

1. BASIC INFORMATION

Course	Architectural Design Studio G7
Degree program	Fundamentals in Architecture Degree
School	Architecture, Engineering & Design School AED
Year	5th
ECTS	12ECTS (300 hours)
Credit type	Mandatory
Language(s)	English
Delivery mode	Presence requested
Semester	First Semester
Academic year	2024-2025
Coordinating professor / Professor	Jose Luis Esteban Penelas / Javier Mosquera Gonzalez

2. PRESENTATION

The subject Architectural Design Studio G7 deals with the ideation, conceptual argumentation, critical and strategic approach to proposals, and their development in relation to the environment, both built, and natural. The environment is worked in terms of scalar, programmatic and social organization; geography, climate and place, as well as space anthropology. Arguments of ecological transition and contemporaneity are introduced as determinants of the architectural project. The ability to understand the functioning and development of basic typologies, and their integration with the urban context, is relevant in the Design Studio G7, considering the project fact as unitary in all its expressions. It is considered pertinent to attend to the social, habitability and production needs, as well as to propose solutions in relation to the landscape, and the urban and rural patrimony considered without discontinuity.

The subject is taught as a project workshop in which students rehearse and practice one of the basic and fundamental aspects of the architect's profession: the integration of architectural design with the social and programmatic aspects that make it possible. It is about learning to jointly develop architectural design, conceptual systems, strategic systems, cultural and social specificities, and constructive processes, to be able to generate a project that works in the different scales and relates its different parts in graphic and descriptive documents.

In this subject, the experiences acquired in previous Design Studio courses are collected, in terms of terminology, concepts, functional organization, etc. The theoretical body and practical exercises will focus on offering an effective documentary base and strategic application criteria that allow to undertake both the design of an integrated and efficient design and its definition. The objective of the practical development exercise that acts as the central core of the course, is to reflect on what has been learned up to that moment and take initiatives proposing

personalized solutions, adjusting the result in successive approximations and simulations, to finally present a duly justified and represented professional documentation.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies: 1,2,3,4 & 5

- CB1: That students have demonstrated to possess and understand knowledge in their area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of his field of study.
- CB2: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within 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 a reflection on relevant social, scientific or ethical issues.
- CB4: That students can transmit information, ideas, problems and solutions to a specialized and non-specialized public.
- CB5: That the students have developed the necessary learning skills to understand later studies with a high degree of autonomy.

General competencies: 1,2,3, 4, 5, 6, 7

- CG1: Know the history and the theories of architecture, as well as the arts, technologies and human sciences related to it.
- CG2: Know the role of the fine arts as a factor that can influence the quality of the architectural design.
- CG3 Knowledge of urban design, and the skills involved in the planning process;
- CG4 Understanding of the structural design, construction and engineering problems associated with building design;
- CG5 Knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against climatic factors;
- CG6 Knowledge of the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.
- CG7: Understand the relationships between people and buildings, and between buildings and their surroundings, as well as the need to relate buildings and spaces between them based on needs and the human scale.

Cross-curricular competencies: 1,2,3,4,5,6,7,8,9,10

- CT1: Responsibility: Aptitude or capacity to face the responsibility that conscientizes of the function that the profession of architect has in the society, in particular elaborating projects that take into account social and environmental factors.
- CT2: Self-confidence.

- CT3: Awareness of ethical values: Ethical commitment, which includes the understanding and knowledge of the rights and obligations of individuals and professionals, promoting respect for human rights, protection of the weakest sectors of society and respect for the environment .
- CT4: Communication skills in native language (either by oral or written means) and in the English language, according to the ideas of the European University of Madrid, any concept or specification specific to the development of the regulated profession of Architect. This will include learning the vocabulary specific to the degree. This ability includes the ability to manage information.
- CT5: Interpersonal understanding.
- CT6: Flexibility.
- CT7: Teamwork: Ability to work in teams of architects, or in interdisciplinary teams (with shared responsibilities in many cases), managing and planning work groups, necessary in the skills and work scheme that defines a project of a certain scope in which different disciplines converge. This ability includes skills in interpersonal relationships and team leadership skills.
- CT8: Initiative and entrepreneurial spirit, both in the field of architecture and business.
- CT9: Planning and time management: Ability to plan work in the need to meet delivery deadlines and respect the limits imposed by budgetary factors and construction application regulations.
- CT10: Innovation and creativity: Creativity, imagination and aesthetic sensibility in- walked to the design, satisfying at the same time the aesthetic and technical demands. This competence includes critical reasoning and historical culture.

Specific competencies: 35, 36, 37,38, 40,40, 41,52, 53

- CE35 Ability to solve passive environmental conditioning, including thermal and acoustic insulation, climate control, energy efficiency and natural lighting.
- CE36 Ability to catalogue urban architectural heritage and plan its protection.
- CE37: Capacity for the conception, practice and development of basic and execution projects, sketches and preliminary projects.
- CE40: Ability to develop functional programs of buildings and urban spaces.
- CE 41: Ability to develop functional programs for buildings and urban spaces
- CE 52 Adequate knowledge of ecology, sustainability and the principles of conservation of energy and environmental resources.
- CE53: Adequate knowledge of the architectural, urbanistic and landscape traditions of Western culture, as well as its technical, climatic, economic, social and ideological foundations.

Learning outcomes:

- LO1:. Make and conceptually guide the starting data of reality and its physical, programmatic and contextual conditions.
- LO2: Know how to reprogram the fate of urban areas and existing architectural containers for contemporary uses.

- LO3: Make and devise projects that integrate responses at different scales, according to a specific program, to the conditions of the urban location in which it is located and to the material and cultural pre-existences of the place.
- LO4: Know how to use forms from graphic figuration.
- LO5: Know how to use the technical resources for the development of the architecture, at the service of the design definition of the same.
- LO6: Know how to solve the formal and technological problems of the project according to principles of rationality and sustainability.
- LO7: Demonstrate communication and expression of ideas and concepts from one's work, through speeches, contemporary languages and appropriate scales.

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

Competencies	Learning outcomes
CB1, CB3 CG1, CG2 CT6, CT9 CE37, CE38	•LO1: Make and conceptually guide the starting data of reality and its physical, programmatic and contextual conditions
CB1, CB4 CG3, CT3 CE36, CE38, CE40, CE41, CE53	•LO2: Know how to reprogram the fate of urban areas and existing architectural containers for contemporary uses.
CB2 CG7 CT1, CT7, CT8, CT10 CE37, CE38, CE40	•LO3: Make and devise projects that integrate responses at different scales, according to a specific program, to the conditions of the urban location in which it is located and to the material and cultural pre-existences of the place.
CB5, CG1, CG2, CE53	•LO4: Know how to use forms from graphic figuration
CB2 CG1, CG5, CG7 CT7 CE35, CE41	•LO5: Know how to use the technical resources for the development of the architecture, at the service of the design definition of the same.
CG4, CG5, CG6 CT1, CT3, CT6, CT8 CE35, CE52, CE53	•LO6: Know how to solve the formal and technological problems of the project according to principles of rationality and sustainability.
CB1, CB4 CG6 CT2, CT4, CT5, CT9	•LO7: Demonstrate communication and expression of ideas and concepts from one's work, through speeches, contemporary languages and appropriate scales

4. CONTENTS

The contents related to the activities and to the learning outcomes, are the following:

Learning outcomes	Activity learning	Type of activity	Content
LO1, LO2, LO3, LO4, LO5, LO6, LO7	Activity 1 Activity 2 Activity 3	· Master lectures / classes · Guided studies, practical exercises, problem-solving · Presentation of projects · Working groups. · Tutorials, academic monitoring, and assessment.	Preliminary Design 01
	Activity 4 Activity 5	· Master lectures / classes · Guided studies, practical exercises, problem-solving · Presentation of projects · Working groups · Tutorials, academic monitoring, and assessment.	Preliminary Design 02 Preliminary Design 03
	Activity 6 Activity 7	· Master lectures / classes · Guided studies, practical exercises, problem-solving · Presentation of projects · Independent work · Tutorials, academic monitoring, and assessment.	Basic Design + Urban Design
	Activity 8 Activity 9	· Master lectures / classes · Guided studies, practical exercises, problem-solving · Presentation of projects · Independent work · Tutorials, academic monitoring, and assessment.	Post-production + Exhibition

5. TEACHING-LEARNING METHODOLOGIES

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

- Master classes
- Case study
- Cooperative learning
- Problem based learning
- Project based learning
- Research based learning

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
Master lectures / classes	12.5 h
Guided studies, practical exercises, problem-solving	50 h
Presentation of projects	25 h
Inclusive approach to working groups	25 h
Independent work	150 h
Tutorials, follow-up and evaluations	37.5 h
TOTAL	300 h

7. ASSESSMENT

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

Evaluation criteria	%
Activity1 <ul style="list-style-type: none"> • Understands the concepts related to an architectural project and its elaboration process. • Critically analyzes case studies. • Integrates knowledge in creative proposals. • Handles graphic and conceptual tools to argue their project decisions 	7 %
Activity 2 <ul style="list-style-type: none"> • Understands the concepts related to an architectural project and its elaboration process. • Critically analyzes case studies. • Integrates knowledge in creative proposals. • Handles graphic and conceptual tools to argue their project decisions 	7 %
Activity 3	7 %

<ul style="list-style-type: none"> • Understands the concepts related to an architectural project and its elaboration process. • Critically analyzes case studies. • Integrates knowledge in creative proposals. • Handles graphic and conceptual tools to argue their project decisions 	
<p>Activity 4</p> <ul style="list-style-type: none"> • Can build an argued discourse of his project. • Handles project and theoretical references with relevance. • Integrates coherently graphic and theoretical content. • Understands collective work • Participates balancedly in the group, finding his position in it. 	15%
<p>Activity 5</p> <ul style="list-style-type: none"> • Can build an argued discourse of his project. • Handles project and theoretical references with relevance. • Integrates coherently graphic and theoretical content. • Understands collective work • Participates balancedly in the group, finding his position in it. 	15%
<p>Activity 6</p> <ul style="list-style-type: none"> • Create an architectural project based on a reality and received concepts. • Apply the knowledge received by making them their own with relevance. • Handles graphic and theoretical tools to express their architectural ideas. • Understands the implications of an architectural project, combining experiment and commitment. • Articulates scales and work formats to solve each one of the aspects of an architectural project. • Integrates knowledge by uniting all the aspects treated in a project. 	15 %
<p>Activity 7</p> <ul style="list-style-type: none"> • Create an architectural project based on a reality and received concepts. • Apply the knowledge received by making them their own with relevance. • Handles graphic and theoretical tools to express their architectural ideas. • Understands the implications of an architectural project, combining experiment and commitment. 	15 %

<ul style="list-style-type: none"> • Articulates scales and work formats to solve each one of the aspects of an architectural project. • Integrates knowledge by uniting all the aspects treated in a project. 	
Activity 8 <ul style="list-style-type: none"> • Arguments the work from the process and its results. • It is permeable to corrections and manages the evolution of its proposals. • Is able to critically self-evaluate your work. • Create a global document of the project 	9,5%
Activity 9 <ul style="list-style-type: none"> • Arguments the work from the process and its results. • It is permeable to corrections and manages the evolution of its proposals. • Is able to critically self-evaluate your work. • Create a global document of the project 	9,5%

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 due date 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 working weeks assigned for each evaluation activity in the course:

Evaluation activities	Weeks
EA1 Activities 1,2,3 Preliminary Design 01 Intermediate Jury	1,2,3
EA2.1 + EA2.2 Activities 4,5 Preliminary Designs 02 + 03 Intermediate Jury	4,5,6,7,8
EA3 Activities 6,7 Basic Design + Urban Design Intermediate Jury	9,10,11,12,13,14,15
EA4 Activities 8,9. Post-production + Exhibition Model Final Jury	16,17,18

Tuesdays: 11:30 – 13:30 (C206)

Fridays: 8:30 – 12:30 (C120)

Beginning of course: September 13, 2022

End of course: January 27, 2023

This schedule may be subject to changes for logistical reasons relating to the activities. Any modification will be notified to the student in a timely manner. Attendance to all classes and punctuality are mandatory.

9. BIBLIOGRAPHY

Here is the recommended bibliography:

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- AA.VV.: (DÍAZ y Gª GRINDA, ed.): Breathable. 2009.
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- SENNETT, Richard: El artesano, 2008.
- TILLIE, Nico & DOBBELSTEEN, Andy van den: Towards CO2 Neutral Urban Planning: Presenting the Rotterdam Energy Approach and Planning (REAP), 2009.
- VIRILIO, PAUL. Estética de la desaparición. Editorial Anagrama. Barcelona. 1988

Magazines:

- Tectónica, ATC Ediciones, particularly numbers 1 (envelopes I light facades), 2 (envelopes II heavy facades), 6 (flat roofs), 8 (sloping roofs), 10 (glass), 16 (curtain wall), 17 (complex geometries), 19 (facilities), 21 (facilities), 22 (aluminium) 25 (concrete III), 32 (metal enclosures) y 34 (roofs).
- DETAIL spanish edition, particularly numbers: 7+8/2003 y 7/2001 (walls and facades), 11/2005, 7+8/2004 y 5/2001 (roof structures), 7+8/2002 y 7+8/2005 (flat , inclined and undulating).

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).

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.

11. 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.