



Universidad de Alicante

Investigación y Propuestas Innovadoras de Redes UA para la Mejora Docente

Coordinadores

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Red de coordinación en la implementación eficaz de las asignaturas en inglés en la titulación de Arquitectura

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RESUMEN (ABSTRACT)

Con motivo de la ampliación de oferta de docencia en inglés del grado en Arquitectura se ha generado una red de elaboración de acciones conjuntas y propuestas que promuevan la cooperación para asegurar una mayor conexión y coherencia disciplinar de las asignaturas con docencia en inglés. Durante los últimos años han ido incorporándose a la docencia de la titulación de Arquitectura diferentes asignaturas con oferta de grupos en inglés. Para el curso 2014-15 se espera que haya cerca de 10 asignaturas con docencia en inglés y consideramos fundamental la coordinación entre ellas para proporcionar una enseñanza y una formación eficaz para aspirar a generar un grupo ARA en la titulación.

Palabras clave: Docencia, inglés, Arquitectura, ARA, asignaturas

1. INTRODUCCIÓN

1.1 Problema/cuestión.

En esta red de investigación docente, se analiza la implantación de las asignaturas con docencia en inglés del Grado en Arquitectura de la Escuela Politécnica Superior.

Durante los últimos cursos han ido apareciendo diferentes asignaturas que ofertaban un grupo con docencia en inglés y en el curso 2014-15 se ofertará por primera vez todo un curso, tercero, con una línea de docencia en inglés.

Con tal motivo es imprescindible atender no sólo a la coordinación de estas asignaturas, sino también ofrecer la información de su docencia en castellano y en inglés. El trabajo desarrollado por la red es la guía docente de las asignaturas cuyos responsables o profesores han participado, de manera que la titulación ofrezca una mejor información de los contenidos que se incluyen en las guías docentes tanto a nuestros estudiantes como a la demanda de Erasmus.

1.2 Revisión de la literatura.

Para iniciar los primeros estudios se han consultado, como principal material de trabajo, las guías docentes de las asignaturas en cursos anteriores y en el curso en que se oferta la asignatura con grupo de inglés.

1.3 Propósito.

Preparación de los contenidos de las asignaturas del Grado en Arquitectura con docencia en inglés. Paralelamente organizar su planificación docente, metodología, cronograma y evaluación y propiciar la coordinación entre las distintas asignaturas con grupos en inglés.

2. DESARROLLO DE LA CUESTIÓN PLANTEADA

2.1 Objetivos.

Planificación docente de las asignaturas con docencia en inglés del Grado en Arquitectura, basándonos en la experiencia en redes de coordinación de cursos anteriores.

Estudio y planificación de contenidos, de las metodologías docentes y de evaluación presencial y no presencial, de acuerdo al EEES.

Determinación del cronograma del desarrollo docente.

Establecer una coordinación entre las distintas asignaturas.

2.2. Método y proceso de investigación.

El proceso inicialmente seguido ha sido la redacción de las fichas de las asignaturas para los grupos en castellano y su posterior traducción al inglés. En el origen de la Red se desconocía la oferta de docencia en inglés para el curso 2014-15 y sus integrantes eran profesores que habían ofertado algún grupo en inglés o lo iban a ofertar en dicho curso. Esto ha generado que no haya sido posible el desarrollo de una planificación de tareas y criterios adoptados en las diferentes asignaturas al haber trabajado con asignaturas de diferentes cursos académicos. Es intención de todos retomar dicha cuestión en una nueva Red para el curso próximo.

El resultado del proyecto ha sido elaborar las guías docentes de las asignaturas considerando todos los aspectos que se desarrollan en la guías docentes de las asignaturas en la Universidad de Alicante.

3. CONCLUSIONES

Es importante resaltar que es muy necesaria la coordinación para la planificación de actividades y evaluación continua. Su correcto funcionamiento permitirá al alumnado el estudio, desarrollo y conocimiento equilibrado de todas las asignaturas y adquirir las competencias necesarias para ejercer la profesión de arquitecto.

Es igualmente importante que la información que damos de nuestra oferta de docencia sea clara y de igual calidad que lo hacemos en castellano, hasta el momento la gran mayoría de fichas no disponían de información en inglés con el correspondiente caos que generaba en alumnos de movilidad internacional.

Como primer acercamiento a la mejora de la transmisión de información al alumno extranjero el trabajo desarrollado ha sido satisfactorio, si bien es imprescindible una mejora de los canales de comunicación y coordinación entre las asignaturas con docencia en inglés.

4. DIFICULTADES ENCONTRADAS

La principal dificultad es conseguir reunir a todas las personas que forman parte de la red de investigación en un horario común, en las reuniones mensuales. A lo que

hay que agregar la dificultad para la coordinación entre el profesorado de diferentes cursos y áreas. Este punto implica una mayor dificultad debido a la heterogeneidad de las asignaturas o materias, y a las diferencias entre los puntos de vista respecto a la planificación y metodología docente.

5. PROPUESTAS DE MEJORA

Las propuestas de mejora que se han considerado son:

1. Reuniones Virtuales. Actualmente gracias a herramientas como Adobe Conect a través de campus virtual o skype es posible generar reuniones virtuales con las que compartir materiales ideas y plantear propuestas.
2. Coordinación. Establecer una coordinación entre los profesores del tercer curso con docencia integra en inglés para la planificación de las actividades y evaluación tanto presencial como no presencial. Establecer criterios y niveles de complejidad en función de los niveles de inglés registrado en el aula.
3. Reuniones. Establecer reuniones de coordinación tanto horizontales como con otros cursos de forma que se conozcan mejor los problemas y puedan encontrarse cauces de mejora.

6. PREVISIÓN DE CONTINUIDAD

Es imprescindible la continuidad de los estudios realizados, su revisión y mejora a lo largo del curso 2014/15. Este trabajo ha significado sólo el inicio de la planificación de la docencia en inglés del grado en Arquitectura. El curso 2013-14 se ofertaron siete asignaturas en inglés y para el curso próximo se ofertarán veintiuna, lo cual atiende a una mayor demanda y a una mayor dedicación de esfuerzos de coordinación..

7. REFERENCIAS BIBLIOGRÁFICAS

1. Libro Blanco del título de grado en arquitectura, <http://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDAQFjAA&url=http%3A%2F%2Fwww.aneca.es%2Fmedia%2F326200%2Flibroblanco_arquitectura_def.pdf&ei=x97ZU4iGJ8neOvzfgbgB&usg=AFQjCNFxS_qXn9l9Hljq4IKZg1dVmUXd1g&bvm=bv.72185853,d.ZWU>.
2. Memoria de Grado en Arquitectura. Escuela Politécnica Superior, Universidad de Alicante, <<http://utc.ua.es/es/documentos/sgic/sgic-eps/grados/memoria-verificada/c202-memoria-verificada.pdf>>.

3. Guías Docentes de las asignaturas de Primero /Segundo/tercero/cuarto de Grado.
Universidad de Alicante,

< <http://cvnet.cpd.ua.es/webcvnet/planestudio/planestudiond.aspx?plan=C202> >.

ANEXO.

A continuación se presentan las fichas de las asignaturas.

SUBJECT**Graphic Analysis and Ideation 1**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
First	Compulsory	2º	6	4
Departments and Area				
Departamento de Expresión Gráfica y Cartografía				
Hours per semester				
	Class Act.		Off-campus Act.	Total
Hours	60		90	150
%	40%		60%	100%

Subject Context

The course is conceived as an introduction to architectural analysis and ideation for first course students considering different types of exercises aimed at graphic analysis and inventiveness. Students will progressively become aware of the graphic variables that characterize drawings and will gradually attempt the representation of space and its proportions basically through the study of architectural motifs.

The sketches are oriented to the analysis and interpretation of architecture itself, as an object that is perceived by us. Therefore they refer to an existing architecture within a specific place, with all the nuances implied; using for that same reason the conical perspective as an interpretative tool for analyzing the visual appearance of the architecture. Thus, the use of traces and hues as an evocation of the *chiaroscuro* and of the depth in space is essential to grasp the nature of the materials and finishes against which the light is worn.

Abstractions, however, are directed to the core of the objects themselves: they try to analyze the formal order and the geometric structure characterizing a given material reality, not the visual appearance we have of it. Seeking, therefore, the very essence of being against the appearance of the contingent. Abstractions derived from physical realities as well as from abstract concepts will be proposed to students as a way to achieve a thorough analysis of the essential towards the introduction of an ideation practice.

Finally, since the work of architects is confined to the boundaries of space, compositional strategies in space will also be explored through the use of models, always in the context of ideation in space.

Objectives**DEGREE IN ARCHITECTURE**

Degree's transversal skills:

Cognitive instrumental skills

CG15: Ability for the analysis and synthesis. The ability to separate the parts of a research process, and the ability to reconstruct the whole from a part.

CG18: Ability of critical thought. Capacity to compare different storylines, systematizing the doubt on any submitted claim.

CG19: Ability for aesthetics and form. Capacity to critically position oneself with regard to a beautiful object.

CG20: Ability for the development of abstract thought. Ability to build generic concepts from empirical knowledge.

CG21: Ability to imagine, fantasize, and be creative. Ability to translate creative or imaginative situations into diagrams or maps in order to interact with them. Ability to understand the logic of fantasy, its resources and possibilities.

Linguistic instrumental skills

CG31: Ability for graphical, oral and written communication. Ability to adjust the way of expression in relation to fixed objectives, choosing the right way to express ideas or processes in any possible way.

CG33: Ability for spatial representation and graphic ideation. Ability to understand and spatially interpret a process in architecture as well as using pictorial and plastic references as support for ideation.

Specific Skills:

Propedeutic block

CE1: Ability to apply graphic procedures to the representation of spaces and objects.

CE2: Ability to conceive and represent the visual attributes of objects mastering proportion and drawing techniques, including computer tools.

CE4: Knowledge theory and of analysis of form as well as laws of visual perception adapted and applied to architecture and urbanism.

CE6: Knowledge of graphic survey techniques at all stages, from drawing sketches to precise survey analysis adapted and applied to architecture and urbanism.

Specific Skills:

Design block

CE48: Adequate knowledge of general theories of form, composition, and architectural types.

DEGREE IN ARCHITECTURE FUNDAMENTALS

General Skills (CG)

CG-1: Learn the history and theories of architecture as well as of the arts, technologies and human sciences related to it.

CG-2: Understand the role of the fine arts as an influential agent on the quality of the architectural design.

Degree's transversal skills:

Cognitive instrumental skills

CT-10: Ability for the analysis and synthesis. The ability to separate the parts of a research process, and the ability to reconstruct the whole from a part.

CT-12: Ability of critical thought. Capacity to compare different storylines, systematizing the doubt on any submitted claim.

CT-13: Ability for aesthetics and form. Capacity to critically position oneself with regard to a beautiful object.

CT-14: Ability for the development of abstract thought. Ability to build generic concepts from empirical knowledge.

CT-15: Ability to imagine, fantasize, and be creative. Ability to translate creative or imaginative situations into diagrams or maps in order to interact with them. Ability to understand the logic of fantasy, its resources and possibilities.

Specific Skills:

Propedeutic block

CE-1T: Ability to apply graphic procedures to the representation of spaces and objects.

CE-2T: Ability to conceive and represent the visual attributes of objects mastering proportion and drawing techniques, including computer tools.

CE-4: Knowledge theory and of analysis of form as well as laws of visual perception adapted and applied to architecture and urbanism.

EC-6: Knowledge of graphic survey techniques at all stages, from drawing sketches to precise survey analysis adapted and applied to architecture and urbanism.

Specific Skills:

Design block

EC-48: Adequate knowledge of general theories of form, composition, and architectural types.

Basic Skills and MECES (Spanish Qualifications Framework for Higher Education)

CB 1: Students should have demonstrated knowledge and understanding in their field of study parting from the basis of general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes also some aspects involving knowledge of the forefront of their field of study.

CB 2: Students should be able to apply their knowledge to their work or vocation in a professional way and achieving the skills that may be shown through devising and sustaining arguments as well as solving problems within their field of study.

CB 3: Students should have the ability to gather and interpret relevant data (usually within their field of study) to state value judgments that involve the reflection on relevant social, scientific or ethical issues.

CB 4: Students should be able to communicate information, ideas, problems, and solutions to both: specialist and non-specialist audiences.

CB 5: Students should have developed those learning skills needed to undertake further study with a high degree of autonomy.

Educational Objectives

Ability to create architectural designs that satisfy both aesthetic and technical requirements.

Adequate knowledge of the history and theories of architecture as well as related arts, technology and human sciences.

Understand the role of the fine arts as an influential agent on the quality of the architectural design.

Subject Contents

Course content will pivot around the two poles that have characterized the graphic language from its beginning: figuration and abstraction. Figurative drawings made must start with simple themes, such as still-lives and boxes, to finish with sketches of constructed buildings. Abstractions will be developed as an introduction to ideation.

Theoretical and practical contents (2014-15)

From the academic year 2012-2013 onwards a blog of the subject has been created in which all the work developed by students is posted individually and in detail together with a selection of the best or most representative works made by the teaching staff which can serve as a guideline for new students. The link is:

<http://aig-1.blogspot.com.es/>

Thus, the blog is constituted into a digital archive of the production developed within the subject although the best works may still be selected to become part of the physical archive of the subject.

Below is a brief description of the type assignments developed in the subject.

Unit 1. Sketch, *chiaroscuro*, geometry, sizing and proportion, framing.

Exercise type 0. Preliminary approach. Composition techniques and supports: quick sketches.

Exercise type 1 *Chiaroscuro*. Simple geometric shapes drawing "still lifes".

Exercise type 2. Proportion. Drawing natural models and classroom objects.

Unit 2. Color. Contrasts, codes and harmonies.

Exercise Type 3. Colour contrast: colour series.

Exercise Type 4. Color Codes and harmonies: chromatic interpretation of space.

Unit 3. Perspective and architectural sketch

Exercise type 5. Perspective (interior spaces, light and depth planes): sketches of interior spaces.

Exercise 6 type: Sketches: architectural outdoor spaces and landscapes. Sketches of outdoor spaces and buildings in a context or place.

Unit 4. Composition and abstraction of reality

Exercise type 7. Abstractions. Interpretation of an existing reality or an abstract concept based on compositional abstraction.

Exercise type 8. Models. Introduction to space colonization strategies.

Learning Plan

All students's works will have public assessment within the class context and if possible a customized assessment that can be done in the class, through tutorials or through virtual campus (VC). They should be made with the necessary proximity to the submission of work.

Collective assessment will be given the utmost importance as it provides an opportunity for students to open up to others and to trigger channels of communication between the students themselves, as well as between them and the professor. In addition, students will have to defend and explain their submissions addressing the group stating their intentions and the considered aspects taken into account. Participation is essential so that everyone knows what their classmates work on and how do they produce their works.

Criticism will always be direct and explanatory, both highlighting the successful approaches and noting the errors in which students incur, suggesting, wherever possible, references to exemplary works of avant-garde artists of the twentieth century of a similar nature. Increasing graphical quality of the different exercises depending on the progress of the course will be encouraged, adjusting the difficulty of these and weighting the ratings as the course advances.

The student will be receive instruction, from the beginning, regarding architecture but also on the arts and professions that run side by side to it, such as: industrial design, film, fashion, advertising, photography, etc. It should raise an atmosphere of interest and criticism in relation to diverse artistic and creative expressions. Therefore, the work of these subjects will necessarily be based on the permanent reference to the work of architects, painters and sculptors as a contribution to enrich the students' imaginary while serving as a pretext for their formal investigations.

Weekly development

Weekly activity plan (2014-15)

Week	Unit	Class work	Class hours	Homework	Off-campus hours
1	1	Theory (1 h.) DRAWING WORKSHOP (3 h.)	4	DRAWING PRACTICE (2 h.)	2
2	1	DRAWING WORKSHOP (4 h.)	4	DRAWING PRACTICE (3 h.)	3
3	2	Theory (1 h.) DRAWING WORKSHOP (3 h.)	4	DRAWING PRACTICE (5 h.) STUDY (2 h.)	7
4	2	Theory (1 h.) DRAWING WORKSHOP (3 h.)	4	DRAWING PRACTICE (5 h.) STUDY (1 h.)	6
5	2	DRAWING WORKSHOP (4 h.)	4	DRAWING PRACTICE (5 h.)	5
6	3	Theory (1 h.) DRAWING WORKSHOP (3 h.)	4	DRAWING PRACTICE (5 h.) STUDY (1 h.)	6
7	3	DRAWING WORKSHOP (4 h.)	4	DRAWING PRACTICE (5 h.)	5
8	3	Theory (1 h.) DRAWING WORKSHOP (3 h.)	4	DRAWING PRACTICE (5 h.) STUDY (2 h.)	7

9	3	DRAWING WORKSHOP (2 h.) work CONTROL (2 h.)	4	DRAWING PRACTICE (5 h.)	5
10	3	DRAWING WORKSHOP (4 h.)	4	DRAWING PRACTICE (5 h.)	5
11	4	Theory (2 h.) DRAWING WORKSHOP (2 h.)	4	DRAWING PRACTICE (4 h.) STUDY (3 h.)	7
12	3	DRAWING WORKSHOP (4 h.)	4	DRAWING PRACTICE (5 h.)	5
13	4	DRAWING WORKSHOP (2 h.) work CONTROL: (2 h.)	4	DRAWING PRACTICE (5 h.) STUDY (2 h.)	7
14	3	DRAWING WORKSHOP (4 h.)	4	DRAWING PRACTICE (5 h.)	5
15	4	Theory (1 h.) DRAWING WORKSHOP (3 h.)	4	DRAWING PRACTICE (5 h.)	5
16	1,2,3,4		0	Throughout the semester there may be 10 homework hours to be used on visits to art exhibitions, moving to draw motifs outside the campus or any other activity related to the subject contents but not comparable to hours of study or of drawing practices.	10
		TOTAL	60		90

Evaluation

Instruments and Evaluation Criteria (2014-15)

Type Description Criteria Weighting

CONTINUOUS ASSESSMENT. Continuous assessment is carried out of the submissions done by the student, who must file it in a folder to deliver the work done at the end of the course. In addition, it may include a course notebook binder (with notes and annotations, sketches, references, exhibitions personal reviews, etc.), in which case it will also form part of the assessable material. Based on this portfolio and the student's commitment observed during the course the teaching staff will evaluate the students' work.

To facilitate the process of trial and error, the work must be assessed considering the progression and the increasing difficulty, as the whole set of exercises, and in particular, the evolution is valued. Occasionally and without prior notice, some sketches -especially the last part of the course when students have achieved a certain graphic skill-, may be controlled "on the spot" so that the authorship can be credited and the work is performed within a fixed time. All the course submissions in the course folder together with these controlled drawings will constitute up to 80% of the final grade. The weight of the controlled drawings may add up to a fifth of that percentage.

Being a workshop subject, regular attendance to the classes is necessary on an eminently practical course underpinning and facilitating ongoing evaluation. Of the scheduled weekly submissions the student may have a maximum of three omissions to be continuously assessed.

Since the level of difficulty is increasing and students are expected to achieve a significant level of graphical progress along the course, sketches of the last part of it will have a greater weighing on the final grade.

FINAL EXAM. The final exam will be a mandatory test for all students. Its value corresponds to 20% of the final grade but students must obtain a minimum score of 4 (out of 10) in order to make average with the rest of the course (the other 80% already described).

VOLUNTARY SUBMISSION: Those students willing to improve their final grade, preferably with an average of 7 or higher in their continuous assessment, may work on an extra-assignment agreed with their professor who may suggest a topic related with the course. This may count up to an extra 1.5 points (out 10) added to the final grade if the quality of the work justifies the grade improvement. In any case, this extra-assignment may not compensate failing grades.

WEIGHING OF THE EVALUATION SYSTEM SUMMARY:

Continuous Assessment: 80% of final grade

Compulsory final evaluation: 20% of final grade

Additional considerations:

Course folder/submissions: 80% continuous assessment.

Controlled work during the course: 20% continuous assessment.

Students will be required to obtain a minimum score of 4 on the final exam to make weighed average with the grade obtained in continuous assessment (20% and 80% respectively).

Voluntary submission: may add up to 1.5 points (out of 10) in the final grade.

Bibliography

Please, consult the Spanish version of the document in virtual campus.

Links

The course blog with the digital archive:

<http://aig-1.blogspot.com.es/>

SUBJECT**Architectural Drawing 2**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
First	Compulsory	2º	6	4
Departments and Area				
Departamento de Expresión Gráfica y Cartografía				
Hours per semester				
	Class Act.		Off-campus Act	Total
Hours	60		90	150
%	40%		60%	100%

Subject Context

The work is developed considering that representation techniques constitute a relevant instrument to explore and to convey knowledge, as well as the fact that ways of expression are related with the socio-cultural positioning of the student.

Objectives

Subject competencies

DEGREE IN ARCHITECTURE

Cross-curricular competencies

CB3.

Cross-curricular basic competencies

CGUA8.

Degree's own Cross-curricular competencies:

CG20.

CG22.

CG25.

CG28.

CG31.

CG32.

CG37.

CG51.

CG52.

CE1.

CE2.

CE6.

CE13.

Specific Skills:

CE34.

DEGREE IN ARCHITECTURE FUNDAMENTALS

General Competencies (CG)

CG-1.

CG-2.

Cross-curricular competencies:

CT-2.

CT-3.

CT-4.

CT-5.

CT-6.

Degree's own Cross-curricular competencies:

CT-14.

CT-15.

CT-16.

CT-19.

CT-24.

CT-26.

CE-1T.

CE-2T.

EC-6.

Basic Skills and MECES (Spanish Qualifications Framework for Higher Education)

CB 3.

CB 4.

CB 5.

Educational objectives

Ability to create architectural designs that satisfy both aesthetic and techniques.

Knowledge of methods of research and development of construction projects.

Specific objectives proposed by the teaching staff (2014-15)

Dibujo 2 course's instrumental goal is to acquire skills in the graphic production for the knowledge and the communication of architecture, using digital tools in which coding and drawing criteria acquired in Dibujo 1 and Geometría are applied.

The cross-curricular objective of this course is to contribute to the cultural education that students acquire in the 1st year's second semester, based on the mode of selection, testing or development of a graphical procedure to solve a proposal or to explain a process initiated in other courses being followed during the same period.

Subject Contents

It is a learning space acting as a connection between graphic courses, providing students with the digital tools to complement analysis processes in design subjects and allowing future auto didactical learning processes.

Learning is achieved through a short series of practical assignments related to a built architecture. The first of them involve a gradual immersion into vector graphics and rasterization or collage techniques formed by the overlapping of pixels' regions while the latter are used to rework previous materials to suit the architectural discourse that students will to highlight and, in a simplified way, to make visible the transition between "drawing to know" and "drawing to communicate."

Theoretical and practical contents (2014-15)

Each theme introduces a shared theoretical base, which are then amplified using vector/raster resources (explained jointly) and differentiated examples chosen by each professor. The most significant contents are:

1. Digital drawing as a tool to produce architectural knowledge. Possible resources: basic organization of geometries; toolboxes.
2. Basic spaces for the construction and for the graphical visualization. Topological and geometric spaces. Possible resources: model and presentation spaces; reference spaces.
3. Digital graphic codes. Possible Resources: architectural and extra-architectural drawings; drawing scale and style.
4. Information organization and visualization levels (Tufte et al.). Possible Resources: object properties, layers, visualization levels, meta-objects, tracks (on timelines).
- 5 Possible views: integrated, deployed, overlapping or sequenced. Possible resources: analog-digital hybridization.
- 6 Complex process drawing: dwelling modes/architecture and its uses/timeframe transformations, etc.

Learning Plan

COMPUTER DRAWING (45 class hours, 67.5 off-campus hours)

Students will develop a short series of assignments (typically three) referred to the same architectural topic: the first consists in drawing to understand a given architecture described through its basic drawn projections; the second is a 2D axonometric (no 3D models are allowed) incorporating visual and chromatic enhancement, expanding the boundaries of what is considered disciplinary; the third consists in drawing to communicate, incorporating greater complexity concerning some relevant aspect, commonly referred to seasonality or temporality.

TECHNICAL DRAWING PRACTICES (15 class hours, 22.5 off-campus hours)

It is an additional work that has to do with the use of the course notebook, draft drawings for raster materials, hybrid resources (models, collages, etc.) complementing digital elaboration.

TOTAL 150 hours (60 class hours, 90 off-campus hours)

Weekly activity plan (2014-15)

Week	Unit	Class work	Class hours	Homework	Off-campus hours
1	1	Drawing for knowledge production Part of the class will consist of explanations regarding theoretical bases, methodologies and specific resources. Beginning of assignment 1	4	Research on the bibliographic databases supplied. Continuation of assignment 1	6
2	2	Workspaces Same as previous	4	Same as previous The course notebook becomes a logbook where to keep record of the learning process.	6
3	2	Workspaces (continued) Same as previous	4	Same as previous	6
4	3	Digital graphic coding Theory (1st half of the class) and work on assignment 1 is resumed (2nd Half of the class)	4	Same as previous	6
6	3	Digital graphic coding (continued) Same as previous	4	Same as previous	6
7	4	Information organization	4	Same as previous	6
8	4	Information organization (continued) Same as previous	4	Same as previous	6
9	4	Information organization (continued)	4	Same as previous	6

		Same as previous			
10	5	Possible visualizations Same as previous	4	Same as previous	5
11	5	Possible visualizations (continued) Same as previous	4	Same as previous	6
12	5	Possible visualizations (continued) Same as previous	4	Same as previous	6
13	6	Complex processes drawing Same as previous Beginning of assignment 3	4	Same as previous Beginning of assignment 3	6
14	6	Complex processes drawing (continued) Same as previous	4	Same as previous	6
15	6	Complex processes drawing (continued) Same as previous	4	Same as previous	6
		TOTAL	60		90

Evaluation

Assessment will be continuous; class attendance, mandatory; and will be implemented working on the proposed assignments throughout the semester assessed by the teaching staff. To achieve the required level of the course it will be necessary the completion of all the assignments, achieving an overall sufficient level, as it will also be expected in the Final Exam.

Instruments and Evaluation Criteria (2014-15)

Type Description Criteria Weighting

Attendance to the classes throughout the course should be continuous and thorough, so that not only results but also the processes may be assessed. The final exam in June will be mandatory for all students and there is no minimum score required for the assignments to take it, being the weighing given below. For the extraordinary examination in July course assignments are not taken into account nor are there other requirements, so that the grade obtained will be exclusively correspond to the exam itself.

Criterion, Type, Description, Weighing

CONTINUOUS ASSESSMENT

COURSE ASSIGNMENTS 80 %

Adequately address the requirements of the proposed assignments collaboratively or individually.

FINAL EXAM 20 %

Demonstrate proficiency in the theoretical and practical contents of the course.

TOTAL 100%

Bibliography

Please, consult the Spanish version of the document in virtual campus.

Links

<http://drawingarchitecture.tumblr.com/>

SUBJECT**U1 - URBAN STUDIES 1 (2014-2015)**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
Second (2 nd)	COMPULSORY	1 ST	6	4
Departments and Area				
Construction and Urbanism. Urbanism and Regional Studies Area				
Hours per semester				
	Presencial Act.	Non-presencial Act	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

Urban Planning 1 belongs to the Urban Development and Land Management Area. The subject is offered during the first semester of the Bachelor Degree in Architecture's second course, previous to Urban Planning 2. As the first subject related to the Urban Planning and Land Management schedule in the Degree of Architecture, Urban Planning 1 **improves knowledge about cities, its development and structure.**

Objectives

- Introduce the students to the analysis and study of urban development related to the growth of the cities.
- Apply a specific work of graphical representation that will foster the interest about the importance of cartographies and graphics that can represent different urban features.
- Familiarize students with techniques and concepts in the field of urbanism, highlighting its aesthetic and technical linkage.
- Promote interest and understanding of the city from the perspective of urban analysis.

Subject Contents

The Urban Studies course focuses on the study of urban development considering different perspectives in city patterns: urban fabric, building, plot pattern, road network, etc. Diverse approaches are used to provide a complete and complex understanding of urban evolution.

Furthermore, the course offers graphic representation guidelines and tools to come to understand the elements of the city and its representation on maps.

THEORETICAL AND PRACTICAL CONTENTS (2014-15)

- I. - The origin of Modern Urban Development
 1. The Historical and pre-Industrial city.
 2. Urban Expansion and Special Plans of internal reform.
 3. Garden City.
 4. The city of the Modern Movement.

5. Recent city growth: Urban Extensions.

II. - Urban Elements in contemporary cities.

The proposed objectives for the practical exercise reflect the theoretical content of the course:

- Identify, describe and represent the development of city growth.
- Analyze, describe and represent cities territorial context.
- Identify elements that compound the city.
- Identify and explain singularities attached to city evolution and its urban reality.

Learning Plan

Classroom activities include a diversity of exercises elaborated in a team-based learning workshop. The exercises will be developed in three phases:

Phase 1. Review theoretical principles and explain and approach methodological guidelines.

Phase 2. Develop exercises through individual or group-based practical workshops.

Phase 3. Present conclusions, share experiences and discuss results.

TYPES OF ACTIVITIES

TEACHING ACTIVITY	METHODOLOGY	IN-CLASS TEACHING HOURS	DISTANCE-BASED HOURS
CARTOGRAPHY PRACTICAL EXERCISE- MAPS	Explain theoretical content and methodological guidelines by the faculty members. Develop practical exercises. Exchange and debate conclusions.	60	90
TOTAL		60	90

Weekly development

WEEK	IN-CLASS WORK DESCRIPTION	IN-CLASS TEACHING HOURS	DISTANCE-BASED WORK DESCRIPTION	DISTANCE-BASED HOURS
01	Introduce and present course. Develop of a subject-related exercise.	4	Compile material related to in-class workshop activities.	6
02	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 01	4	Continue and complete in-class workshop activities.	6
03	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 02	4	Continue and complete in-class workshop activities.	6
04	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 03	4	Continue and complete in-class workshop activities.	6

05	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 03	4	Continue and complete in-class workshop activities.	6
06	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 04	4	Continue and complete in-class workshop activities.	6
07	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 05	4	Continue and complete in-class workshop activities.	6
08	Develop methodological guidelines and practical exercises. Exchange and debate conclusions.	4	Compile material related to in-class workshop activities.	6
09	Theoretical presentation and practical exercise description. INTRODUCTION II. Participate in workshop activities.	4	Continue and complete in-class workshop activities.	6
10	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
11	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
12	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
13	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
14	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
15	Reflect and debate results. Conclusions of end of course.	4	Results sheet	6
TOTAL		60		90

Evaluation

1. GENERAL EVALUATION

The students' progress is assessed continuously throughout the course.

Attendance is obligatory to all programmed classes.

Diversity of in-class activities are scored throughout the semester.

To pass the course, it is essential to hand in each exercise, as well as giving a public

presentation of those required to do so. The final grade will be equivalent to the weighted average, according to the percentage rate of each individual exercise. A minimum punctuation (4 out of 10) for each section of the course is considered to obtain the above mentioned weighted average.

A final exam, in addition to the hand-in of all the course's exercises, will be compulsory for those students missing any exercise or presentation throughout the semester.

2. EVALUATION TOOLS AND CRITERIA

TYPE	DESCRIPTION	CRITERIA	PERCENTAGE
EVALUATION ITEM 1	SECTION I - ANALYSIS	Resolve proposed exercises. Submit documentation and results.	60
CONTINUOUS EVALUATION, EXERCISE CORRECTIONS	INDIVIDUAL AND TEAM-BASED ACTIVITIES	Develop proposal and present activities.	40
TOTAL			100

*The hand-in date of all the team-based activities, all teams will be requested to fill in and sign a form indicating the percentage of working and involvement of each team member (out of 100%). The validity of the form is subject to the signature of all members.

Bibliography

Historia de la forma urbana: desde sus orígenes hasta la Revolución Industrial

Author(s): MORRIS, A.E.J.

Edition: Barcelona : Gustavo Gili, 2004.

ISBN: 978-84-252-1181-2

Historia del urbanismo en Europa: 1750-1960

Author(s): GRAVAGNUOLO, Benedetto

Edition: Madrid : Akal, 1998.

ISBN: 84-460-0627-8

La explosión de la ciudad: transformaciones territoriales de las regiones urbanas del sur de la Europa Meridional

Author(s): FONT ARELLANO, Antonio

Edition: Madrid : España. Ministerio de la vivienda, 2007.

ISBN: 84-96387-25-9

Las formas del crecimiento urbano

Author(s): SOLÀ MORALES I RUBIÓ, Manuel de

Edition: Barcelona : UPC, 2003.

ISBN: 84-8301-197-2

Urbanística 1: memoria 2003-2011

Author(s): GARCÍA MAYOR, Clara (ed. lit.); BELTRÁ MARTÍNEZ, Manuel (ed. lit.)

Edition: [S. l.] : Lulu Com, 2014.

ISBN: 978-1-291-73617-5

Les formes urbanes del litoral catalá

Author(s): BUSQUETS, Joan

Edition: Barcelona: diputació Barcelona. Xarxa de municipis. 2003

ISBN: 84-7794-942-5

Links

<http://visorsiu.fomento.es/siu/PortalSiu.html>

<http://www.siose.es/siose/>

<http://terrasit.gva.es/es/ver>

SUBJECT**Graphic Analysis and Ideation 2**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
Second	Compulsory	1º	6	4
Departments and Area				
Departamento de Expresión Gráfica y Cartografía				
Hours per semester				
	Class Act.		Off-campus Act	Total
Hours	60		90	150
%	40%		60%	100%

Subject Context

This course explores the analytical and ideation qualities that characterize much of the architects' graphic activity. It also raises space colonization strategies using models.

Ideation or inception drawings are initially introduced through emulation, drawing realities constructed or planned by others and, later, used in the ideation process of an architectural object. Abstractions are produced from material realities or conceptual ones, mostly architectural pretexts.

Ideation or inception drawings are used by architects as an extension of their graphic thought aided by graphic schemes and projections used in conjunction. They cover all types: conical and axonometric perspectives alongside orthographic canonical projections such as floor plans, sections, or elevations. The aim is, first, learning to select the views (diagrams and projections) necessary for the proper development of the ideation process and, secondly, trying to use the most appropriate graphic resources at this stage of the design process. The synthetic condition that characterizes architectural drawing is sought in contrast with the descriptive possibilities characteristic of painting. However, this synthesis must not lead to impoverishment of the message, but, on the contrary, efficiency must be pursued in the drawings in order to obtain the best information using the most appropriate media (time, instruments, etc.).

Abstractions, on the other hand, are directed to the core of architecture itself: they try to analyse the formal order and the geometric structure characterizing a given architecture, not the visual appearance we have of it. Seeking, therefore, the very essence of being against the appearance of the contingent. Abstractions derived from physical realities as well as from abstract concepts will be proposed to students as a way to achieve a thorough analysis of the essential towards the introduction of an ideation practice.

Finally, since the work of architects is confined to the boundaries of space, compositional strategies in space will also be explored through the use of models, always in the context of ideation in space through composition systems.

Objectives**DEGREE IN ARCHITECTURE**

Degree's transversal skills:

Cognitive instrumental skills

CG15: Ability for the analysis and synthesis. The ability to separate the parts of a research process, and the ability to reconstruct the whole from a part.

CG18: Ability of critical thought. Capacity to compare different storylines, systematizing the doubt on any submitted claim.

CG19: Ability for aesthetics and form. Capacity to critically position oneself with regard to a beautiful object.

CG20: Ability for the development of abstract thought. Ability to build generic concepts from empirical knowledge.

CG21: Ability to imagine, fantasize, and be creative. Ability to translate creative or imaginative situations into diagrams or maps in order to interact with them. Ability to understand the logic of fantasy, its resources and possibilities.

Technology instrumental

CG28: Ability for spatial vision. Ability to understand and assimilate an object, process or space regardless of the views provided; as well as the ability to generate new ones.

Linguistic instrumental skills

CG31: Ability for graphical, oral and written communication. Ability to adjust the way of expression in relation to fixed objectives, choosing the right way to express ideas or processes in any possible way.

CG33: Ability for spatial representation and graphic ideation. Ability to understand and spatially interpret a process in architecture as well as using pictorial and plastic references as support for ideation.

Specific Skills:

Propedeutic block

CE1: Ability to apply graphic procedures to the representation of spaces and objects.

CE2: Ability to conceive and represent the visual attributes of objects mastering proportion and drawing techniques, including computer tools.

CE4: Knowledge theory and of analysis of form as well as laws of visual perception adapted and applied to architecture and urbanism.

CE6: Knowledge of graphic survey techniques at all stages, from drawing sketches to precise survey analysis adapted and applied to architecture and urbanism.

DEGREE IN ARCHITECTURE FUNDAMENTALS

General Skills (CG)

CG-1: Learn the history and theories of architecture as well as of the arts, technologies and human sciences related to it.

CG-2: Understand the role of the fine arts as an influential agent on the quality of the architectural design.

CG-7: Understand the relationships between people and buildings, and between them and their environment, as well as the need to relate buildings and the spaces between them depending on the needs considering the human scale.

Degree's transversal skills:

Cognitive instrumental skills

CT-10: Ability for the analysis and synthesis. The ability to separate the parts of a research process, and the ability to reconstruct the whole from a part.

CT-12: Ability of critical thought. Capacity to compare different storylines, systematizing the doubt on any submitted claim.

CT-13: Ability for aesthetics and form. Capacity to critically position oneself with regard to a beautiful object.

CT-14: Ability for the development of abstract thought. Ability to build generic concepts from empirical knowledge.

CT-15: Ability to imagine, fantasize, and be creative. Ability to translate creative or imaginative situations into diagrams or maps in order to interact with them. Ability to understand the logic of fantasy, its resources and possibilities.

Technology instrumental

CG28: Ability for spatial vision. Ability to understand and assimilate an object, process or space regardless of the views provided; as well as the ability to generate new ones.

Specific Skills:

Propedeutic block

CE-1T: Ability to apply graphic procedures to the representation of spaces and objects.

CE-2T: Ability to conceive and represent the visual attributes of objects mastering proportion and drawing techniques, including computer tools.

CE-4: Knowledge theory and of analysis of form as well as laws of visual perception adapted and applied to architecture and urbanism.

EC-6: Knowledge of graphic survey techniques at all stages, from drawing sketches to precise survey analysis adapted and applied to architecture and urbanism.

Basic Skills and MECES (Spanish Qualifications Framework for Higher Education)

CB 1: Students should have demonstrated knowledge and understanding in their field of study parting from the basis of general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes also some aspects involving knowledge of the forefront of their field of study.

CB 2: Students should be able to apply their knowledge to their work or vocation in a professional way and achieving the skills that may be shown through devising and sustaining arguments as well as solving problems within their field of study.

CB 3: Students should have the ability to gather and interpret relevant data (usually within their field of study) to state value judgments that involve the reflection on relevant social, scientific or ethical issues.

CB 4: Students should be able to communicate information, ideas, problems, and solutions to both: specialist and non-specialist audiences.

CB 5: Students should have developed those learning skills needed to undertake further study with a high degree of autonomy.

Subject Contents

Whereas the theoretical contents are closely linked to practical assignments, theory is an appoggiatura to acquire the ability and procedural skills of the subject.

THEORETICAL CONTENTS:

The theoretical contents will refer to the structure of the course units' so that they may support the works of eminently practical nature developed. Listed below are the most significant contents:

- Theory of Form (rhythm, symmetry and tension, balance and movement, composition and framing).
- Geometric abstraction and pure abstraction (photography and abstraction, collage strategies and matter).
- Space colonization strategies (clustering, subtraction and limitation).
- Composition Systems (linear, centred, radial, grid or clustered).
- Analysis and interpretation of the graphic process of ideation in architecture.
- Interpretative sketches of existing architectures (selection of ideation characteristic perspectives and drawings, formal understanding of outline and sketch).
- Graphic quick response techniques (freehand and ideation).
- Concept sketch as the confirmation of the validity of the process.

Whereas the theoretical contents are closely linked to practical exercises, theory is an appoggiatura to acquire the skills and procedural skills of the subject.

PRACTICAL CONTENTS

UNIT 1: FORM ANALYSIS REGARDING IDEATION

GEOMETRIC ABSTRACTION. 1a (Plates)

Compositional abstractions of an existing building

Material-geometric compositions (matter and texture)

SPACE COLONIZATION STRATEGIES AND/OR COMPOSITION SYSTEMS. 1b (Plates and/or models)

- Space colonization through clustering, subtraction and limitation.
- Composition systems: linear, centred, radial, grid and clustered.

UNIT 2: IDEATION

Inception Sketches. 2a (Plates)
Traditional architectural sketches (as in AIG1)
Emulation inception sketch
IDEATION 2b (Plates on physical or digital support)
Architectural and pseudo-architectural objects

Learning Plan

Graphic Analysis and Ideation 2 is a course with a twofold primary purpose: analysing situations and concepts' graphic expression as well as developing ideation strategies understood as graphic annotations of thought. Therefore, it is an eminently practical subject within a workshop structure: students must work on the assignments producing a continuous work flow to achieve a certain level of graphic skill and sensibility. This should be the common goal of students and teaching staff.

To be able to "analyse" and "express" it is necessary to learn how to SEE, to THINK and to CRITICIZE; and to do it unbiasedly. In trying to achieve this, the subject will address the following topics:

- Representation of the extra-architectural and architectural reality.
- Architectural ideation.
- Abstraction of forms from architectural or extra-architectural referents.

The course is divided into two different units in response to the more abstract nature of the first block that may serve as a pretext to address architectural composition issues (such as tension, contrast, texture) to progressively approach more specific architectural ideation topics using direct architectural references.

The mechanics of the course will be developed in two parallel paths: work done in class and work done during off-campus hours. There will be room in both to work on reality or on abstraction; the teaching staff will assess students on the appropriateness, at every stage, to choose one or other field. All work should be introduced and explained in class, asking students to express their queries at the time or through Virtual Campus tutorials.

Weekly activity plan (2014-15)

Week	Unit	Class work	Class hours	Homework	Off-campus hours
1	1-2	PRESENTATION Attention, note-taking, participation in class debates. Basic theory: visual variables and graphic variables	4	Working on the preparation of assignment 00, consisting of conventional architectural sketches (as in AIG 1) of a building in the campus	6
2	2	CONVENTIONAL ARCHITECTURAL SKETCH Performing conventional architectural sketches (as in AIG 1) of a building in the campus. In A4 format, maximum 2, with one sketch per plate. Applying the theory explained in previous class, very notably as regards to the use of graphic variables. Assignment 00a	4	Same as assignment 00a, drawing the same building from a different view point. Assignment 00b	6

3	2	EMULATION INCEPTION SKETCH 01 Theory to carry out the assignments 01 and 02 (EMULATION INCEPTION SKETCHES). Part 1: Freehand drawing, types and different productions. Part 2: Freehand drawing: examples.	4	Exercise 01: First session of emulation inception sketch. Subject: Building "A" of the campus. Pre-existing references drawing.	6
4	2	EMULATION INCEPTION SKETCH 02 Assignment 02: First session emulation inception sketch. Topic: building "B" in the University of Alicante's Campus. Pre-existing references drawing.	4	Assignment 01: Second session emulation inception sketch. Topic: building "A" in the University of Alicante's Campus. Drawing of the building considered as a whole.	6
5	2	EMULATION INCEPTION SKETCH 03 Theory review. Individual assessment of students with professor, regarding both, theoretical contents and practice being developed by students. These will be held at the regular classroom.	4	Assignment 01: Third and final session of emulation inception sketch. Topic: building "A" in the University of Alicante's Campus. Drawing fragments of the building.	6
6	2	EMULATION INCEPTION SKETCH 04 Assignment 02: Second session of emulation inception sketch. Topic: Topic: building "B" in the University of Alicante's Campus. Drawing of the building considered as a whole. Submission 01	4	Photo report of the building "A" of the University of Alicante. Assignment 00c Photo report of building "B". Assignment 00d	6
7	2	EMULATION INCEPTION SKETCH 05 Assignment 02: third and final session emulation inception sketch. Topic: Building "B" in the University of Alicante. Drawing fragments of the building.	4	Exercise 00e (especial work). The goal will be to relate the different work done up to this 7th week (approximately half of course).	6
8	2	ABSTRACTIONS OF A BUILDING 01 Theory to carry out assignments 03, 04 and 05 (ABSTRACTION OF A BUILDING). First preparatory drawings for assignment 03 on course notebook. Submission assignment 00e.	4	Submission 03: Abstraction of building "A".	6
9	2	ABSTRACTIONS OF A BUILDING 02 Exercise 04: Abstraction of building "B" of the University of Alicante. Submission 03.	4	Exercise 05: Material abstraction (required use of collage techniques) of building "A".	6
10	2	IDEATION or INCEPTION 01 Theory to carry out assignments regarding ideation (06 to 11). First preparatory drawings for assignment 06 on course notebook. Submission 05.	4	Exercise 06: Ideation of a designed object.	6
11	2	COMPOSITION SYSTEMS 01	4		6

		Theory to carry out assignments regarding composition systems (07, 08 and 09). First preparatory drawings for assignment 07 on course notebook. Submission 06.		Assignment 07: Format A2. Two different compositional systems.	
12	2	COMPOSITION SYSTEMS 02 Assignment 08: A3 format with a different compositional system than those of assignment 07. Submission 07.	4	Assignment 09: Format A2. Two different compositional systems deferring from those in assignments 7 and 8.	6
13	2	ON SPACE COLONIZATION Theory to carry out assignments regarding space colonization (10). Submission 09.	4	Assignment 10: Model on a board format A5, following one of the three systems of space colonization (Subtraction, Addition, limitation or confinement).	6
14	2	IDEATION 02 Assignment 11: Ideation of a kiosk or other similar architectural artefact. Submission 10.	4	Assignment 11: continuation with scanning, presentation drawing and 3D view	6
15	2	IDEATION AND ABSTRACTION Assignment 12: Abstraction of Submission 11. Submission 11.	4	Preparation for the final exam.	6
TOTAL			60		90

Evaluation

Continuous assessment based on the evaluation of the different mandatory submissions comprising the course, done during class attendance or on off-campus work, will enable the students to pass the course. The course grade will be obtained by averaging the ratings of the different submissions. Attending to the difficulty of the submissions weighing of a particular work is considered, in which case it will be announced to students in advance. Students failing the course may improve their grade by performing the corresponding final exam, according to the University regulations.

Students that have passed may also improve their score attending the final exam and/or submitting any additional voluntary work proposed by the teaching staff.

Instruments and Evaluation Criteria (2014-15)

CONTINUOUS ASSESSMENT OF COURSE SUBMISSSIONS (80%)

THE FOLLOWING CLARIFIES THE GENERAL EVALUATION SYSTEM

Continuous assessment based on the assessment of the mandatory course assignments developed during class attendance or during off-campus hours, will contribute to a substantial percentage of the overall grade (80%). The rest of the grade will be obtained by final exam, according to the rules of the university, counting up to a percentage of 20%.

Depending on their difficulty some submissions may be weighed to obtain make the final average, explicitly using conventional weighing factors. Teaching staff may give a greater emphasis to a particular submission throughout the course using weighing factors, although, students must be informed in advance.

FINAL EXAM CONTROLLED PRACTICE 6 HOURS (20%)

THE GRADING OF THE COURSE MAY BE
BY CONTINUOUS ASSESSMENT OF THE COURSE SUBMISSIONS

$N_1 + N_2 + \dots + N_n$

$NC = \dots \geq 5 = NA1$

FINAL EXAM (JANUARY ORDINARY PERIOD)

$0.8 \times NA1 + 0.2 \times NE$

$NC = \dots \geq 5 = NA1$

10

NC = arithmetic mean of course submissions (can optionally be weighed)

NE = final exam (January ordinary period)

NA1 = final grade for the course

ALL CASES OF STUDENTS WORK ASSESSMENT AND EVALUATION MAY BE FOUND IN THE FILE "PRESENTATION" LOADED ON THE VIRTUAL CAMPUS FROM THE FIRST WEEK OF THE COURSE (SECTION: MATERIALS FOLDER: CLASS SUMMARIES).

ON JULY'S EXTRAORDINARY PERIOD, THE FINAL EXAM WILL, AT MOST, COUNT UP TO 80%, BEING THE REST FOR THE ARITHMETIC MEAN OF COURSE SUBMISSIONS.

Bibliography

Please, consult the Spanish version of the document in virtual campus.

Links

The course blog with the digital archive:

<http://aig-2.blogspot.com.es/>

Other blogs:

<http://degraf.ua.es/>

<http://www.bne.es/es/Inicio/index.html>

<http://www.bnf.fr/fr/acc/x.accueil.html>

SUBJECT**U2 - URBAN DESIGN 2 (2014 - 2015)**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
Third (3 rd)	Compulsory	1 st	6	4
Departments and Area				
Construction and Urbanism. Urbanism and Regional Studies Area				
Hours per semester				
	Presencial Act.	Non-presencial Act	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

Urban Planning 2 belongs to the Urban Planning and Land Management Area. The subject is offered during the first semester of the Bachelor Degree in Architecture's third course, previous to Urban Planning 3. As a continuation of Urban Planning 1, Urban Planning 2 improves knowledge and provides strategies related to the urban public space.

Objectives

1. Introduce the students to the analysis, study and design of urban public space and its use in relation to the city.
2. Apply a specific work methodology that will foster reflection on diverse aspects related to the public space materialization.
3. Familiarize students with techniques and concepts in the field of urbanism, highlighting its aesthetic and technical linkage.
4. Promote interest and understanding of the city from a public space perspective.

Subject Contents

As cities reflect the vitality and strength of a society, the Urban Planning 2 course focuses on the study of urban public space considering different scales and perspectives. Intervening into such an elaborate entity requires a deep insight into their meanings for individuals, groups and society. Diverse theoretical and practical methods are used in order to provide a complete and complex approach to the meaning and qualities of the city's public open space.

Furthermore, the course offers design guidelines and tools to address public space intervention projects.

THEORETICAL AND PRACTICAL CONTENTS (2014-15)

I.- The analysis of public spaces.

- 1.The city's public space. What makes it relevant?
- 2.The elements of public space. What do they represent?
- 3.The use of public space. What possibilities does it offer?
- 4.The functionality of public space elements. What do they contribute to?
- 5.The perception of public space. What makes public spaces attractive?

II. The public space project.

The proposed objectives for the practical exercise reflect the theoretical content of the course:

- 1.Identify the city's representative public spaces.
- 2.Analyze public spaces through methods and criteria identified in the specialized bibliography.
- 3.Learn how to elaborate discussion criteria and detect inherent qualities of relevant public spaces.
- 4.Understand which parameters, variables and criteria are most utilized in the study and design of the urban public space.
- 5.Define public space improvement strategies for the consolidated city.
- 6.Design attractive and successful public spaces.

Learning Plan

Classroom activities include a diversity of design and analysis exercises elaborated in a team-based learning workshop. The exercises will be developed in three phases:

Phase 1. Review theoretical principles and explain and approach methodological guidelines.

Phase 2. Develop exercises through individual or group-based practical workshops.

Phase 3. Present conclusions, share experiences and discuss results.

Types of activities:

TEACHING ACTIVITY	METHODOLOGY	IN-CLASS TEACHING HOURS	DISTANCE-BASED HOURS
CARTOGRAPHY PRACTICAL EXERCISE-MAPS	-Explain theoretical content and methodological guidelines by the faculty members. -Develop practical exercises. -Exchange and debate conclusions.	60	90
TOTAL		60	90

Weekly development

WEEK	IN-CLASS WORK DESCRIPTION	IN-CLASS TEACHING HOURS	DISTANCE-BASED WORK DESCRIPTION	DISTANCE-BASED HOURS

01	Introduce and present course. Develop of a subject-related exercise.	4	Compile material related to in-class workshop activities.	6
02	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 01	4	Continue and complete in-class workshop activities.	6
03	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 02	4	Continue and complete in-class workshop activities.	6
04	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 03	4	Continue and complete in-class workshop activities.	6
05	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 04	4	Continue and complete in-class workshop activities.	6
06	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 05	4	Continue and complete in-class workshop activities.	6
07	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 06	4	Continue and complete in-class workshop activities.	6
08	Develop methodological guidelines and practical exercises. Exchange and debate conclusions.	4	Compile material related to in-class workshop activities.	6
09	Theoretical presentation and practical exercise description. INTRODUCTION II. Participate in workshop activities.	4	Continue and complete in-class workshop activities.	6
10	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
11	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
12	Continue in-class	4	Continue and complete	6

	workshop activities.		in-class workshop activities.	
13	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
14	Continue in-class workshop activities.	4	Continue and complete in-class workshop activities.	6
15	Reflect and debate results. Conclusions of end of course.	4	Results sheet	6
TOTAL		60		90

Evaluation

GENERAL EVALUATION

The students' progress is assessed continuously throughout the course. Attendance is obligatory to all programmed classes. Diversity of in-class activities are scored throughout the semester.

To pass the course, it is essential to hand in each exercise, as well as giving a public presentation of those required to do so. The final grade will be equivalent to the weighted average, according to the percentage rate of each individual exercise. A minimum punctuation (4 out of 10) for each section of the course is considered to obtain the above mentioned weighted average.

A final exam, in addition to the hand-in of all the course's exercises, will be compulsory for those students missing any exercise or presentation throughout the semester.

EVALUATION TOOLS AND CRITERIA

TYPE	DESCRIPTION	CRITERIA	PERCENTAGE
EVALUATION ITEM 1	SECTION I - ANALYSIS	Resolve proposed exercises. Submit documentation and results.	35
EVALUATION ITEM 2	SECTION II - PROJECT	Resolve proposed exercises. Hand in project documentation.	40
CONTINUOUS EVALUATION, EXERCISE CORRECTIONS	INDIVIDUAL AND TEAM-BASED ACTIVITIES	Develop proposal and present activities.	25
TOTAL			100

*On the hand-in date of the above evaluation items 1 and 2, all teams will be requested to fill in and sign a form indicating the percentage of working and involvement of each team member (out of 100%). The validity of the form is subject to the signature of all members.

Bibliography

Cities for people

Author(s):	GEHL, Jan
Edition:	Washington, DC : Island Press, 2010.
ISBN:	978-1-59726-573-7
Recommended by:	NOLASCO CIRUGEDA, ALMUDENA (*1)

La ciudad paseable: recomendaciones para la consideración de los peatones en el planeamiento, el diseño urbano y la arquitectura

Author(s):	POZUETA, Julio; LAMÍQUIZ DAUDÉN, Francisco José; PORTO SCHETTINO, Mateus
Edition:	Madrid : Centro de Estudios y Experimentación de Obras Públicas, 2009.
ISBN:	978-84-7790-509-7
Recommended by:	NOLASCO CIRUGEDA, ALMUDENA (*1)

La humanización del espacio urbano

Author(s):	GEHL, Jan
Edition:	Barcelona : Editorial Reverté, 2006.
ISBN:	84-291-2109-9
Recommended by:	NOLASCO CIRUGEDA, ALMUDENA (*1)

La imagen de la ciudad

Author(s):	LYNCH, Kevin
Edition:	Barcelona : Gustavo Gili, 2013.
ISBN:	978-84-252-1748-7
Recommended by:	NOLASCO CIRUGEDA, ALMUDENA (*1)

Muerte y vida de las grandes ciudades

Author(s):	JACOBS, Jane (1916-2006)
Edition:	Madrid : Capitán Swing Libros, 2011.
ISBN:	978-84-938985-0-2
Recommended by:	NOLASCO CIRUGEDA, ALMUDENA (*1)

Nuevos espacios urbanos	
Author(s):	Jan Gehl y Lars Gemze
Edition:	Barcelona : Gustavo Gili, [2002].
ISBN:	84-252-1910-8
Recommended by:	NOLASCO CIRUGEDA, ALMUDENA <u>(*1)</u>

Representation of places: reality and realism in city design	
Author(s):	BOSELNANN, Peter
Edition:	Berkeley, California : University of California Press, 1998.
ISBN:	978-0-520-20658-8
Recommended by:	SERRANO ESTRADA, LETICIA <u>(*1)</u>

The study of the public space	
Author(s):	NOLASCO CIRUGEDA, Almudena; SERRANO ESTRADA, Leticia; MARTÍ CIRIQUIÁN, Pablo
Edition:	Madrid : Bubok, 2014.
ISBN:	978-84-15768-61-6
Recommended by:	NOLASCO CIRUGEDA, ALMUDENA <u>(*1)</u> SERRANO ESTRADA, LETICIA

Links

<http://elblogdefarina.blogspot.com.es/>
<http://gehlcitiesforpeople.dk/>
<http://www.ciudadesaescalahumana.org/search/label/public%20spaces>
<http://www.pps.org/>
<http://www.thecityateyelevel.com/>

SUBJECT**Architectural Project Design 2**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
Second	Compulsory	1º	6	4
Departments and Area				
Department of Graphic Expression and Cartography				
Hours per semester				
	Presencial Act.	Non-presencial Act	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

The first semester consists in an approach to the cultural world of the project. We are going to talk, think and construct many items that constantly appear in the recreation of the new reality. It will be a work developed week by week. The round table is going to focus in experiences and these experiences probably will take us to some places in the city or abroad (the possibility of an architectural trip will be discussed during the sessions).

Every WEEK we create a round table formed with the students, the teacher, some invited architects or people involve in the contemporary construction of the culture of the project in order to discuss about architectural programs, social networks, contexts, materials, citizens, structures, construction, economy, history, city shape..., and architecture.

Every week appears new items to be discussed and, if it would be possible, a new expert voice to improve our consciences about the new understanding of our reality as students and as an architects.

We start the first week with one question over the table; what kind of architect do we want to become? Every student has to take a position and construct a discourse above the item discussed during the week.

We work with architectural expression tools and instruments of the cultural architectural project: drawings, models, performances, video, actions, etc, in order to present one approach to the intelligent reality of the city.

The first day, after the individual presentation, we will start working in groups of five students to construct and defend our arguments. Working in group is a way to implement our knowledge; we do not have to reach a consensus, we have to create a new object with all the ideas and drawings of the students in the group.

Objectives

The objective of this course is that the student will be capable to stimulate his/hers conscience and take a position in the architectural world of the contemporary projects. They, also, have to generate their skills and thoughts about the new situation and to learn how to express it in an architectural way. We are going to focus in the Cultural Knowledge of the Architect.

The whole course will be developed in the social networks. We will create a web-page for the video presentations. Facebook and twitter will be used for the communication between students.

The BLOG page is also accurate for the presentations in order not to plot the work and spend money every week. We usually present the students work with the computer and the

projector through the web.

Subject Contents

The first semester consists in an approach to the cultural world of the project. We are going to talk, think and construct many items that constantly appear in the recreation of the new reality. It will be a work developed week by week. The round table is going to focus in experiences and these experiences probably will take us to some places in the city or abroad (the possibility of an architectural trip will be discussed during the sessions).

Every WEEK we create a round table formed with the students, the teacher, some invited architects or people involve in the contemporary construction of the culture of the project in order to discuss about architectural programs, social networks, contexts, materials, citizens, structures, construction, economy, history, city shape..., and architecture.

Every week appears new items to be discussed and, if it would be possible, a new expert voice to improve our consciences about the new understanding of our reality as students and as an architects.

We start the first week with one question over the table; what kind of architect do we want to become? Every student has to take a position and construct a discourse above the item discussed during the week.

We work with architectural expression tools and instruments of the cultural architectural project: drawings, models, performances, video, actions, etc, in order to present one approach to the intelligent reality of the city.

The first day, after the individual presentation, we will start working in groups of five students to construct and defend our arguments. Working in group is a way to implement our knowledge; we do not have to reach a consensus, we have to create a new object with all the ideas and drawings of the students in the group

Learning Plan

Teaching methodology

Each student, with the teacher, proposes short exercises to explore specific architectural topics. The issue of analysis and construction of the architectural contexts are organized as the first approaches to project the new reality. Those approaches are based on a personal system of decision made from the beginning in order to build a personal portfolio.

Teaching materials

Own teaching material (statements, virtual campus, bibliography, references); instrumental media; information produced / edited collectively in the course.

Strategies for student learning / a

a) Classroom

-Interaction techniques through individual or group supervision in classroom-design communication systems teacher / student and student / student;

-Keynotes (teacher) + Micro_lectures (student)

-Participation of guest lecturers and / or external speakers

Public-Presentations of work (jurys)

b) Virtual knowledge

-Working and understanding the exercises given. Discussion

-Conducting individual and group work with specific methodologies

Work search and information management

Weekly development

Week	Unit	In-class work description	In-class teaching hours	Distance-based work description	Distance-based hours
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01	1	ARCHITECTURAL PROJECT DESIGN: Introduction to the subject management of criteria, dynamics and evaluation system. First exercise	4	Development of own commitments Search for information First approach to individual proposal and / or collective	6
02	1	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	4	Evolution of the proposal Introduction of factors proposed Correction factors Development of the presentation	6
03	1	ARCHITECTURAL PROJECT DESIGN: Intermediate presentation Self evaluation approach	4	Discussion Data introduction to the system New search for additional information	6
04	1	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	4	Proposal Development in multi- format media Incorporation of technical developments. Last field work	6
05	1	ARCHITECTURAL PROJECT DESIGN: Final presentation Self evaluation approach	4	Self-Assessment Group conclusions and discussion Final report of student's work Final report on the group	6
06	2	ARCHITECTURAL PROJECT DESIGN: Introduction to the subject management of criteria, dynamics and evaluation system. Second exercise	4	Development of students commitments Search for information Second approach to individual and / or collective proposal	6
07	2	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	4	Evolution of the proposal Introduction of factors proposed Correction factors Development of the presentation	6
08	2	ARCHITECTURAL PROJECT DESIGN: Intermediate presentation Self evaluation approach	4	Discussion Data introduction to the system New search for additional information	6
09	2	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	4	Proposal Development in multi- format media Incorporation of technical developments. Last field work	6
10	2	ARCHITECTURAL PROJECT DESIGN: Final presentation Self evaluation approach	4	Self-Assessment Group conclusions and discussion Final report of student's work Final report on the group	6
11	3	ARCHITECTURAL PROJECT DESIGN: Introduction to the subject management of criteria, dynamics and evaluation system. Third exercise	4	Development of students commitments Search for information Second approach to individual and / or collective proposal	6
12	3	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	4	Evolution of the proposal Introduction of factors proposed Correction factors Development of the presentation	6
13	3	ARCHITECTURAL PROJECT DESIGN: Intermediate presentation Self evaluation approach	4	Discussion Data introduction to the system New search for additional information	6
14	3	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals	4	Proposal Development in multi- format media Incorporation of technical	6

	Workshop		developments. Last field work	
15	3	ARCHITECTURAL PROJECT DESIGN: Final presentation Self evaluation approach	4	Self-Assessment Group conclusions and discussion Final report of student's work Final report on the group
		TOTAL	60	90

Evaluation

Type	Description	Criteria	Weight
OTHERS	TALLER DE PROYECTOS	The workshop will be evaluated by continuous assessment, obtained over successive deliveries, meetings and corrections. It will reach a minimum value of 80% of the final mark. The continuous evaluation will be assessed: 1. Presence in the classroom and active participation in the purposed activities. 2. Continuity in the development of every week work 3. The assessment of the learning purposed objectives The whole year of continuous evaluation criteria will serve as stable scale to periodically evaluate the work and progress of each student. Evaluations will be announced to students as a guide and direction for the continuous work.	80
FINAL TEST	ADDITIONAL DELIVERY	As the special feature of this area, It is not set a final test. The last presentation will be a contribution to complete the work made along the semester by the student. This supplementary material delivery will take place the day fixed for the examination of the subject. It will reach a maximum value of 20% of the total evaluation.	20
	TOTAL		100

Bibliography and Links

Magnus Larsson

"Architecture student Magnus Larsson details his bold plan to transform the harsh Sahara desert using bacteria and a surprising construction material: the sand itself.

Magnus Larsson hopes to build new structures in the desert -- by using bacteria to turn shifting sand into a solid mass."

Rachel Armstrong

"Venice is sinking. To save it, Rachel Armstrong says we need to outgrow architecture made of inert materials and, well, make architecture that grows itself. She proposes a not-quite-alive material that does its own repairs and sequesters carbon, too.

TED Fellow Rachel Armstrong is a sustainability innovator who creates new materials that possess some of the properties of living systems, and can be manipulated to "grow" architecture."

Liz Diller

"In this engrossing EG talk, architect Liz Diller shares her firm DS+R's more unusual work, including the Blur Building, whose walls are made of fog, and the revamped Alice Tully Hall, which is wrapped in glowing wooden skin.

Liz Diller and her maverick firm DS+R bring a groundbreaking approach to big and small projects in architecture, urban design and art -- playing with new materials, tampering with space and spectacle in ways that make you look twice."

Alastair Parvin

“Designer Alastair Parvin presents a simple but provocative idea: what if, instead of architects creating buildings for those who can afford to commission them, regular citizens could design and build their own houses? The concept is at the heart of WikiHouse, an open source construction kit that means just about anyone can build a house, anywhere.

Alastair Parvin believes in making architecture accessible to 100 percent of the population.”

Norman Foster

“Architect Norman Foster discusses his own work to show how computers can help architects design buildings that are green, beautiful and “basically pollution-free.” From the 2007 DLD Conference, Munich; www.dld-conference.com

Sir Norman Foster, winner of the 1999 Pritzker Prize, is perhaps the leading urban stylist of our age. His elegant, efficient buildings grace cities around the globe.”

Cameron Sinclair

“Accepting his 2006 TED Prize, Cameron Sinclair demonstrates how passionate designers and architects can respond to world housing crises. He unveils his TED Prize wish for a network to improve global living standards through collaborative design.

2006 TED Prize winner Cameron Sinclair is co-founder of Architecture for Humanity, a nonprofit that seeks architecture solutions to global crises -- and acts as a conduit between the design community and the world's humanitarian needs.”

Thomas Heatherwick

“Building the Seed Cathedral. A future more beautiful? Architect Thomas Heatherwick shows five recent projects featuring ingenious bio-inspired designs. Some are remakes of the ordinary: a bus, a bridge, a power station ... And one is an extraordinary pavilion, the Seed Cathedral, a celebration of growth and light.”

Links

<http://www.ted.com>

SUBJECT**Architectural Project Design 3**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
Second	OBL	2º	12	8
Departments and Area				
Department of Graphic Expression and Cartography				
Hours per semester				
	Presencial Act.	Non-presencial Act	Total	
Hours	120	180	300	
%	40%	60%	100%	

Subject Context

The second semester consists in an approach to the technician world of the project. We are going to talk about many items that constantly appear in the recreation of the new reality. It will be a unique project work developed during the whole semester, individually.

Every WEEK we create a round table formed with the students, the teacher, some invited architects or people involve in the contemporary construction of the culture of the project in order to discuss about architectural programs, social networks, contexts, materials, citizens, structures, construction, economy, history, city shape..., and architecture.

Every week appears new items to be discussed and, if it would be possible, a new expert voice to improve our consciences about the new understanding of our reality as students and as an architects.

Subject competences

Inherent transversal competences:

Cognitive Instrumental

CG21: Capacity for imagination, fantasy and creativity. Ability to convert imaginative and creative situations into diagrams or maps for interaction. Capacity to understand the logic of fantasy, its resources and possibilities.

Inherent transversal competences:

Methodological Instrumental

CG24: Ability to make decisions. Capacity to understand the complexity of contexts where we make transformations and take a corresponding creative decision in a responsible manner.

Inherent transversal competences:

Linguistic Instrumental

CG33: Capacity for spatial representation and graphic ideation. Capacity to understand and interpret an architectural process spatially and manage pictorial and plastic referents as support for ideation.

Inherent transversal Competences:

Entrepreneurship Capability System

CG46: Ability to negotiate and take projective action. Capacity to problematise reality and implement sustainable propositive mechanisms for action in it.

Inherent transversal Competences:

Leadership System

CG55: Ability to pursue good ideas. Capacity to find those ideas that are extremely relevant because of their synthetic and/or operative capacity and set them as priority goals.

Specific Competences:

Preparatory Block

CE2: Ability to conceive and represent the visual attributes of objects and master proportion and drawing techniques, including computer-based techniques.

Specific Competences:

Project Block

CE34: Ability to conceive, prepare and develop basic projects for execution, sketches and draft projects.

CE53: Suitable understanding of the architectural, town planning and landscape traditions of western culture, as well as their technical, climatic, economic, social and ideological foundations.

CE55: Suitable understanding of the relationship between cultural standards and the social responsibilities of architects.

Objectives

The objective of this course is that the student will be capable to stimulate his/hers conscience and take a position in the architectural world of the contemporary projects. They, also, have to generate their skills and thoughts about the new situation and to learn how to express it in an architectural way. We are going to focus in the Technical work of the Architect.

The whole course will be developed in the social networks. We will create a web-page for the video presentations. Facebook and twitter will be used for the communication between students.

The BLOG page is also accurate for the presentations in order not to plot the work and spend money every week. We usually present the students work with the computer and the projector through the web.

Subject Contents

The second semester consists in an approach to the technician world of the project. We are going to talk about many items that constantly appear in the recreation of the new reality. It will be a unique project work developed during the whole semester, individually.

Every WEEK we create a round table formed with the students, the teacher, some invited architects or people involve in the contemporary construction of the culture of the project in order to discuss about architectural programs, social networks, contexts, materials, citizens, structures, construction, economy, history, city shape..., and architecture.

Every week appears new items to be discussed and, if it would be possible, a new expert voice to improve our consciences about the new understanding of our reality as students and as an architects.

Learning Plan

Teaching methodology

Each student, with the teacher, proposes short exercises to explore specific architectural topics. The issue of analysis and construction of the architectural contexts are organized as the first approaches to project the new reality. Those

approaches are based on a personal system of decision made from the beginning in order to build a personal portfolio.

Teaching materials

Own teaching material (statements, virtual campus, bibliography, references); instrumental media; information produced / edited collectively in the course.

Strategies for student learning / a

a) Classroom

-Interaction techniques through individual or group supervision in classroom-design communication systems teacher / student and student / student;

-Keynotes (teacher) + Micro_lectures (student)

-Participation of guest lecturers and / or external speakers

Public-Presentations of work (jurys)

b) Virtual knowledge

-Working and understanding the exercises given. Discussion

-Conducting individual and group work with specific methodologies

Work search and information management

Weekly development

Week	Unit	In-class work description	In-class teaching hours	Distance-based work description	Distance-based hours
01	1	ARCHITECTURAL PROJECT DESIGN: Introduction to the subject management of criteria, dynamics and evaluation system. First exercise	8	Development of own commitments Search for information First approach to individual proposal and / or collective	12
02	1	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	8	Evolution of the proposal Introduction of factors proposed Correction factors Development of the presentation	12
03	1	ARCHITECTURAL PROJECT DESIGN: Intermediate presentation Self evaluation approach	8	Discussion Data introduction to the system New search for additional information	12
04	1	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	8	Proposal Development in multi-format media Incorporation of technical developments. Last field work	12
05	1	ARCHITECTURAL PROJECT DESIGN: Final presentation Self evaluation approach	8	Self-Assessment Group conclusions and discussion Final report of student's work Final report on the group	12
06	2	ARCHITECTURAL PROJECT DESIGN: Introduction to the subject management of criteria, dynamics and evaluation system. Second exercise	8	Development of students commitments Search for information Second approach to individual and / or collective proposal	12
07	2	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	8	Evolution of the proposal Introduction of factors proposed Correction factors Development of the presentation	12
08	2	ARCHITECTURAL PROJECT DESIGN: Intermediate presentation Self evaluation approach	8	Discussion Data introduction to the system New search for additional information	12
09	2	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	8	Proposal Development in multi-format media Incorporation of technical developments. Last field work	12

10	2	ARCHITECTURAL PROJECT DESIGN: Final presentation Self evaluation approach	8	Self-Assessment Group conclusions and discussion Final report of student's work Final report on the group	12
11	3	ARCHITECTURAL PROJECT DESIGN: Introduction to the subject management of criteria, dynamics and evaluation system. Third exercise	8	Development of students commitments Search for information Second approach to individual and / or collective proposal	12
12	3	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	8	Evolution of the proposal Introduction of factors proposed Correction factors Development of the presentation	12
13	3	ARCHITECTURAL PROJECT DESIGN: Intermediate presentation Self evaluation approach	8	Discussion Data introduction to the system New search for additional information	12
14	3	ARCHITECTURAL PROJECT DESIGN: Theoretical approach Discussion of the proposals Workshop	8	Proposal Development in multi-format media Incorporation of technical developments. Last field work	12
15	3	ARCHITECTURAL PROJECT DESIGN: Final presentation Self evaluation approach	8	Self-Assessment Group conclusions and discussion Final report of student's work Final report on the group	12
TOTAL			120		180

Evaluation

Type	Description	Criteria	Weighting
OTHERS	TALLER DE PROYECTOS	The workshop will be evaluated by continuous assessment, obtained over successive deliveries, meetings and corrections. It will reach a minimum value of 80% of the final mark. The continuous evaluation will be assessed: 1. Presence in the classroom and active participation in the purposed activities. 2.Continuity in the development of every week work 3. The assessment of the learning purposed objectives The whole year of continuous evaluation criteria will serve as stable scale to periodically evaluate the work and progress of each student. Evaluations will be announced to students as a guide and direction for the continuous work.	80
FINAL TEST	ADDITIONAL DELIVERY	As the special feature of this area, It is not set a final test. The last presentation will be a contribution to complete the work made along the semester by the student. This supplementary material delivery will take place the day fixed for the examination of the subject. It will reach a maximum value of 20% of the total evaluation.	20
TOTAL			100

Bibliography and Links

More information about the subject on the website workshop profiles. There is also weekly information on the Architectural projects blog: <http://blogs.ua.es/proyectosarquitectonicos/>

SUBJECT**U3 - URBAN DESIGN 3 (2014 - 2015)**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
Third (3 rd)	Compulsory	2 nd	6	4
Departments and Area				
Construction and Urbanism. Urbanism and Regional Studies Area				
Hours per semester				
	Presencial Act.	Non-presencial Act	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

** THE CONTENT OF THE FOLLOWING SECTION IS ONLY APPLICABLE TO THE ENGLISH GROUP.

Urban Planning 3 belongs to the Urban Planning and Land Management Area. The subject is offered during the second semester of the third year of the Degree in Architecture. As a continuation to Urban Planning 2, whose main focus of study is the urban public space, Urban Planning 3 is a monothematic course about urban residential development and its spatial implications in relation to the rest of the city's structure.

Objectives

** THE CONTENT OF THE FOLLOWING SECTION IS ONLY APPLICABLE TO THE ENGLISH GROUP.

The main objectives of Urban Planning 3 are first of all, to stimulate thinking about the roll and complexity of the urban residential development within the overall city system and; secondly, raise awareness about the importance of considering the particularities of an existing urban site and its context before any intervention is proposed.

The specific objectives of the course are:

1. Provide students with basic urban design skills: observing, interpreting and designing with functional, technical and aesthetical considerations.
2. Introduce the students to the study, analysis and design of residential developments.
3. Engage students in the research on bioclimatic strategies in order to achieve comfortable public and private spaces.
4. Review and reflect on issues, topics and tools related to sustainable developments.

Subject Contents

** THE CONTENT OF THE FOLLOWING SECTION IS ONLY APPLICABLE TO THE ENGLISH GROUP.

The course focuses on the understanding, explanation and appreciation of residential developments as an object of planning as it relates to urban form,

the urban realm and the issues of social concern. Specifically, this course critically examines the concept of sustainability as an approach to study the existing city and explore pathways to achieve residential developments capable of integrating and adequately responding to the adjacent neighbourhoods, and just as important, to social wellbeing.

THEORETICAL AND PRACTICAL CONTENTS (2014-15)

I.- The residential development. General overview.

The residential development will be studied as a prime element in the city structure, its unique role in the constitution of urban areas and its implications for urban planning will be discussed. Density, morphology and spatial configuration as three vital concepts to consider in order studying both, the public and private realm of the city neighbourhoods.

II.- Definition, scope and principles of sustainable development.

As a concept of multidimensional objectives, the topics and trends surrounding the sustainable development will be addressed. The “sustainability” term will be debated in order to understand its current position in the urban context. The existing city will be put under analysis and examination to determine whether it is facing the sustainable direction or not.

The identification of conflicting issues and the awareness of what kind of actions are needed in order to ensure the long-term sustainability of the city is the goal of this chapter. The conclusions drawn will raise the students’ knowledge, skills and values in sustainable urban design.

III.- The sustainable residential development project.

Multiple strategies to face current urban and social challenges such as high density neighbourhoods, planning healthy communities and above all, integrating and producing a positive impact on the existing urban structure, are to be implemented in this project-based chapter. Sustainable building and urban renewal strategies will be explored in order to guarantee the integration of the project to the existing context.

Learning Plan

** THE CONTENT OF THE FOLLOWING SECTION IS ONLY APPLICABLE TO THE ENGLISH GROUP.

In-and-off-class exercises play a significant role in the learning experience of this course. Three phases for most of these exercises can be distinguished as follows:

Phase 1. Review theoretical principles and explain and approach methodological guidelines. Discussions and debates at this theoretical phase will be recurrent.

Phase 2. Develop exercises through individual and/or group-based practical workshops.

Phase 3. Present conclusions, share experiences and discuss results. Self-evaluation for some of the exercises will not only be recommended but compulsory.

Types of activities:

TEACHING ACTIVITY	METHODOLOGY	IN-CLASS TEACHING HOURS	DISTANCE-BASED HOURS
CARTOGRAPHY PRACTICAL EXERCISE-MAPS	-Explain theoretical content and methodological guidelines by the faculty members. -Develop practical exercises. -Exchange and debate conclusions.	60	90
TOTAL		60	90

Weekly development

** THE CONTENT OF THE FOLLOWING SECTION IS ONLY APPLICABLE TO THE ENGLISH GROUP.

WEEK	IN-CLASS WORK DESCRIPTION	IN-CLASS TEACHING HOURS	DISTANCE-BASED WORK DESCRIPTION	DISTANCE-BASED HOURS
01	Introduce and present course. Develop of a subject-related exercise.	4	Compile material related to in-class workshop activities.	6
02	Theoretical presentation. Continue in-class workshop activities. [01]	4	Continue and complete in-class workshop activities.	6
03	Theoretical presentation. Continue in-class workshop activities. [01]	4	Continue and complete in-class workshop activities.	6
04	Theoretical presentation. Continue in-class workshop activities. [02]	4	Continue and complete in-class workshop activities.	6
05	Theoretical presentation. Continue in-class workshop activities. [02]	4	Continue and complete in-class workshop activities.	6
06	Theoretical presentation. Continue in-class workshop activities. [02]	4	Continue and complete in-class workshop activities.	6
07	Theoretical presentation. Continue in-class workshop activities. [02]	4	Continue and complete in-class workshop activities.	6

08	Develop methodological guidelines and practical exercises. Exchange and debate conclusions.	4	Compile material related to in-class workshop activities.	6
09	Theoretical presentation and practical exercise description. Continue in-class workshop activities. [03]	4	Continue and complete in-class workshop activities.	6
10	Continue in-class workshop activities. [03]	4	Continue and complete in-class workshop activities.	6
11	Continue in-class workshop activities. [03]	4	Continue and complete in-class workshop activities.	6
12	Continue in-class workshop activities. [03]	4	Continue and complete in-class workshop activities.	6
13	Continue in-class workshop activities. [03]	4	Continue and complete in-class workshop activities.	6
14	Continue in-class workshop activities. [03]	4	Continue and complete in-class workshop activities.	6
15	Reflect and debate results. Conclusions of end of course.	4	Results sheet	6
TOTAL		60		90

Evaluation

** THE CONTENT OF THE FOLLOWING SECTION IS ONLY APPLICABLE TO THE ENGLISH GROUP.

GENERAL EVALUATION

The students' progress is assessed continuously throughout the course. Attendance is obligatory to all programmed classes. In-and-out-class exercises will be marked accordingly.

To pass the course, it is essential to hand in each exercise, as well as giving a public presentation of those required to do so. The final mark will be equivalent to the weighted average, according to the percentage rate of each individual exercise. A minimum punctuation (4 out of 10) for each section of the course is considered to obtain the above mentioned weighted average.

* A final exam, in addition to the hand-in of all the course's exercises, will be compulsory for those students missing any exercise or presentation throughout the semester.

**On the hand-in date of the above evaluation items 1 and 2, all teams will be requested to fill in and sign a form indicating the percentage of working and involvement of each team member (out of 100%). The validity of the form is subject to the signature of all members.

EVALUATION TOOLS AND CRITERIA

TYPE	DESCRIPTION	CRITERIA	WEIGHTING
OTHERS	SECTION I AND II - ANALYSIS	Resolve proposed exercises. Submit documentation and results.	60
OTHERS	SECTION III - PROJECT	Resolve proposed exercises. Hand in project documentation.	40
OTHERS	THEORY TEST	The test will be weighted as part of the sections I and II percentage.	0
TOTAL			100

Bibliography

Buenas prácticas en arquitectura y urbanismo para Madrid: criterios bioclimáticos y de eficiencia energética

Author(s):	HIGUERAS GARCÍA, Esther (dir.)
Edition:	Madrid : Área de Gobierno de Urbanismo y Vivienda del Ayuntamiento de Madrid, 2009.
ISBN:	978-84-7812-718-4
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (*1)

Cities X lines [Exposición]: a new lens for the urbanistic project =
Ciudades X Formas: una nueva mirada hacia el proyecto urbanístico

Author(s):	BUSQUETS, Joan; CORREA, Felipe
Edition:	Cambridge : Harvard University, Graduate School of Design, 2006.
ISBN:	88-8447-294-6
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (*1)

Ciudad hojaldre : visiones urbanas del siglo XXI

Author(s):	GARCÍA VÁZQUEZ, Carlos
Edition:	Barcelona : Gustavo Gili, S.A., 2004.
ISBN:	8425219701
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (*1)

Ciudades para un pequeño planeta

Author(s):	Richard Rogers, Philip Gumuchdjian
Edition:	Barcelona.
ISBN:	84-252-1764-4
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (*1)

Dbook Density, data, diagrams, dwellings: análisis visual de 64 proyectos de vivienda colectiva : a visual analysis of 64 collective housing

Author(s):	FERNÁNDEZ PER, Aurora; MOZAS, Javier; ARPA, Javier
Edition:	Vitoria-Gasteiz : a + t Ediciones, 2007.
ISBN:	978-84-611-5900-0
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (*1)

Ecurbanismo : entornos humanos sostenibles : 60 proyectos = Ecurbanism : sustainable human settlements : 60 case studies

Author(s):	RUANO, Miguel
Edition:	Barcelona : Gustavo Gili, 2006.
ISBN:	978-84-252-1723-4
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (*1)

Guía básica de la sostenibilidad

Author(s):	EDWARDS, Brian; HYETT, Paul
Edition:	Barcelona : Gustavo Gili, 2009.
ISBN:	978-84-252-2208-5
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (*1)

**Hemiciclo solar: la energía como material del proyecto de arquitectura =
Solar semiclicle: energy as architectural project matter**

Author(s):	RUIZ-LARREA CANGAS, César (1950-); GÓMEZ GUTIÉRREZ, Antonio ; PRIETO, Eduardo (Prieto González)
Edition:	Madrid : Fatecsa Obras, 2009.
ISBN:	978-84-613-7123-5
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (<u>*1</u>)

La arquitectura de la ciudad global

Author(s):	MUXÍ, Zaida
Edition:	Buenos Aires : Nobuko, 2009.
ISBN:	978-987-584-213-7
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (<u>*1</u>)

La ciudad contemporánea: análisis de su estructura y desarrollo

Author(s):	ENGUITA, Abel (dir.)
Edition:	Madrid : Confederación Empresarial de Madrid-CEOE, 2008.
ISBN:	No disponible

**La ciudad paseable: recomendaciones para la consideración de los
peatones en el planeamiento, el diseño urbano y la arquitectura**

Author(s):	POZUETA, Julio; LAMIQUIZ DAUDÉN, Francisco José; PORTO SCETTINO, Mateus
Edition:	Madrid : Centro de Estudios y Experimentación de Obras Públicas, 2009.
ISBN:	978-84-7790-509-7
Recommended by:	MINGUEZ MARTINEZ, ENRIQUE (<u>*1</u>)

Links

<http://elblogdefarina.blogspot.com.es>
<http://www.bcnecologia.net>
<http://www.plataformaarquitectura.cl>
<http://www.plataformaurbana.cl>

SUBJECT**Advanced Constructive Systems**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
3 rd	COMPULSORY	2nd	6	4
Departments and Area				
Department of Architectural Constructions				
Hours per semester				
	On-site Activities	Homework Activities	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

Advanced Constructive Systems develops the constructive knowledge already taught at the subjects Introduction to the Technology, Constructive materials for the Building Systems and Basic Constructive Systems. The students will be able to manage the knowledge and the abilities needed for solving more difficult constructive solutions. These knowledge and abilities will be widened at the subject Singular Constructive System for completing the overall contents about construction in the Architectural study plan

Objectives

The student must identify the constructive invariants needed for developing constructive solutions with a higher complexity level. - Identify the common singular sections for the different constructive techniques considered out from the basic construction. - Develop constructive solutions by using the current building regulations. - Definition and use of the different constructive materials with their advantages and disadvantages with a higher complexity level. - Define and show constructive solutions with enough graphical level. - The student must develop curricular activities that could promote conceptual knowledge, develop attitudes and acquire abilities.

Subject Contents

B1. Façades (FA):

B1.1. The construction of the vertical building closures. Ceramic cavity façades.

B1.2. Exterior Frames. Wood, aluminium, PVC and Steel. Brise-soleil and lams. Glazering. Shades.

B1.3. Ventilated heavy building closure systems. Natural Stone. Ceramic.

B1.4. Light building closure systems. Aluminium sandwich panel. Glass-walls and special glazering.

B2. Divisions:

B2.1 Light walls. Dry-wall False ceilings.

B2.2 Mobile and removable walls. Panels. False-Ceilings.

B3. Wall facings and floor overlays:

B3.1 Wall Facings. Discontinuous. Panels. Wood and cork. Metallic panels. Plastic panels.

B3.2. Floor overlays. Pavements. Rigid and flexible. Continuous: concrete slab and pavements. Discontinuous: natural stone, wood and light materials.

Learning Plan

Teaching activity	Methodology	In-class teaching hours	Distance-based hours
PROBLEM PRACTICALS		60	90
TOTAL		60	90

Weekly development

Week	Unit	Description of the on-site course	On-site Hours	Description of the homework	Homework hours
01			4		6
02			4		6
03			4		6
04			4		6
05			4		6
06			4		6
07			4		6
08			4		6
09			4		6
10			4		6
11			4		6
12			4		6
13			4		6
14			4		6
15			4		6
TOTAL			60		90

Evaluation

In order to apply for a continuous evaluation it is need 80% of assistance (exclusive but not considered for final mark) and the delivery of at least 80% of the practical exercises with enough level (20% of the final mark). The student must obtain at least 4 points in the course project (30% of the final mark) and obtain at least 4 points at the final exam (50% of the final mark). The exam will have a theoretical part and a practical part. For averaging them It will be needed to obtain at least 3,5 points at each of the parts. If a student has followed the course but hasn't approved the subject by the continuous evaluation it will be necessary to do an exam (100% of the final mark) The exam will have a theoretical part and a practical part. For averaging them It will be needed to obtain at least 3,5 points at each of the parts. It will not be considered in the final mark the practical exercises and the course project. For those students

that hasn't followed the course for passing the subject it will be necessary to an exam (100% of the final mark) for passing the subject. The exam will have a theoretical part and a practical part. For averaging them It will be needed to obtain at least 3,5 points at each of the parts. The same criteria will be applied for any official exam call.

Bibliography

<http://cv1.cpd.ua.es/ConsPlanesEstudio/cvFichaAsiEEES.asp?wlengua=E&wcodasi=20531&scaca=2014-15#>

Links

<http://cv1.cpd.ua.es/ConsPlanesEstudio/cvFichaAsiEEES.asp?wlengua=E&wcodasi=20531&scaca=2014-15#>

SUBJECT**PROYECTOS ARQUITECTÓNICOS 4 - STUDIO 4**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
3rd	COMPULSORY	1st	6	4
Departments and Area				
Department of Graphic Expression and Cartography				
Hours per semester				
	On-site Activities	Homework Activities	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

For more information on the subject with the specific material of every Group and all its updated information, please see the blog of Architectural Design:

<http://blogs.ua.es/proyectosarquitectonicos/>

This weblog contains links to the different weblogs of each Group of Studio 4.

Objectives

To acquire knowledge of the following public interests:

- To value different cultural realities.
- To detect new social and organizational forms, from linking production to consumption and to recognize how the different items are made, from its raw material to the final product.
- To generate architecture from specific stories, affections and dreams, from interpersonal projects, or, as well as the result of a negotiation or the unexpected.
- To reflect in a critical way by giving a response through the edition of drawings and texts according to the received comments.
- To gain confidence in the group work and to establish multidisciplinary relationships.

Subject Contents**Unit 1: CREATIVITY AND EMOTIONAL LEARNING**

The personal experience contains all the information needed to articulate creative processes. The desire is articulated in the configuration of that creativity, something not rehearsal very often. The risk is a fundamental element in every design process, and it is anchored in experience and desire, where it finds its fundament.

In this way the student will approach the architectural design, from the path Experience/Desire/Risk.

There are two fundamental ingredients: To understand the project as an activity with strong links to creativity, and to understand the pedagogic processes as vital process of a long personal engagement.

Unit 2: CULTURE AND TECHNIQUE OF THE ARCHITECTURAL DESIGN

Different individual creativities, with the aim of applying on our reality, have produced a common base of knowledge. We refer to it as the culture of the project.

To interweave a personal relationship under this common structure of learning will allow us to face questions as the collective work or the social innovation.

In a parallel way, the complexity in the methodology of the architectonic design requires a development of the techniques of approach, management, and production of the information that are constantly under revision and actualization.

The knowledge and use of both is one of the keys of the production of innovation and the shared knowledge.

UNIT 3: SUSTAINABILITY AND INNOVATION

The sustainability cannot be longer considered an extra to the human activities. The architectural design must aspire to establish a sustainable negotiation with the future. In a similar way, innovation is not the last step in any cognitive research, but the special way of contemporary knowledge. Knowledge is innovation or it is not knowledge. Innovation and sustainability are not close axioms, but collective cognitive researches. Both require plural and complex approaches, creative and risky, for the ambitious design of a better future.

Learning Plan

Pedagogic activity: PRACTICES

Methodology: Architectonic actions developed with different techniques to answer a series of precise briefs on the aims of the course.

On-site Hours: 60

Homework hours: 90

Weekly development

Week	Unit	Description of the on-site course	On-site Hours	Description of the homework	Homework hours
01	1	PRACTICES: Introduction, negotiation of criteria, dynamics and evaluation. Exercises outline.	4	Development of personal engagements. Search of information. Format of the individual and collective proposal.	6
02	1	PRACTICES: Theoretical contributions. Proposals review. Workshop.	4	Continuation of the proposal. Introduction of the proposed factors of correction. Development of the presentation.	6
03	1	PRACTICES: Intermediate submission. Auto evaluation.	4	Process of active reflexion. Incorporation of evaluation data. New search of complementary information.	6
04	1	PRACTICES: Theoretical contributions. Proposals review. Workshop.	4	Development of the proposal in multi-formats. Incorporation of technical developments. Final Field Works. Group auto evaluation and conclusions.	6
05	1	PRACTICES: Final submission. Auto evaluation.	4	Final report of the individual work. Final report on the group work.	6
06	2	PRACTICES: Introduction, negotiation of criteria, dynamics and evaluation. Exercises outline.	4	Development of personal engagements. Search of information. Format of the individual and collective proposal.	6

07	2	PRACTICES: Theoretical contributions. Proposals review. Workshop.	4	Continuation of the proposal. Introduction of the proposed factors of correction. Development of the presentation.	6
08	2	PRACTICES: Intermediate submission. Auto evaluation.	4	Process of active reflexion. Incorporation of evaluation data. New search of complementary information.	6
09	2	PRACTICES: Theoretical contributions. Proposals review. Workshop.	4	Development of the proposal in multi-formats. Incorporation of technical developments. Final Field Works. Group auto evaluation and conclusions.	6
10	2	PRACTICES: Final submission. Auto evaluation.	4	Final report of the individual work. Final report on the group work.	6
11	3	PRACTICES: Introduction, negotiation of criteria, dynamics and evaluation. Exercises outline.	4	Development of personal engagements. Search of information. Format of the individual and collective proposal.	6
12	3	PRACTICES: Theoretical contributions. Proposals review. Workshop.	4	Continuation of the proposal. Introduction of the proposed factors of correction. Development of the presentation.	6
13	3	PRACTICES: Intermediate submission. Auto evaluation.	4	Process of active reflexion. Incorporation of evaluation data. New search of complementary information.	6
14	3	PRACTICES: Theoretical contributions. Proposals review. Workshop.	4	Development of the proposal in multi-formats. Incorporation of technical developments. Final Field Works. Group auto evaluation and conclusions.	6
15	3	PRACTICES: Final submission. Auto evaluation.	4	Final report of the individual work. Final report on the group work.	6
TOTAL			60		90

Evaluation

The subject follows a continuous evaluation, giving importance to:

1. The active participation in the class and proposed activities.
2. The continuity of the development of the projects.
3. To fulfil the proposed pedagogic aims.

Criteria of Evaluation (2014-15)

Each course will establish its own criteria for continuous evaluation that will help to mark the work and progress of each student periodically. These evaluations will be given to the students as a guide and orientation.

Continuous Evaluation of the project along submissions, crits, and seminars. The mark will reach a minimum of 80% of the final mark.

Due to the special characteristics of this subject, there will not be any final test apart from those addressed to complete the tasks and works developed during the year, and their value will be 20% of the final mark.

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ZONA URBANA

Author: KOHAN, Martin.

Edition: MADRID: TROTTA, 2007.

ISBN: 978-84-8164-903-1

Delirious New York: A retroactive Manifesto for Manhattan

Author: KOOLHAS, Rem.

ISBN: 978-1885254009

Devenir perra

Author: Ziga, Itziar.

Edition: Barcelona : UHF, 2009.

ISBN: 978-84-96614-69-7

Un cuarto propio conectado: (ciber)espacio y (auto)gestión del yo

Author: ZAFRA, Remedios.

Edition: Madrid : Fórcola, 2010.

ISBN: 9788415174011

Links

<http://storiesofhouses.blogspot.com.es/>

<http://www.obsmurcia.es/mediateca/31>

<http://www.sustainable-everyday.net/SEPhome/home.html>

http://www.ted.com/speakers/olafur_eliasson.html

SUBJECT**BUILDING WORKSHOP**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
5 th	OPTATIVE	2nd	6	4
Departments and Area				
Department of Architectural Constructions				
Hours per semester				
	On-site Activities	Homework Activities	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

Placed as the last technological subject in the study plan the students must be able to gather all the information received in the previous courses and, in an integrated way, develop a project. The link between design and construction is the main objective of this subject offering the students the possibility of developing a project in teams under an international scenario. The students must be aware at the end of the course of the results of certain designs and construction technics over the user of the building. The relation with the International Marjal Healthy Chair, with a wide experience organizing international teaching experiences, will allow the students participant in international workshops about construction and healthy solutions.

Objectives

To acquire knowledge of the following public interests:

- Ability to identify healthy solutions for the building users between the available possibilities of design and construction.
- Learn under an international and multi-cultural scenario.
- Learn under a multi-disciplinary scenario.
- Ability to work with innovative and integrated design tools as BIM.
- Ability to relate design and construction with energy performance.
- Development of extra-curricular activities that could promote conceptual knowledge, development of new attitudes and Ability acquisition.

Subject Contents

The theoretical contents must provide the students information about constructive solutions and singular materials and help them in the process of using them in a real constructive way developing formal project solutions starting from the construction.

B1. SUSTAINABILITY AND ARCHITECTURE. Analysis of the concept of building sustainability and its impact on the user. The different sustainable degrees through Europe. The impact of regulation over the sustainability level.

B2. SUSTAINABLE HOUSING CERTIFICATION. Analysis of the available certification

procedures. Issues to consider and impact on the building. Identification of the facts that condition healthiness in buildings.

B3. THE INTEGRATED DESIGN TOOLS. Introduction to the integrated design tools as BIM.

B4. ENERGY PERFORMANCE CALCULATIONS. Relation between construction and energy performance in buildings. Analysis of the available tools. Identification of the impact of the design over building under the different analysis tools.

B5. THE USE OF SINGULAR MATERIALS. Traditional, light, heavy and experimental materials. Hypotesis, development and results. Impact on the building and the user.

Learning Plan

Teaching activity	Methodology	In-class teaching hours	Distance-based hours
PROBLEM PRACTICALS		60	90
TOTAL		60	90

Weekly development

Week	Unit	Description of the on-site course	On-site Hours	Description of the homework	Homework hours
01			4		6
02			4		6
03			4		6
04			4		6
05			4		6
06			4		6
07			4		6
08			4		6
09			4		6
10			4		6
11			4		6
12			4		6
13			4		6
14			4		6
15			4		6
TOTAL			60		90

Evaluation

Subject evaluation will be done through the course project.

To pass course project:

Students must have completed all deliveries of the course project on time and with enough level. Within the course project it will be evaluated two issues, the work in class and the final delivered project. Work in class will be 30% of the grade. Final delivered course project will be 70% of the grade.

If any student doesn't follow the course or fails it and at the rest of the official exam calls to pass the subject a final exam must be done. This exam will be 100% of the subject qualification. It will consist on solving singular constructive details according to the objectives and theoretical contents of the subject.

Bibliography

Links

<http://cv1.cpd.ua.es/ConsPlanesEstudio/cvFichaAsiEEES.asp?wlengua=E&wcodasi=20551&scaca=2014-15#>

SUBJECT**U4 – LANDSCAPE URBANISM (2014-15)**

Course	Type	Semester	ECTS (1 ECTS/25h)	Hours per week
Fourth(4 th)	compulsory	1 st	6	4
Departments and Area				
Construction and Urbanism. Urbanism and Regional Studies Area				
Hours per semester				
	Presencial Act.	Non-presencial Act	Total	
Hours	60	90	150	
%	40%	60%	100%	

Subject Context

Landscape Urbanism (U4) belongs to the Urban Planning and Land Management Area. The subject is offered during the first semester of the fourth year of the Bachelor Degree in Architecture.

Landscape is a polyvalent word related to ecology, urbanism, architecture, geography, territorial studies, gardening and a wide range of different issues and situations. But, what is landscape? And why do we need to develop a specific subject to address this topic?

We must consider that the training required to become an architect must comprise a holistic comprehension of the world, both in a large and in a detailed scale. This way of learning about how to draw cross-cutting connections implies an assessment methodology, to manage with all the information among: natural processes or environment, the needs of the population and general urban strategies. **What we submit in this subject is related with the modern concept of landscape in connection with other aspects of urban and territorial planning.**

Objectives

This subject has two overriding aims. First of all, to introduce the concept of landscape and all the implications related to its identity; and in second place, to build self-awareness about the multiplicity of factors implied within a project decision.

The general guidelines of this course try to explore the concept of landscape and the connections between landscape, sense of place, identity and values attached to landscapes. Landscape is not simply what we see, but a way of seeing: "we see it with our eye but interpret it with our mind and ascribe values to landscape for intangible reasons" (TAYLOR, 2008). The ability to interpret these concepts, sometimes complex to inter-link, is a strong tool in the process of a place making; therefore a valuable skill in an architect education.

Subject Contents

The course will be delivered in a variety of ways. This subject has one weekly session, organised with different activities during the period of four hours that it lasts:

1. Introduction to the topic, survey, theoretical explanation.
2. Workshop, brainstorm, research.
3. Conclusions, hand in, final discussion.

There will be a general common topic for all the students, related to some place of the

province of Alicante, in order for them to have the chance to visit the place and develop fieldwork.

Theoretical and practical contents:

1. Landscape concept
 2. European landscape context
 3. Project of Landscape: scales, patterns, structure
 4. Methodology: concepts, LCA (people & place), visual analysis, SWOT
 5. Landart vs Landarch
- Workshop: The proposed objectives for the practical exercise reflect the theoretical content of the course. Classroom activities include a diversity of analysis exercises elaborated in a team-based learning workshop.

Learning Plan

Workshop: where it will be included different theoretical sessions and practical activities such as: debates, group presentations, brainstorming questions, analysis practising; not only related to the theoretical content, but also for the practical exercise of the course.

Weekly development

Week	Unit	In-class work description	In-class teaching hours	Distance-based work description	Distance-based hours
01	1	Introduce and present course. Develop of a subject-related exercise. Initial survey. Student groups organization.	4	Compile material related to in-class workshop activities.	3
02	1	Theoretical presentation. Describe and develop methodological guidelines and practical exercises. 01	4	Continue and complete in-class workshop activities.	6
03	2	Theoretical explanation. Workshop. Debate.	4	Continue and complete in-class workshop activities.	8
04	2	Theoretical explanation. Workshop.	4	Continue and complete in-class workshop activities.	7
05	3	First part group exercise handing. Reflect and debate results	4	Continue and complete in-class workshop activities.	6
06	3	Theoretical explanation. Workshop	4	Continue and complete in-class workshop activities.	6

07		Workshop activities	4	Continue and complete in-class workshop activities.	6
08	4	Workshop activities.	4	Continue and complete in-class workshop activities.	6
09	5	Workshop activities.	4	Continue and complete in-class workshop activities.	6
10	5	Workshop activities.	4	Continue and complete in-class workshop activities.	6
11	6	Workshop activities.	4	Continue and complete in-class workshop activities.	6
12	7	Workshop activities.	4	Continue and complete in-class workshop activities.	6
13	8	Feedback, review, preparing final group exercise presentation.	4	Continue and complete in-class workshop activities.	6
14	0	Final debate, group presentation.	4	Continue and complete in-class workshop activities.	9
15	0	Final debate, group presentation. Final survey.	4	Continue and complete in-class workshop activities.	3
TOTAL			60		90

Evaluation

Evaluation Tools and Criteria (2014-15)

Type	Description	Criteria	Weighting
OTHERS	Landscape group exercise	Compulsory hand in project documentation with mid-term check points.	50
OTHERS	Theoretical contents and practical activities	Class participation and attendance classroom tasks will be evaluated, such as: interactivity, oral exposition. Argumentation. theoretical knowledge	50

		and use of specific concepts and vocabulary of the field of landscape.	
TOTAL			100

The students' progress is assessed continuously throughout the course. Attendance is obligatory to all programmed classes.

Diversity of in-class activities are scored throughout the semester.

To pass the course, it is essential to hand in each exercise, as well as giving a public presentation of those required to do so. The final grade will be equivalent to the weighted average, according to the percentage rate of each individual exercise. A minimum punctuation (4 out of 10) for each section of the course is considered to obtain the above mentioned weighted average. The minimum mark required to pass the course is 5 out of 10.

A final exam, in addition to the hand-in of all the course's exercises, will be compulsory for those students missing any exercise or presentation throughout the semester.

Bibliography

El paisaje: génesis de un concepto

Author(s):	MADERUELO, Javier
Edition:	Madrid: Adaba, 2005.
ISBN:	84-96258-56-4
Recommended by:	GARCIA MAYOR, MARIA CLARA

El pensamiento paisajero

Author(s):	BERQUE, Agustín
Edition:	Madrid: Biblioteca Nueva, 2009.
ISBN:	978-84-9742-934-4
Recommended by:	GARCIA MAYOR, MARIA CLARA <u>(*1)</u>

Espacios verdes para una ciudad sostenible: planificación, proyecto, mantenimiento y gestión

Author(s):	FALCÓN, Antoni
Edition:	Barcelona: Gustavo Gili, 2007.
ISBN:	978-84-252-2137-8
Recommended by:	GARCIA MAYOR, MARIA CLARA <u>(*1)</u>

Groundscapes: el reencuentro con el suelo en la arquitectura contemporánea = the rediscovery of the ground in contemporary architecture

Author(s):	RUBY, Ilka; RUBY, Andreas
Edition:	Barcelona: Gustavo Gili, 2007.

ISBN:	978-84-252-1963-4
Recommended by:	GARCIA MAYOR, MARIA CLARA (*1)

Proyecto Urbacost: corredor del Serpis	
Author(s):	MUÑOZ CRIADO, Arancha [et al.]
Edition:	Valencia: Generalitat Valenciana, Conselleria d'Infraestructures i Transport, 2007.
ISBN:	978-84-482-4587-0
Recommended by:	GARCIA MAYOR, MARIA CLARA (*1)

Public: landscape, urbanism, strategies	
Author(s):	VV. AA.
Edition:	Vitoria-Gasteiz: Publisher A+T, 2010.
ISBN:	978-84-614-2148-0
Recommended by:	GARCIA MAYOR, MARIA CLARA (*1)

Sólo con naturaleza: catálogo de la III Bienal Europea de Paisaje, III Premio Europeo de Paisaje Rosa Barba	
Author(s):	GOULA, María [ed. lit.]
Edition:	Barcelona: Fundación Caja de Arquitectos, 2006.
ISBN:	84-934688-3-5
Recommended by:	GARCIA MAYOR, MARIA CLARA (*1)

Total landscape, theme parks, public space	
Author(s):	MITRASINOVIC, Miodrag
Edition:	Aldershot: Ashgate, 2010.
ISBN:	978-0-7546-4333-3
Recommended by:	GARCIA MAYOR, MARIA CLARA (*1)

Urbanística 1: memoria 2003-2011	
Author(s):	GARCÍA MAYOR, Clara (ed. lit.); BELTRÁ MARTÍNEZ, Manuel (ed. lit.)
Edition:	[S.l.] : Lulu Com, 2014.
ISBN:	978-1-291-73617-5

Recommended by:	GARCIA MAYOR, MARIA CLARA <u>(*1)</u>
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The Study of the Public Space	
Author(s):	Martí Ciriquián, P; Serrano Estrada, L.; Nolasco Cirugeda, A.
Edition:	Bubok, 2014.
ISBN:	978-84-15768-61-6
Recommended by:	GARCIA MAYOR, MARIA CLARA <u>(*1)</u>

Links

Links related

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<http://www.catpaisatge.net/cat/index.php>

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