

Clemson University School of Architecture
Clemson Architecture Center Charleston
Spring 2024

ARCH 3520.001 (6 credits)

LARC 3550.402 (6 credits)

ARCH 8570.004 (6 credits)

Tuesday | Wednesday | Friday 1:30 – 5:30pm

Design Studio, Clemson Design Center + Charleston, Cigar Factory

If the faculty member is late to class, students should utilize that time to work on their studio project and discuss progress with peers for the duration of the class.

Bradford A Watson

Office: 214 Clemson Design Center

Student Hours: 12:00 – 1:00 M and W or by appointment

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Course Description

ARCH 3520 Studio Charleston

Addresses architectural problems with varied scales and programs in the context of Charleston, South Carolina. Emphasizes the relationship between architecture and context. Projects include analysis, conceptual development, and architectonic resolutions. Continued development of graphic and oral communication skills. Design problems vary every semester according to current issues. May be repeated for a maximum of 12 credits.

Preq: ARCH, 3500. Coreq: ARCH 3521.

LARC 3550.402

Off-campus landscape architecture studio in Istanbul, Charleston, Genoa, or Barcelona. Preq: Junior standing. Coreq: LARC 3551

ARCH 8570 Studio Charleston

Design studio for increasingly comprehensive design projects, with varied scales and programs, with an emphasis on pre-design, sustainability, site design and collaborative processes.

Emphasizes the relationship between architecture, site, and context.

Course Overview

The production of Architecture and Landscape Architecture is situated dialectically - between opposing forces. On the one hand, it is that of architecture that originates from social or economic conditions filtered by cultural and political situations. Oppositionally, architecture is borne of conceptually constructed ideals that have at its genesis an internal logic. It is within this dialectic that architecture can aspire to be critically positioned relative to culture and formalism.

Inherent in a critical architecture is a systematic investigation to reveal conditions beyond the surface that expose relationships between social and cultural contexts, informatic sources, understanding, and architectural space. In this manner, architecture is employed as a means to inform conceptual, perceptual, and spatial experiences of interrelationships. Within this context, the studio will embark upon a critical investigation and understanding of the relationship between architecture and the forces of change in social, political, and cultural conditions as it relates to the education of architects and landscape architects.

Learning Outcomes

1. Students will be able document and analyze the specific tectonic cultural literacy of a place.
2. Students will be able to document and analyze the ethos of place and context and use them as informed generators to create architecture and urban design.
3. Students will be able to demonstrate the integration of History / Theory and Building Technology, specific to the location of study, into their design.

General Education Cross-Cultural Awareness:

The course objectives include developing the ability to critically compare and contrast world cultures in historical and/or contemporary contexts through the pre-design research, site research and analysis exploring physical, cultural, demographic and economic contexts of the project, analysis and design of a use-program with diverse user needs being considered, and the situating of the project within global architectural production past and present as shown in the conceptual approach.

NAAB Student Performance Criteria:

The School of Architecture's education mission is guided by the National Architectural Accrediting Board's Program and Student Criteria, which include goals for knowledge and abilities in the eight Program Criteria (PC) and the six Student Criteria (SC). NAAB defines understanding as the "capacity to classify, compare, summarize, explain, and/or interpret information" and ability as "proficiency in using specific information to accomplish a task, correctly selecting the appropriate information and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation."

The following NAAB criteria are particularly emphasized in this course:

PC.2 Design – How the program instills in students the role of design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

PC.5 Research and Innovation – How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Course Materials and Requirements

Required Reading(s): PDF readings will be distributed throughout the semester

Materials and Supplies Required for Class:

In general, the materials required for the class include those typically required of any design studio. Each student is to have a personal computer with WIFI capability available for use in class.

Course will be in-person. If either the instructor or a student is required to be quarantined or has permission from the University to attend or administer virtually, attendance via Zoom will be required. Course instructor will provide access codes for Zoom. During Zoom lectures, discussions, or other virtual class meetings, all students must have both audio and video on unless otherwise permitted by the course instructor or during CAC.C/AIA CHS lectures.

Each student is to have access to and familiarity with university-provided online Zoom for team members, etc. See documentation and online links to software access provided to by Mimi Rose. Apply here:

Other Software available for students:

- <https://ccit.clemson.edu/support/faculty-staff/software/software-licenses/>

Here is the link that for the download installer:

- <https://ccit.clemson.edu/support/faculty-staff/software/web-downloads/>
- <https://www.clemsongis.org/software>
- <https://www.autodesk.com/education/edu-software/overview?sorting=featured&page=1>

A limited number of computers with Internet access are available for student use both in the studio and the library. Computers belonging and residing in other academic program studios and classrooms are off-limits.

Available for student use are printers, plotters, large-format scanner, laser cutter, foam cutters, 3D printer, flat screen displays, laptop computer, digital camera, digital video camera, iPads and a complete wood and metal workshop. All printing is on a pay-as-print basis. Use of the laser cutter requires a payment in advance of use. The CAC.C also as use of a drone but students are not permitted to use or fly the drone. Only licensed users can operate the drone. See the Student Handbook for additional information.

Peer Review

Throughout the semester, you will provide structured peer review within the studio. The goal of peer review is to help you learn to give effective feedback to your classmates about their work. Providing effective feedback internalizes your knowledge of the subject, creating a deeper education in the course. The peer review process should look something like this:

- Review the work and make initial notes in your sketchbook.
- After a least a half hour has passed, review the work again and your comments to formalize your feedback.
- Point out the strengths as well as the weaknesses of the work.
- Ask questions about the work that prompt the author to advance their project.
- Offer suggestions that are based on the objectives of your peer's work, not commands based on your approach to the assignment.
- Editorial comments should be appropriate and constructive.
- All feedback should be constructive to help your peer advance their work.

Course Schedule (See full schedule for course requirements / deadlines)

Grading

Grading for this class will reflect your level of effort, commitment, the depth and clarity of inquiry you achieve, range of issues addressed and your consistent progress throughout the semester to completion of the final product. This will not only include competence with respect to the architectural product but also to the level of understanding and integration of the various issues we will be discussing throughout the semester. Note that all grades are made final at the end of the semester based on overall work throughout the term. Progress grades will be assigned in the respective areas throughout the semester and are subject to change based on level of work after the grade has been posted. Any assignment can be revised throughout the semester. Any revised work must be presented to the faculty member with clear articulation of changes made from previous submission. Any discussion of grades is to happen during office hours or

by appointment and not during studio time. Grades for any assignment cannot be improved above a C for work that was not submitted by the due date. Note that grades will be adjusted by the end of the semester, sooner if time permits.

Students will be evaluated based on:

- Engagement in Studio and Lectures 15%
- Project 1 25%
- Project 2 60%
- Students will be evaluated by faculty at every class meeting

The Clemson University grading system is as follows:

90% - 100% *A*-Excellent indicates work of a very high character, the highest grade given.

< 90% to 80% *B*-Good indicates work that is above average, though not of the highest quality.

< 80% to 70% *C*-Fair indicates work of average or medium character.

< 70% to 60% *D*-Pass indicates work below average and unsatisfactory, the lowest passing grade.

< 60% *F*-Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.

Graduate Students will be graded using + / - based on percentage of points earned:

A	93%	B+	87%	C+	77%	F	< 60%
A-	90%	B	83%	C	73%		
		B-	80%	C-	70%		

I-Incomplete indicates that a relatively small part of the semester's work remains undone. Grade *I* is not given a student who made a grade *F* on his/her daily work. The incomplete grade is calculated as an *F* in the student's grade-point average until the work is made up and a final grade is assigned. Instructors and students will resolve the Incomplete grade as soon as possible, but not to exceed thirty days from the first day of classes in the next scheduled session (excluding summer sessions and regardless of the student's enrollment status). Students will contact instructors in a timely manner so that instructors can provide a reasonable opportunity to complete remaining work. Normally, only one extension for each *I* may be granted, and this under unusual circumstances. The extension must be submitted by the instructor of the course and will indicate the time limit. (Students under this policy are prohibited from removing the *I* by repeating the course.) A letter grade of *I* converts to *F* unless the incomplete is removed within the time specified.

W-Withdraw indicates that the student withdrew from the course or was withdrawn by the instructor after the first two weeks of classwork and prior to the last five weeks of classes, not including the examination period. Proportionate time periods apply during summer and other shortened sessions. For financial aid purposes, enrollment is defined and satisfactory academic progress levels are established as of midnight on the last day to drop without a *W* grade. Withdrawal can negatively impact financial aid eligibility if a student does not complete a sufficient number of hours. Details are available at www.clemson.edu/finaid.

P-Pass or *NP*-No Pass indicate a student has either passed or not passed a course approved to be taken as Pass/No Pass only. Students are not permitted to optionally take a letter-graded course as Pass/No Pass.

In Class / Out of Class Coursework Expectations and Engagement

The success of this class, including critiques and discussions depends upon your active participation, so your contributions are important. Your attendance isn't enough to make this course successful; it is expected that you will also participate regularly in class by sharing your own observations, ideas, and work. A typical studio will include group reviews, individual critiques, peer discussions, time for design development and site visits / field study. During the scheduled meeting time you are expected to actively pursue design alternatives, advance your project, engage in peer review / discussion with your professor and fully participate in class discussions.

You must bring the project you are developing to every class and the materials necessary to continue your work while in class. As a guideline, for every 1 credit hour of a course it is expected that you will spend a minimum of 2 hrs outside the scheduled class devoted to studio coursework. As this is a 6 credit course, this equates to a minimum of 12 hours of time spent on the course beyond the scheduled meeting time each week.

Please keep in mind that the studio environment is a unique educational opportunity and one that you should take advantage of to its fullest in both class attendance (instructor contact hours) as well as by working in the studio during non-studio hours (to take advantage of student bonding, cross-pollination of ideas, to ask questions, to help get un-stuck as well as the ability to bounce the occasional idea off your professor in the hall or drag them to your desk in a time of intellectual / creative need). It is our belief and something we have observed over the years that not attending class will generally jeopardize your ability to succeed.

Attendance and Engagement

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. Class attendance is essential to effective and successful academic study, whether virtual or in-person course delivery.

Attendance is required for the entire class meeting time and should be utilized to advance your project, engage in peer review / discussion with your professor and fully participate in class discussions. Absences may be excused only for reasons such as illness, family emergency, or circumstances outside of the student's control. In the event of a personal emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student's responsibility to secure documentation of emergencies, if required. More than three (3) absences is considered sufficient reason to lower your grade for the class by up to one letter grade. Additional absences beyond that will be reason to continue to lower your grade. More than ten (10) absences (excused or not) will result in a final grade of "F" for failure to complete the course.

Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments or examinations. While course instructors should seek to make reasonable accommodation for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.

Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act and/or as deemed appropriate by and verified through paperwork issued by Student Disability Services.

Attendance is required for all field trips, at sponsored events but not limited to, CAC.C / AIA CHS lectures, special CDC.C-sponsored events so designated by the director of the CAC.C or your course instructor.

Student Hours (Adapted from Dr. Amy Nusbaum)

This time is set aside for you. It is time that is dedicated for the faculty to be available for you to discuss the course material or other topics related to the profession, your education or your overall well-being. I may be working on other things during this time, but that work will be set aside when you, or your team, show up and full attention will be paid to you. This time is available to help you be successful in the course and in your academic career. There are also times outside of the regularly scheduled hours where we can be available. Please email or discuss at the beginning / end of class to arrange a time to meet.

Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

This course values peer to peer learning and students are encouraged to work both in and out of class with other students to discuss assignments. All work must be solely authored by the individual student or student team for every assignment. Sharing work or otherwise providing content for any assignment in the course with another student / student team is Academic Misconduct. Submitting work that was partially or fully completed by someone else is Academic Misconduct. Acts of Academic Misconduct will be reported to the Dean of Students.

Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

Section 410 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Falsifying a student's participation in the course by responding to any quizzes or submitting work not authored by that student is an act of Academic Misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

See the Undergraduate Academic Integrity Policy website for additional information and the current catalogue for the policy. For graduate students, see the current Graduate School Handbook for all policies and procedures.

Community and Culture Statement: (Adapted from University of Iowa)

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are inclusive for all: gender identity, sexual orientation, disability, age, first-generation college student, socioeconomic status, ethnicity, race, religion, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of inclusive activities in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, in scheduling the course deadlines, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

Behavioral Expectations

To acknowledge and honor the tradition of the land-grant university, Clemson University is committed to developing and sustaining a culture of inclusion, social justice and diversity. Clemson's campuses are committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran's status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation will be addressed consistent with University policy.

The Clemson University Title IX Statement Regarding Non-Discrimination

The Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Please know that if you choose to confide in me, I am required by the university to report to the Title IX Coordinator, as Clemson and I want to ensure you are connected with all the support the university can offer. You are not required to respond to outreach from the university if you do not want to do so.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

Mental Health and Wellness

Clemson strives to create a culture of support and recognizes that your mental health and wellness are equally as important as your physical health. We want you to know that it's OK if you experience difficulty, and there are resources to help you succeed emotionally, personally, and academically. Please see me, Mimi or Amanda to talk and connect to resources.

Counseling and Psychological Services (CAPS). During normal business hours, CAPS can be contacted by calling 864-656-2451. After hours and on weekends, CAPS can be contacted by calling 864-656-2222 asking for the CAPS on-call counselor.

Tigers Together

<https://www.clemson.edu/campus-life/healthy-campus/suicideprevention/>

988 provides 24 / 7 free and confidential support for people in distress, prevention and crisis resources to anyone to help prevent suicide.

Accessibility

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through the AIM portal as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

You can access further information at the Student Accessibility website. Other information is at the university's Accessibility Portal.

Emergency Preparation

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from [Clemson University Public Safety](#).

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an [active threat](#) in this building, and those that you visit regularly. For example:
 - a. Run – what are all the possible exits in this building, and the routes to them?
 - b. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
 - c. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for [emergency alerts](#). Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the [Rave Guardian app](#) to your phone.
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to [prepare yourself](#) for the hazards that affect our locations.
(<http://www.clemson.edu/cusafety/EmergencyManagement/>)

Course Copyright

This syllabus, course lectures and presentations, and any course materials provided throughout this term are protected by U.S. copyright laws. Students enrolled in the course may use them for their own research and educational purposes. However, reproducing, selling or otherwise distributing these materials without written permission of the copyright owner is expressly prohibited, including providing materials to commercial platforms such as Chegg or CourseHero. Doing so may constitute a violation of U.S. copyright law as well as Clemson's Code of Student Conduct.

Project 2 Mid-Review of Design

Minimum Deliverables for the Review. All materials should be self-evident in their documentation of your design, the development of the design, and the logic and evaluation criteria utilized to inform decisions. All work should clearly identify how it is achieving a triple bottom line approach to design. Materials previously presented should be evaluated and updated to reflect your current approach to design.

- Research
 - Inclusion of the most important aspects of the team research to your individual design and further research and documentation of how the research is informing design decisions. This should include diagrams relating the existing systems and how your design is linking in and responding to those conditions.
- Site Analysis
 - These documents, both visual and written, are to clearly articulate the existing conditions and the specific factors / forces that have informed your design. This analysis should be self-evident in how it informed your design strategy.
- Precedent Analysis
 - Precedents are used to inform design at different stages of the design and range from organizational strategies and programming to materials and look of a space. The presentation of your precedent analysis must include diagrams, notes and annotation that clearly articulate the relevance of the precedent to your design strategy. Simply having photographs or drawings developed by others organized on a sheet does not demonstrate the significance of that work to your design.
- Design Strategy
 - The design strategy documentation should demonstrate how your overall design strategy is organized and integrated into the existing context. The documentation will demonstrate how the program(s) are organized and how the design is responding to the context. It should be clear where your scope of work begins and ends as you address the existing context. These diagrams and drawings should demonstrate the organization of your design and that it meets the criteria established in your research and analysis along with regulatory requirements. This documentation should also include any programmatic additions or alterations to the base program of housing.
 - Scale as appropriate to scope of work
 - Include labels of major features
 - Include annotation and overlay diagramming of parameters informing design
- Site and Context Model
 - The digital model should show all the specifics of your design strategy massing and how it performs at the scale of the site including its relationship to the existing context. These drawings should demonstrate the organization of your site and that it meets the criteria established in your research and analysis along with all regulatory requirements. It should be clear where your scope of work begins and ends as you address the existing context.
 - Scale as appropriate to scope of work
 - Include labels of major features

Project 2 Final Review of Design

Minimum Deliverables for the Final Review. All materials should be self-evident in their documentation of your design, the development of the design, and the logic and evaluation criteria utilized to inform decisions. All work should clearly identify how it is achieving a triple bottom line approach to design. Materials previously presented should be evaluated and updated to reflect your current approach to design.

- Project Abstract
 - The abstract is a clear and concise statement that addresses the What, Why and How of your research and design strategy that leads to a clear trajectory for design and establishes criteria for evaluation, both by others and yourself.
- Research
 - Inclusion of the most important aspects of the team research to your individual design and further research and documentation of how the research is informing design decisions. This should include diagrams relating the existing systems and how your design is linking in and responding to those conditions.
- Site Analysis
 - These documents, both visual and written, are to clearly articulate the existing conditions and the specific factors / forces that have informed your design. This analysis should be self-evident in how it informed your design strategy.
- Precedent Analysis
 - Precedents are used to inform design at different stages of the design and range from organizational strategies and programming to materials and look of a space. The presentation of your precedent analysis must include diagrams, notes and annotation that clearly articulate the relevance of the precedent to your design strategy. Simply having photographs or drawings developed by others organized on a sheet does not demonstrate the significance of that work to your design.
- COVE Analysis
 - The COVE analysis should demonstrate how your design has evolved through use of the tool and how you are able to achieve Net Zero.
- Design Strategy
 - The design strategy documentation should demonstrate how your overall design strategy is organized and integrated into the existing context. The documentation will demonstrate how the program(s) are organized and how the design is responding to the context. It should be clear where your scope of work begins and ends as you address the existing context. These diagrams and drawings should demonstrate the organization of your design and that it meets the criteria established in your research and analysis along with regulatory requirements. This documentation should also include any programmatic additions or alterations to the base program of housing.
 - Scale as appropriate to scope of work
 - Include labels of major features
 - Include annotation and overlay diagramming of parameters informing design
- Site and Context Model
 - The digital model should show all the specifics of your design strategy massing and how it performs at the scale of the site including its relationship to the existing context. These drawings should demonstrate the organization of your site and that it meets the criteria established in your research and analysis along with all regulatory requirements. It should be clear where your scope of work begins and ends as you address the existing context.
 - Scale as appropriate to scope of work
 - Include labels of major features

- Floor Plans
 - The floor plans should demonstrate in greater detail those elements shown in the context and site drawings now at the scale of the user. These drawings should demonstrate the performative qualities of the design and specifically address how users will engage with your design in both interior and exterior spaces.
 - Ground floor plans should include site design and context
 - Scale as appropriate to scope of work
 - Minimum of 1/8"=1'-0"
- Site and Building Sections
 - The sections should demonstrate in greater detail those elements shown in the context and site drawings now at the scale of the user. These drawings should demonstrate the performative qualities of the design and specifically address how users will engage with your design in both interior and exterior spaces.
 - Should include site design and context
 - Scale as appropriate to scope of work
 - Minimum of 1/4"=1'-0"
- Perspectives
 - Should give the character and feel of the space you are creating.
 - Should demonstrate your design's relationship to the context
 - Does not need to be photo realistic or tell everything
 - Should clearly articulate the elements and their relationship to each other and the larger design.
 - Should clearly demonstrate how your research and strategy informed your design
 - Should demonstrate how the space is to perform
- Program Documentation
 - Identify the following:
 - Number of housing units
 - Average size of housing units
 - Number of parking spaces required per current zoning
 - Number of parking spaces provided
 - Percentage of the site that is permeable surface