1. BASIC INFORMATION

Course	Architectural Design Studio G7
Degree program	Fundamentals in Architecture Degree
School	Architecture, Engineering & Design School AED
Year	5th
ECTS	12ECTS
Credit type	Mandatory
Language(s)	English
Delivery mode	Presence requested
Semester	First Semester
Academic year	2025-2026
Coordinating professor	José Luis Esteban Penelas (Coordinator), Nestor Montenegro Mateos, Javier Mosquera Gonzalez (Professors)

2. PRESENTATION

Project Design G7 workshop deals with the ideation, conceptual argumentation, critical and strategic proposals, and their development in relation to the environment, both built, and natural. We work with the environment in terms of scale, program and social organization; geography, climate and place, as well as the anthropology of space. Arguments of ecological transition and the modern age are introduced as determinants of the architectural project. The ability to understand the functioning and development of basic typologies, and their integration within the urban context, is relevant in the Project Design G7 workshop and considers the project as a single unit in all its expressions. It is deemed relevant to address the social and production needs and habitability, as well as to propose solutions in relation to the landscape and urban and rural heritage. The subject also includes aspects of feasibility and process management for its real implementation.

The subject is taught as a project workshop in which students practice and work on one of the basic and fundamental aspects of the profession: the integration of architectural design with the technical systems that make it a reality. It is about learning to combine architectural design, structural and construction systems, and the installations capable of creating a global, coherent and integrated project that is reflected in the technical documentation with the necessary quality, precision and definition to carry out the work described.

The experiences acquired in previous courses are collected both in the different technological areas in construction and in areas referring to terminology, concepts, functional organization, energy, structure and construction. The theoretical body and practical exercises will focus on offering an effective documentary base and the strategic application criteria that allow the undertaking of both the concept of

an integrated and efficient design and its detailed structural definition. The aim of the practical development exercise as the central nucleus of the course is to reflect on what has been learned up to that moment, taking initiatives and proposing personalised solutions, adjusting the result in successive approaches and simulations, and finally to present professional documentation that is properly justified and portrayed.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Students have demonstrated knowledge in their area of study that is based on general secondary education, at a level which, although supported by advanced textbooks, imply some knowledge of the latest advances in their field of study.

- CB2: 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 defend of arguments and the resolution of problems within their field of study.

- CB3: 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: Students can transmit information, ideas, problems and solutions to a specialized and non- specialized public.

- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.

General competencies:

- CG1: Knowledge of the history and theories of architecture, and the related arts, technologies and human sciences.

- CG2: Knowledge of the fine arts as an influence on 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 as well as their technical resolutions.

- 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: Understanding of the relationship between people and buildings, and between these

and their environment, and of the need to link buildings and the spaces to human needs and scale.

Cross-curricular competences:

- CT1: Responsibility: aptitude or capacity to face the responsibility that the profession of architect has in society, particularly when elaborating projects that take into consideration social and environ- mental factors.

- CT2: Self-confidence.

- CT3: Awareness of ethical values: ethical commitment, which includes the understanding and knowledge of the rights and duties of individuals and professional people, fostering respect for human rights, the protection of the most vulnerable members of society and respect for the environment.

- CT4: Communication skills in native language (both oral and written) and in the English language, in accordance with 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.

- CT5: Interpersonal skills.

- 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 scheme of competencies and task that are defined for projects of a certain scale in which different disciplines converge. This ability includes skills in interpersonal relationships and team leadership.

- CT8: Initiative and entrepreneurial spirit, both in the field of architecture and business.

- CT9: 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.

- CT10: 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:

- 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.

- CE38: Ability to design, put into practice, and develop urban projects.
- CE40: Ability to develop functional programs of buildings and urban spaces.
- CE41: Ability to take part in the preservation, restoration and rehabilitation of architectural heritage.
- CE52: Knowledge of ecology, sustainability and the principles of conservation of energy and environmental resources.
- CE53: 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: Has developed a conceptual focus linked to baseline reality data and their physical, programmatic and contextual constraints.
- LO2: Knows how to reprogramme the purpose of urban areas and existing architectural containers for contemporary uses.
- LO3: Devises projects that include solutions at several levels, following a specific programme and any constraints to the urban site and to any pre-existing materials and cultures of the location.
- LO4: Knows how to use forms from graphic figures.
- LO5: Knows how to use technical resources for architectural development of the design definition.
- LO6: Knows how to solve formal and technological problems of the project according to principles of rationality and sustainability.
- LO7: Communicates ideas and concepts from one's own work, through talks, using contemporary terminology and at the appropriate scale.

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
CB 1, CB4, CG3, CT3, CE36, CE38, CE40,	LO2: Know how to reprogram the fate of urban areas and existing architectural containers for contemporary uses.

CE41, CE53	
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: Knows how to solve 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. CONTENT

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	- Presentation of projects - Working groups. - Tutorials, academic monitoring, and assessment.	Research R
	Activity 2	- Presentation of projects - Working groups - Tutorials, academic monitoring, and assessment.	Proposal E1+E2+fF

5. TEACHING-LEARNING METHODOLOGIES

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

- Case study
- Teamwork
- 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	Use of AI
Presentation of projects	50	Allowed with declaration in examples
Inclusive approach to working groups	50	Allowed with declaration in examples
Independent work	150	Allowed with declaration in examples
Tutorials, follow-up and evaluations	50	-
TOTAL	**300**	

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 (R) - 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.	
Activity 2 (E1+E2_F) - 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. - Integrates coherently graphic and theoretical content. - Arguments the work from the process and its results. - It is permeable to corrections and manages the evolution of its proposals. - Create a global document of the project.	
R+E1+E2+F	100

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).

Participation in 80% of the classes is mandatory.

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).

Students with grades in first exam period from 4.0 to 4.9, will be able to continue developing their projects during the second exam period.

Students with grades in first exam period below 3.9 will have to develop a new project during the second exam period.

Not delivering one of the activities during the first exam period requires the development of a new project during the second exam period.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1 R Intermediate Jury	1,2,3
Activity 2 E1 Intermediate Jury	4,5,6,7,8
Activity 2 E2 Intermediate Jury	9,10,11,12,13
Activity 2 F Final Jury	14,15,16,17,18

Tuesdays: 8:30 – 12:30 (C120)
Fridays: 8:30 – 12:30 (C116)
Beginning of course: September 10, 2024
End of course: January 21, 2025

This schedule may be subject to changes for logistical reasons relating to the activities. Any modification will be properly notified to the student. Any assignment missing any of the documents specified in this

syllabus and in the general brief, and not submitted in a timely manner, will be considered incomplete.

9. BIBLIOGRAPHY

The recommended Bibliography is:
- Atmospheres: Architectural Environments, Surrounding Objects. Peter Zumthor.
- Behind Architectural Filters: Phenomena of Interference. Miguel Guitart.
- Cities for People. Jan Gehl.
- Constructed Atmospheres. Architecture as Meteorological Design. Philippe Rahm.
- Forms of Practice: German-Swiss Architecture 1980-2000. Irina Davidovici.
- Natural History. Herzog & de Meuron.
- Questions of Perception: Phenomenology of Architecture. Steven Holl
- Soft City. Building Density for Everyday Life. David Sim.
- The Affective City: Spaces, Atmospheres, and Practices in Changing Urban Territories.Stefano Catucci and Federico de Matteis.
- The Caring City: Health, Economy, and Environment. Izaskun Chinchilla.
- The Death and Life of Great American Cities. Jane Jacobs.
- The Eyes of the Skin. Architecture and the Senses. Juhani Pallasmaa.
- Thinking Architecture. Peter Zumthor.

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.