

School/Faculty/Institute	Faculty of Arts, Design and Architecture		
Program	B. Arch. in Architecture	Required	
Semester	Spring		

Course Code	ARC 102		
Course Title in English	Architectural Design 2		
Course Title in Turkish	Mimari Tasarım 2		
Language of Instruction	English		
Type of Course	Studio		
Level of Course	Undergraduate		
Semester	Fall		
Contact Hours per Week	Lecture:	Recitation:	Lab: Studio: 12
Estimated Student Workload	298 hours per semester.		
Number of Credits	12 ECTS		
Grading Mode	Standard Letter Grade		
Pre-requisites	None		
Expected Prior Knowledge	None		
Co-requisites	None		
Registration Restrictions	Only Undergraduate Students		
Overall Educational Objective	<p>By operating from a specified perspectives one chooses a prominent understanding of place and uses it extensively to express the space itself. This modus operandi is about making and it is possible in any form of analysis and immediately generates (prototypes and drawing-types) which can easily be converted into design.</p>		
Course Description	<p>The notion of translation is an extremely powerful model in terms of architectural design. By following an array of layers which include new tectonics, spatial relations, effects, environmental strategies and social strategies, form set of exercises that trigger the notion of design awareness. The Translation Studio is a sequence of phases that introduce the individual to spatial problem-solving. It unfolds in a sequence of increasingly complex problems to initiate the students with working within two transversal knowledge-based fields; analytical and intuitive operations are applied to the study of materials and their potential for translation.</p>		
Course Description in Turkish	<p>Mimari tasarım için "tercüme" kavramı oldukça güçlü bir model olarak görülmektedir ve stüdyo için merkezde yer almaktadır. Yeni tektonikler, mekansal ilişkiler, etkiler, çevresel stratejiler ve sosyal stratejileri de içeren katmanlar seçkisiyle tasarım konusunda farkındalıkları artıracak çalışmalar oluşturulmuştur. Stüdyo öğrenciyi mekansal problem çözme konusuyla tanıştıracak şekilde biçimlendirilmiş bir dizi fazdan oluşmaktadır. Bu fazlar giderek karmaşıklaşan problemler ile yan yana duran iki bilgi alanı içerisinde çalışma olanağı vermektedir; analitik ve sezgisel işlemler ile malzemeler ve potansiyellerinin "tercüme"ye katkıları araştırılacaktır.</p>		
Course Learning Outcomes and Competences	<p>Upon successful completion of the course, the learner is expected to be able to:</p> <ol style="list-style-type: none"> 1. Ability to question and interpret ideas considering diverse points of view 2. Ability to use appropriate freehand graphical methods freehand and drawing techniques in order to develop ideas in addition to communicate the process of design. 3. Understanding the basic principles in the use of materials and assemblies, based on their characteristics together with their performances, including their environmental impact and reuse possibilities. 		

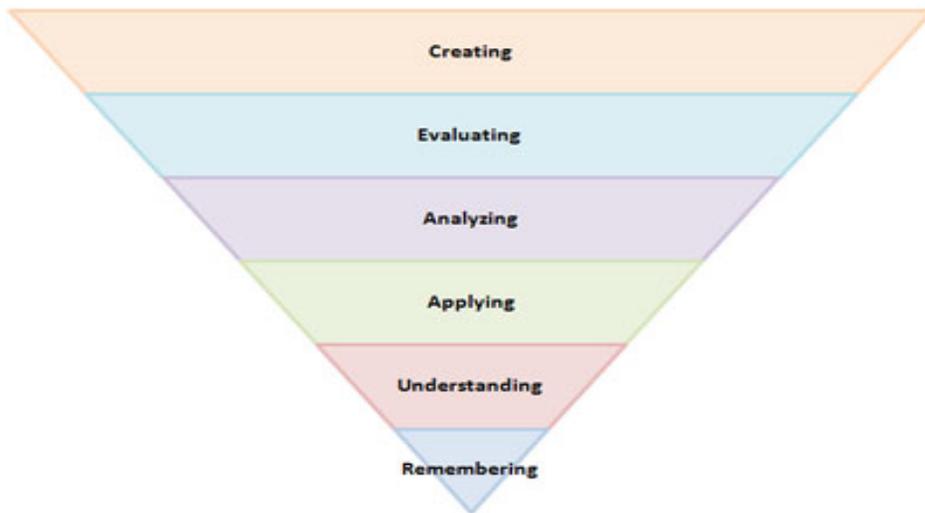
Relation to Program Outcomes and Competences: N=None S=Supportive H=Highly Related		
Program Outcomes and Competences	Level N/S/H	Assessed by Exam, HW, Seminar.
1. Ability to read, write and speak effectively in Turkish and English, equivalent to a B2 European Language Passport Level in English.	S	
2. Ability to question and interpret ideas considering diverse points of view; gather and use data, develop concepts related to people, places and the environment, and make individual decisions.	H	Projects
3. Ability to use appropriate graphical methods including freehand and digital drawing techniques, (ECDL advanced) in order to develop ideas in addition to communicate the process of design.	H	
4. Ability to use fundamental principles of architectural design considering the place, climate, people, society as factors, and simultaneously express present principles in relevant precedents.	S	
5. Understanding of architectural principles belonging to global and local cultures shaped by the climatic, technological, socioeconomic, cultural factors, in addition to principles of historic preservation while developing architectural and urban design projects.	S	
6. Understanding the theories and methods used to describe the relationship between human behavior and physical environment; and concurrently understanding different needs, values, behavioral norms, social and spatial patterns of different cultures.	H	Projects
7. Ability to apply various stages of design processes considering the client and user needs, which include space and equipment requirements besides site conditions and relevant laws and standards.	N	
8. Understanding the role of applied research in determining function, form and systems and their impact on human conditions and behavior.	S	
9. Understanding of the basic principles of static and dynamic structural behavior that withstand gravity and lateral forces, in addition to the evolution and applications of structural systems.	S	
10. Ability to apply the principles of sustainability in architectural and urban design projects that aim to preserve the natural and historic resources and provide healthful environments.	S	
11. Ability to apply the fundamental principles of building and safety systems such as mechanical, electrical, fire prevention, vertical circulation additionally to principles of accessibility into the design of buildings.	N	
12. Understanding the basic principles in the selection of materials, products, components and assemblies, based on their characteristics together with their performance, including their environmental impact and reuse possibilities.	H	
13. Ability to produce a comprehensive architectural project from the schematic design phase to design development phase, while integrating structural systems, life safety and sustainability principles.	N	
14. Understanding the principles of environmental systems such as energy preservation, active and passive heating and cooling systems, air quality, solar orientation, day lighting and artificial illumination, and acoustics; in addition to the use of appropriate performance assessment tools.	N	
15. Ability to choose appropriate materials, products and components in the implementation of design building envelope systems.	N	
16. Ability to understand the principles and concepts of different fields in multidisciplinary design processes and the ability to work in collaboration with others as a member of the design team.	N	
17. Understanding the responsibility of the architect to organize and lead design and construction processes considering the environmental, social and aesthetic issues of the society.	N	
18. Understanding the legal to responsibilities of the architect of the architect effecting the design and construction of a building such as public health and safety; accessibility, preservation, building codes and regulations as well as user rights.	N	
19. Ability to understand the ethical issues involved in the design and construction of buildings and provide services for the benefit of the society. In addition to the ability to act with social responsibility in global and local scales that contribute to the well being of the society.	S	
20. Understanding the methods for competing for commissions, selecting consultants and assembling teams, recommending project delivery methods, which involve financial management and business planning, time management, risk management, mediation and arbitration.	N	

Name of Instructor	Asst. Prof. Dr. Frederico Fialho	
Course Contents	Week	Topic
	1.	Phase 1 / Ephemeral
	2.	Phase 1 / Ephemeral
	3.	Phase 1 / Ephemeral
	4.	Phase 2 / Change
	5.	Phase 2 / Change
	6.	Phase 2 / Change
	7.	Phase 3 / Latent
	8.	Phase 3 / Latent
	9.	Phase 3 / Workshop
	10.	Phase 3 / Latent
	11.	Phase 4 / Metamorphosis
	12.	Phase 4 / Metamorphosis
	13.	Phase 4 / Metamorphosis
	14.	Phase 5 / Exhibition Design
	15.	Phase 5 / Exhibition Design
	16.	Exhibition-Presentation
17.	Project Presentations	
Required/Recommended Readings	<p>Recommended Reading: Rasmussen, S (1964) Experiencing architecture. The MIT Press, Massachusetts. Borden, G (2014) Process : material and representation in architecture. Routledge, New York. Borden, G (1989) Design strategies in architecture: an approach to the analysis of form. Van Nostrand Reinhold, Amsterdam. Borden, G (1977) The dynamics of architectural form: based on the 1975 Mary Duke Biddle lectures at the Cooper Union. Univ of California Press, Los Angeles. Garcia, M (2010) The diagrams of architecture. Wiley, London. <i>Required readings for each week will be posted on Blackboard.</i></p>	
Teaching Methods	<p>The Transformation Studio is a sequence of phases that introduce the individual to spatial problem-solving across a set of exercises that trigger the notion of design awareness. It unfolds in a sequence of increasingly complex problems that requires to work within two transversal knowledge-based fields, the analytical and intuitive. Both operations are applied to the appropriation of existing spaces and their potential for transformation within a range of parameters. Every phase begins with the analysis of given elements, the examination of problems that will represent the constraints that will translate a set of architectural challenges.</p>	
Homework and Projects	5 projects	
Laboratory Work	-	
Computer Use	Yes	
Other Activities	Field Trips	
Assessment Methods	<p>1. Performance in studio: 40 points 2. Submissions: 30 points 3. Final Exhibition: 30 points (stands for final examination)</p>	
Course Administration	<p>Office: Frederico Fialho: Block A, Floor5, Email: frederico.fialho@mef.edu.tr Student participation will be essential for the design studio. Attending both submissions including the Final Submission are crucial elements in the final grade. Late submissions will not be accepted. 70% attendance are compulsory for a successful outcome.</p>	

ECTS Student Workload Estimation	Activity	No/Weeks	Hours			Calculation	Explanation
		No/Weeks per Semester (A)	Preparing for the Activity (B)	Spent in the Activity Itself (C)	Completing the Activity Requirements (D)		
	Lecture	0	0	0	0	0	A*(B+C+D)
	Lab etc.					0	
	Midterm(s)	0	0	0		0	A*(B+C+D)
	Assingment, Project, Presentation	14	4	12	4	280	A*(B+C+D)
	Final Examination	1	3	12	3	18	A*(B+C+D)
	Total Workload					298	
	Total Workload/25					11,92	
	ECTS					12	

Key verbs for cognitive domain in writing learning outcomes and competences:

Bloom's Taxonomy



Revised edition by Lorin Anderson (a student of Bloom)

Key Verbs:

Remembering: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

Understanding: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

Applying: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Analyzing: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

Evaluating: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Creating: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Key verbs for affective domain in writing learning outcomes and competences:

Receiving Phenomena: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.

Responding to Phenomena: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

Valuing: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

Organizing: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Internalizing values: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.