

## ARCH 4/510 Stories From Practice

Department of Architecture | University of Oregon | Fall 2009

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**Course:** ARCH 410 [CRN: 491: 17270]  
ARCH 510 [CRN: 491: 17271] 2 credit hours  
*Open to Portland students. Partially satisfies technology requirements. Additional enrollment based on availability.*

**Instructor:** Professor Alison G. Kwok, Ph.D., AIA, LEED AP  
Office hours: by Skype appointment, W 8:30-10:30 am

**Class Meeting:** Saturday, October 24, 31 2009  
8:30 noon – 5:00 pm; WSB Room 555

**Prerequisites:** ECS 1 or 2 or equivalent

**Description:** A case study approach forms the foundation of this course, in a variety of forms (technical, normative, illustrative, hypothetical, and comparative). Students will discuss themes and lesson learned from the social interactions and communications between practitioners from existing case study documents recently developed for the AIA Upjohn Research Initiative and the USGBC. For a selected building (under arrangement) in Portland or Northwest, student teams will conduct a case study of practice or building performance (topics in thermal comfort, energy performance, ventilation, and daylighting); form hypotheses and develop appropriate methodologies using equipment provided by the Agents of Change Project. Building investigations will be developed into reports. The step-by-step case study approach challenges students to compare design intent with actual performance and outcome of a building - essentially closing the loop to inform future design through lessons learned. In addition to seminar time, students will spend time on independent research in the field.

**Objectives:** The design processes, construction, and operations discussed in this course play an important role in practice and the built product. They substantially affect building costs (both first and life-cycle costs), building performance, and occupant health, safety, comfort, and productivity. Providing such a fundamental understanding is the main objective of this course.

**Outcomes:** This course intends to develop a contextual understanding of the interactions of practice and building performance. Understanding the design decisions and outcomes will permit you to actively participate in decision-making regarding various energy-efficient strategies during the design process and that will (if you desire) facilitate further study leading to integrated design.

Those who successfully complete this course should—

- be able to communicate with the client and other members of the design team through an understanding of basic terminology and professional practice;
- be able to state a hypothesis, develop an appropriate methodology, and carry out a case study investigation; and
- be able to participate in project coordination through an understanding and analysis of the role and character of practitioners.

**Format:** The two Saturday classes will be conducted “workshop” style with in-class exercises, discussions, and activities to help facilitate the development of a case study. The bulk of the work for this class will be conducted independently as student teams will conduct onsite investigations of a local building.

**Grading:** The course may be taken on either a graded or P/N basis. A “pass” requires a minimum equivalent grade of C- (undergraduates); B- (graduates).

A grade of **Incomplete** will be given ONLY for medical emergencies and requires written pre-approval from the instructor. The instructor reserves the right to withhold a final course grade if equipment loans are not returned in working order by the time of the final case study presentations. Requests for extra-credit or compensatory work to make up for missing assignments will not be considered.

**Background Readings:** (other materials provided in class)

Chartwell School: <http://www.uoregon.edu/~akwok/2009-001Chartwell.pdf>

Tillamook Forest Visitor Center: <http://www.uoregon.edu/~akwok/2009-002TilamookR.pdf>

Orinda City Hall: <http://www.uoregon.edu/~akwok/2009-003OrindaCityHall.pdf>

Stephen Epler Hall: <http://www.uoregon.edu/~akwok/2009-004Epler.pdf>

The Gerding Theater: <http://www.uoregon.edu/~akwok/2009-005Gerding.pdf>

East Portland Community Center: <http://www.uoregon.edu/~akwok/2009-006EPCC.pdf>

#### **NAAB Criteria:**

This course addresses the following 2004 NAAB Criteria (bold are primary concerns):

1/Speaking and Writing Skills; 2/Critical Thinking Skills; 3/Graphics Skills; **4/Research Skills;** 6/Fundamental Design Skills; **7/Collaborative Skills;** 8/Western Traditions; 9/Non-western traditions; 10/National and Regional Traditions; 11/Use of Precedents; 12/Human Behavior; **13/Sustainable (sic) Design; 17/Site Conditions; 19/Environmental Systems; 21/Building Envelope Systems; 22/Building Service Systems; 23/Building Systems Integration; 24/Building Materials and Assemblies; 26/Technical Documentation; 30/Architectural Practice;** 32/Leadership; and 34/Ethics and Professional Judgment.

**H1N1 Policy:** Students with severe respiratory or flu-like illness must avoid attending class until they are without fever for 24 hours without the aid of fever-reducing medication. Students with absences related to severe respiratory or flu-like illness will be given the opportunity to make-up their assignments and class content without penalty. It is the responsibility of the student to notify the instructor, in advance, when absent due to influenza. Faculty are under no obligation to excuse absences related to concerns of acquiring influenza by coming to class. Pregnant students in clinical areas where direct contact with patients positive for influenza is likely should work with their instructor to prevent exposure. All students should utilize the following precautions to prevent influenza exposure:

- 1) Frequent handwashing – consider carrying a bottle of alcohol cleanser with you at all times;
- 2) Cover your cough;
- 3) Place used tissues immediately in the waste basket followed by washing your hands;
- 4) Use approved disinfectants on shared surfaces – such as doorknobs, desk tops, etc. and,
- 5) Stay home if you have severe respiratory or flu-like illness. Call your health care provider if you are experiencing flu-like symptoms AND you have an underlying health condition which increases your risk of complications OR if you become concerned about your condition. Seek care immediately if you develop warning signs of more severe infection. Students should anticipate absences and assure they have access to the Internet and Blackboard. Regardless of a student’s H1N1 status, students must complete the requirements of the course to receive a passing grade.

## **Schedule:**

### **October 24, 2009**

- 8:30 Introductions, course structure
- 9:00 Case Study Types  
Why we use them, how they are used in the profession
- 10:00 *Exercise:* Read Respond
- 10:30 Break
- 10:45 Border Activity | Discussion (or Building Tour)
- Noon Lunch
- 1:00 Tools and Training: toolkit, interview questions, surveys
- 1:45 *Exercise:* Using Tools
- 2:30 Break
- 2:45 Guest lecture: tbd
- 3:45 Assignment: Topic investigations and team formation and methodology
- 5:00 End summary

### **October 31, 2009**

- 8:30 Introductions
- 9:00 Team Presentations (2 teams)
- 10:30 Break
- 11:00 Team Presentations (2 teams)
- 12:30 Lunch
- 1:30 Team Presentations (2 teams)
- 3:00 Break
- 3:15 Guest lecture: tbd
- 4:00 Discussion
- 5:00 End Summary

Final files submission and book assembly: dates to be discussed in class.