Unit Outline
ARCH3026 Architectural Discourse and Spatial Intelligence Studio
Semester 1, 2016

Unit study package code: ARCH3026
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Studio: 1 x 3 Hours Weekly
This unit contains a fieldwork component. Find out more about fieldwork on the work integrated learning (WIL) website at http://ctl.curtin.edu.au/wil/fieldwork/index.cfm, which also contains a link to the Fieldwork Policy and Fieldwork Manual.
Credit Value: 25.0
Pre-requisite units:
- ARCH2022 (v.0) Architectural Contexts Studio or any previous version
- 313728 (v.0) Architecture Studio 202 or any previous version
- 8385 (v.0) Architectural Design 202 or any previous version
- 6848 (v.0) Architectural Techniques 202 or any previous version
AND
- ARCH2023 (v.0) Architectural Contexts Methods or any previous version
Co-requisite units: ARCH3027 (v.0) Architectural Discourse and Spatial Intelligence Methods or any previous version
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
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Location: Building: 201 - Room: 320
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

Investigate various theoretical positions that directly result in differing ways of thinking about and making architecture. Building precedents, texts and bodies of work from local, national and international practices are studied as a means of acknowledging diversity in architecture and refining students’ design approach. Students will investigate a site at the periphery of the metropolis and design a series of public buildings including a medium scale building with a large single span roof. Work Integrated Learning will be incorporated throughout the unit by using a mode of teaching where design activity will take place in workshop situations/ on sites/ simulation of the real world project/ interaction with community and industry etc.

Introduction

Welcome to ARCH3026 (v.1) Architectural Discourse and Spatial Intelligence Studio.

This semester students will collaborate with one another to produce team and individual works. Each of you will collect and discuss precedent projects by various architects to understand their definitions of architectural poetics and approaches to conceptual diagramming and modelling.

There are 2 components:

The Studio will involve investigations into two main theoretical positions that directly result in different ways of thinking and making architecture, including architectural precedents (local/national/international), and texts as a means of acknowledging diversity in architecture informing and refining the student’s integrated design approach in dealing with people, culture, technology and the environment.

And Methods involve the investigation and application of the 3-dimensional diagramming methods to represent complex, spatial, programmatic and functional relationships.

Students will investigate a site and design projects consisting of a medium-sized public building with a large single roof span.

All Studio and Methods work will be integrated and submitted together for the various submissions.

(Please refer to your studio brief for more information.)

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyse precedents drawn from theoretical positions that currently operate within architectural practice articulating their relevance and acknowledging their differences</td>
<td><img src="image1.png" alt="Attribute1" /> <img src="image2.png" alt="Attribute2" /> <img src="image3.png" alt="Attribute3" /></td>
</tr>
<tr>
<td>2 Apply knowledge of studied precedents to the design of a series of small project</td>
<td><img src="image1.png" alt="Attribute1" /> <img src="image2.png" alt="Attribute2" /> <img src="image3.png" alt="Attribute3" /></td>
</tr>
<tr>
<td>3 Generate and reflect upon a design of a medium sized public building through experimentation with one theoretical position</td>
<td><img src="image1.png" alt="Attribute1" /> <img src="image2.png" alt="Attribute2" /> <img src="image3.png" alt="Attribute3" /></td>
</tr>
</tbody>
</table>
Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Skill</th>
<th>Information skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>Use analytical skills to solve problems</td>
<td>Confidence to investigate new ideas</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td></td>
</tr>
<tr>
<td>International perspective</td>
<td>Cultural understanding</td>
<td>Work independently and as a team (confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td>(value the perspectives of others)</td>
<td>(plan own work)</td>
</tr>
</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

Studio sessions - one-on-one and/or group tuition with different tutors
Self-directed learning - the responsibility is yours - share information with your peers
Interim and final reviews with visiting critics - intended to expose students to experienced practitioners/scholars

On successful completion of this unit, each student will be able to:

- analyse precedents drawn from two theoretical positions that will inform architectural practice
- apply knowledge of studied precedents to the experimental project
- synthesize and communicate your thinking and how to make architecture
- to be able to be competent in communicating the project using drawings and three-dimensional models that arise from the theoretical positions: SUSTAINABILITY AND LUXURY

Learning Resources

Essential texts

The required textbook(s) for this unit are:

Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>35 percent</td>
<td>Week: 4 Day: Thursday Time: 9.00am</td>
<td>1,2</td>
</tr>
<tr>
<td>Major Project</td>
<td>50 percent</td>
<td>Week: 13 Day: Thursday Time: 9.00am</td>
<td>3</td>
</tr>
<tr>
<td>Portfolio</td>
<td>15 percent</td>
<td>Week: 15 Day: Wednesday Time: 11.00am</td>
<td>1,3</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Refer to unit calendar
2. Refer to unit calendar
3. Refer to unit calendar

Pass requirements

To pass this unit, each student must receive a Final Pass grade of 50 or greater. Each student MUST submit all assessment items to pass the unit.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or
due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 25/07/2016 and 29/07/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check your OASIS email for details.

Referencing style
The referencing style for this unit is Chicago.

More information can be found on this style from the Library website: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm
Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s ”Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

This unit is slightly different in terms of site, content, program and readings.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Readings</th>
<th>Studio/methods</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>22 February</td>
<td>Orientation Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>29 February</td>
<td>Boon/Annette</td>
<td>Boon - refer to Learning Resources in this unit outline</td>
<td>Introduction &amp; instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 March</td>
<td>No lecture</td>
<td>SITE VISIT 10 March</td>
<td></td>
<td>Precedents/research</td>
</tr>
<tr>
<td>3.</td>
<td>14 March</td>
<td>Annette</td>
<td>Annette - refer to Learning Resources in this unit outline</td>
<td>Read intro and conclusion</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>21 March</td>
<td>Boon</td>
<td>Boon - refer to Learning Resources in this unit outline</td>
<td>A.1 INVESTIGATION TEAM REPORT DUE 24 March</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>28 March</td>
<td>Tuition Free Week</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>4 April</td>
<td>Boon</td>
<td></td>
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<tr>
<td>7.</td>
<td>11 April</td>
<td>Annette</td>
<td></td>
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<tr>
<td>8.</td>
<td>18 April</td>
<td>Tuition Free Week</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>25 April</td>
<td>Annette</td>
<td></td>
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<tr>
<td>10.</td>
<td>2 May</td>
<td>R. Hammond (TBC)</td>
<td>(TBC)</td>
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<tr>
<td>11.</td>
<td>9 May</td>
<td>TBC</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>16 May</td>
<td>TBC</td>
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<tr>
<td>13.</td>
<td>23 May</td>
<td>TBC</td>
<td></td>
<td>A.2 MAJOR PROJECT STUDIO &amp; METHODS 28 May</td>
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<tr>
<td>14.</td>
<td>30 May</td>
<td></td>
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<tr>
<td>15.</td>
<td>6 June</td>
<td>Study Week (&amp; celebration)</td>
<td>A.3 PORTFOLIO 8 June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>13 June</td>
<td>Examinations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>20 June</td>
<td>Examinations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>