anything else that is part of your life. If you are struggling, please feel free to reach out to your instructor. NJIT has the Center for Counseling and Psychological Services (C-Caps) which is open and is offering online help https://www.njit.edu/counseling/

Citations:
The HCAD librarian Maya Gervits has assembled excellent resources on copyright, plagiarism citing, and avoiding plagiarism: http://researchguides.njit.edu/c.php?g=671665&p=4727920

Copyright, Rights and Publication:
All student work, both digital and physical, may be retained by the New Jersey School of Architecture, HCAD, NJIT for accreditation purposes, academic reference, design competitions, conferences, papers, institute publications, public display, and publicity both in print and online. NJSoA/HCAD/NJIT retains the right to a copy of all academic material prepared by students in conjunction with all courses and research. Only students enrolled in this specific course are to have access to the educational and reference materials provided. This includes, but is not limited to, videos, music, sounds, books, e-book links, journal and magazine articles, online images, and links to any other publication and tutorials from any source. Students are to comply with all intellectual property laws. Academic materials and references are not to be transmitted, shared, posted online, to be accessible, seen or used by any third party. Nor are they to be used beyond the academic assignments of the course. All materials including images, videos, recordings, live presentations, which are part of this course, are not to be screen captured or recorded and made public at any time or in any manner. All educational and reference materials are to be deleted completely, included from all storage devices before the last day of the semester. Registration or participating in any manner in this course constitutes implicit agreement with all these requirements.

FACULTY BIOGRAPHY

Carrie Bobo is a registered architect with more than 15 years of professional experience, most recently at an ambitious young firm in Göteborg, Sweden focused on affecting the structure of the city, Sunnerö Architects. She was previously a Design Associate with Selldorf Architects in New York City where she designed and managed arts exhibition, residential, and institutional projects. Carrie holds a professional architectural degree from Oklahoma State along with an MFA in painting and printmaking. She has experience teaching as a Design Educator with the Center for Architecture's program Learning by Design. Carrie is committed to thoughtful urbanism, equity, and holistic sustainability, including climate responsive building forms. Her personal research involves analysis of the concept of home through the lens of architecture, anthropology, sociology, urbanism, public policy, human geography, philosophy, economics, and history.

2021 – 2024 **Owner / Architect / Designer**, Agnèsa, Bushwick, Brooklyn
Agnèsa is a New York City based design studio working across the fields of architectural, urban, interior, graphic, and product design.

2019 – 2021 **Architect / Designer,** Sunnerö Architects, Göteborg, Sweden
Sunnerö Architects is a progressive and contemporary architectural office focused on creating proactive proposals bringing about change in the local urban fabric.

2012 – 2018 **Design Associate**, Selldorf Architects, New York
As an Associate at Selldorf Architects Carrie worked closely with a core team of architects and partners to shape the daily life of the firm. Carrie oversaw major cultural arts, municipal, and residential projects with multi-million dollar budgets: coordinating interdisciplinary consultants, presenting ideas and major project initiatives to clients and external stakeholders, managing the internal and external economy of projects, and developing the project's strategic plan.

2010-2012 **Designer + Project Manager**, architecture+information, New York
With A+I, an architecture firm that shapes spaces for clients while also shaping the companies themselves, Carrie oversaw multi-million dollar projects for NYC fashion designers, entertainment companies, and financial firms: coordinating consultants, presenting major project initiatives, developing project document packages, and reviewing construction.

2008 – 2010 **Project Manager,** Walsh & Purdy Architects, New York
Walsh and Purdy Architects was a niche design firm offering a range of design services.

2008-2010 **Design Educator**, Center for Architecture Foundation
With Learning by Design, an in classroom program introducing K-12 students to architecture, and design, Carrie developed and taught a series of hands-on workshops with the goals of cultivating students' observation skills, critical thinking, and creativity.

2004-2007 **Senior Designer**, Eight Inc., San Francisco / New York
With Eight Inc., an award-winning strategic design firm on the forefront of innovation creating ground-breaking experiences for the most beloved brands, Carrie worked with a small team to implement architectural solutions for Apple, Nokia, and Coach including travel to London and Mexico City.

Charlie Firestone is a registered architect and educator with over 7 years of professional experience. He is a partner at Matter – an architecture, design, and fabrication studio based in New York City. Previously, he worked as a Project Manager for Matiz Architecture & Design with a focus on higher education and non-profit clients. Charlie holds a B.Arch from Cornell University, and a M.S. in Architecture/ Option in Public Interest Design from Auburn University's Rural Studio. His interests include design-build practice, socially engaged design, experimental structures, and housing.

2020 – 2024 **Partner / Architect / Fabricator,** Matter, New York, NY
Matter is a New York City based architecture, design, and fabrication studio. Charlie is currently designing and building multiple projects for residential and non-profit clients, along with custom furniture and millwork elements to complement the architecture.

2021 – 2024 **Professor of Practice**, NJIT, Newark, NJ
As an adjunct instructor at NJIT, Charlie (along with his teaching partner, Erin Pellegrino) has taught three option studios: A design/build studio that produced a tiny home for a homeless individual in Newark, a Parklet design/build studio, and a studio focused on urban farming.

2021 **Adjunct Faculty,** City University of New York – City Tech, Brooklyn, NY
At CUNY City Tech, Charlie taught Building Technology II – focused on wood-frame construction and high-performance sustainable design.

2019 – 2020 **Graduate Research Assistant**, Rural Studio, Newbern, AL
At Auburn University's Rural Studio, Charlie's research centered on developing affordable housing models for the rural Southeastern United States. His assistantship focused on analyzing environmental data collected from existing housing models and interpreting the data to help develop more sustainable homes.

2014 – 2019 **Project Manager / Architect**, Matiz Architecture & Design, New York, NY
MAD is an NYC based architecture and design firm with a focus on community and institutional projects. At MAD Charlie designed and managed projects for NYU, Pratt, and Columbia University, as well as major healthcare nonprofits and community centers based in the city.

LEARNING & TEACHING CULTURE

This course presumes a very high level of engagement. Consistent with all professional programs in architecture, it is assumed that each student will activity engage in two to three hours of out of class non-studio time for every scheduled hour in class (i.e. 6-9 hours per week).

All students are required to review the HCAD Studio Culture Policy at the start of the semester in order to facilitate communications and clarify mutual, expectations between students and instructors. The HCAD Studio Culture Policy can be found here: https://kepler3.njit.edu/SitePages/Studio%20Culture%20Policy.aspx

Architecture School is a time to not only learn design skills, but also to cement professional working practices that will become the basis of your working life as an architect. To this end, class time should be a place of mutual respect where students treat each other with professional courtesy. This means that time spent in class is spent on academic work and that distractions are kept to a minimum. It also means that as much energy and effort is put into consideration of, and response to, other students work during workshops and seminars as to one's own presentations. Just as in the workplace, assignments not submitted on time are of little value and absences should be preceded by professional communication with legitimate justifications.

The best projects will be the result of continuous sustained effort throughout the semester and will not require sleep deprivation. Architecture School should be an incredible energizing time. Late hours, while sometimes productive and enjoyable, can easily become the foundation of unhealthy lifestyles and should be traded in for consistent daily work schedules.

Assignments are provided as suggested minimum requirements and, as in all things design, outstanding work will exceed the requirements.

The use of cell phones, texting, emailing, etc. during class hours is prohibited. Emergency calls should be taken outside of the class environment. Entertainment including movies, social networking, games, etc., during class hours is prohibited.

All students are to take detailed notes of class design group and individual discussions.

It is the responsibility of each student to seek architectural criticism, references and general guidance throughout the entire semester from their instructor, other members of the HCAD faculty, guest critics and utilize HCAD library resources. Non-participation in discussions, workshops, reviews, critiques or formal presentations can be a basis for not passing the course.

KEPLER

http://kepler4.njit.edu/Pages/Home.aspx
Projects should be uploaded within 48 hours of the final review. Grades will be held and not recorded with the Registrar until a student's work is uploaded to Kepler and google drive. All files must be resized and renamed. Images must retain their original proportions. All work must be archived as individual images, drawings, model photographs etc., and as complete multi-image boards as presented at the Final Presentation. All PowerPoint or PDF work must be converted to JPG format. JPG is the only image file format which is acceptable. File name: Student'sFirstName_ Student'sLastName_###.jpg