1. BASIC INFORMATION

Course	Dibujo Integrado 4
Degree program	Fundamentos de arquitectura
School	Escuela de arquitectura, ingeniería y diseño
Year	25-26
ECTS	6 ECTS (150 hours)
Credit type	ECTS
Language(s)	English
Delivery mode	Workshop
Semester	2
Academic year	25-26
Coordinating professor	Dr. Pablo Gil Martínez

2. PRESENTATION

This course is offered in the second semester of the second year and enables the student to devise, develop and represent architectural forms and ideas as a methodological basis to tackle a project and establish a strategy.

The student acquires the ability to communicate and express ideas and concepts from their own work in the language of the representation of architectural objects (static and moving), as well as information and other abstract parameters.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: That students have demonstrated knowledge and understanding in a field of study that is based on general secondary education, at a level which, although supported by advanced textbooks, implies some knowledge of the latest advances in their field of study.
- CB2: That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are displayed through the elaboration and defence of arguments and the resolution of problems in their area of study.
- CB3: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.
- CB4: That students can communicate information, ideas, problems and solutions to a specialized and non-specialized public.
- CB5: That students have developed the necessary learning skills to undertake later studies with a high degree of autonomy.

Cross-curricular competencies:

- TC2: Responsibility: aptitude or capacity to face the responsibility that the profession of architect has in the society, particularly when elaborating projects that take into consideration social and environmental factors.
- TC4: Communicative skills in the native language (both oral or written) and in the English language, according to the principles of the Universidad Europea de Madrid, any concept or specification for the development of the regulated profession of architect. This includes learning the specific vocabulary of the degree as well as the ability to manage information.
- TC5: Interpersonal skills.
- TC6: Flexibility.
- TC 9: Planning and time management: ability to plan work in order to comply with delivery times and to respect the limits imposed by budgets and building codes.
- TC 10: Innovation and creativity: creativity, imagination and aesthetic sensibility applied to the design in order to satisfy both the aesthetic and technical demands. This competence includes critical reasoning and historical culture.

Specific competencies:

- SC2: Ability to conceive and represent the visual attributes of objects and master proporti ons and techniques of drawing, including computer graphics applications.
- SC3: Knowledge of spatial representation systems adapted and applied to architecture and urbanism.
- SC4: Knowledge of the analysis and theory of forms and laws of visual perception adapted and applied to architecture and urbanism.
- SC6: Knowledge of graphic surveying techniques at all stages, from sketches to scientific r estoration, adapted and applied to architecture and urbanism.
- SC10: Knowledge of basic topography, hypsometry, mapping and earthmoving techniques.

Learning outcomes:

- LO1: Devises, develops and represents the architectural form as the methodological basis for tackling the project.
- LO2: Understands in more depth the use of graphic tools for the representation of space and volume as a means of communicating one's own ideas.
- LO3: Communicates ideas and concepts from one's own work using the architectural terminology to represent objects (static and in movement).
- LO4: Has broadened the instrumental vision of drawing and understands it as a necessary path to architectural design and its materialisation.
- LO5: Completes the activities of a proposed project.
- LO6: Participates in debates focussed on issues in the subject area.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB5, CG1, CG2, CG7, TC10, SC2	LO1: Devises, develops and represents the architectural form as the methodological basis for tackling the project.
CB1, TC4, SC2, SC3, SC6	LO2: Understands in more depth the use of graphic tools for the representation of space and volume as a means of communicating one's own ideas.
CB2, BC4, TC4, TC5, TC10	LO3: Communicates ideas and concepts from one's own work using the architectural terminology to represent objects (static and in movement).

CG1, TC10, SC4, SC6, SC10	**LO4: Has broadened the instrumental vision of drawing and understands it as a necessary path to architectural design and its materialisation.**
TC1, TC 6, TC 9	**LO5: Completes the activities of a proposed project.**
CB2, TC4, TC5, TC6	**LO6: Participates in debates focussed on issues in the subject area.**
TC1, TC5, TC9	**LO7: Has developed the skills to plan work, both individually and in a group.**
CB3, CB5, CG1	**LO8: Makes in-depth searches for basic bibliographic sources related to architecture**
CB2, CB4, TC4, TC5, TC10, SC3, SC4	**LO9: Communicates and expresses ideas and concepts from one's own work in the language of architectural representation.**

When you access the course on the Campus Virtual, you will find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one.

4. CONTENT

Assessable activity	Learning units		
Activity 1: Mapping project, drawings from models and models from drawings.	UA1.	Week 1,2,3	15 %
Activity 2: 3d graphic project: final model.	UA2.	Week 4,5,6	25%
Activity 3: Graphic project: Drawings of the proposal	UA3	Weeks 7-12	35 %
Activity 4: Portfolio	UA4	13-14:	25%

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
·Lectures

·Guided studies, practical exercises and problem solving

·Presentation of projects

·Independent study/work

·Tutorials, academic monitoring and assessment

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours	Use of IA
·Lectures	12,5	Encouraged

Guided studies, practical exercises and problem solving	50 h.	Use of AI allowed in examples, prohibited in evaluation
Presentation of projects	12,5 h.	Use of AI allowed in examples, prohibited in evaluation
Independent study/work	50 h.	Encouraged
·Tutorials, academic monitoring and assessment	25 h.	Encouraged
TOTAL	**150**	

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system		Weight
Activity 1	• Is able to communicate via plans, sections elevations and perspective • Researches a topic in a way that allows the student to produce a communicable synthesis.	15
Activity 2	• Develops a 3d modelling technique • Shows the ability to link 3d and 2d production, alternating between them. • Understand the relationship between materials, narrative and the function of the design • Works with precision • Spatial complexity • Relevance of the design according to the chosen topic	30
Activity 3	• Understands the difference between graphic symbols. • Applies drawing techniques to represent graphic symbols associated with physical and abstract elements. • Is able to communicate via plans, sections elevations and perspective • Expands the instrumental vision of drawing and also understands it as an essential element for visual communication through symbols in their applications and integration in the message. • Understands the use of maps as a scientific document or as a graphic account capable of facilitating the interpretation of a complex situation.	30

	• Applies drawing and graphic communication techniques for the creation of maps. • Applies drawing techniques and graphic communication	
	• Researches a topic in a way that allows the student to produce a communicable synthesis. • Locates sources and elaborates a state of the art. • Generates effective documentation in order to organise and transmit the acquired knowledge. • Analyzes results by designing a methodology. • Reaches conclusions. • Knows how to develop a narrative to achieve an unequivocal and effective graphic communication of it, or transmit an artistic idea or interpret a concept to the receiver/user. • Organizes contents and conclusions of the projects carried out during the course to demonstrate the maturity of the learning outcome. • Creates a summary document in a graphic environment in which transversal knowledge is applied	25

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
UA 1	Week 3
UA 2	Week 10
UA 3	Week 16
UA 4	Week 17

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

Design drawings techniques, Tom Porter and Sue Goodman. Architectural Press, Oxford,1991

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

11. SATISFACTION SURVEYS

Your opinion matters!
The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement regarding the teaching staff, the degree and the teaching-learning process.
The surveys will be available in the survey space of your virtual campus or through your email.
Your assessment is necessary to improve the quality of the degree.
Thank you very much for your participation.

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

12. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

13. USE OF IA REGULATION

The student must be the author of his/her work/activities. The use of Artificial Intelligence tools (AI)must be authorized by the teacher in each assignement/activity, indicating in what way it uses is permitted. The teacher will inform in advance in which situations AI tools may be used to improve spelling, grammar and editing in general. The student is responsible for clarifying the information given by the tool and duly declaring the use of any AI tool, according to the guidelines given by the teacher. The final decision on the authorship of the work and the appropiateness of the reported use of an AI tool rests with the lecturer and those responsible for the degree.