From an interview with Samuel Mockbee

pre-designBridge

Arch 407/507
Instructor: tbd
Tues. /Thurs. time tbd

designBridge is a multidisciplinary student group that focuses on community based design and design/build projects. Previous designBridge projects include a seedling greenhouse for NorthWest Youth Corps, an entry court for HIV Alliance, bike shelters at Edison, Roosevelt and Camas Ridge Schools, pavilions at Moss Street Childcare Center, an entry and courtyard project on North Campus and a rainwater collection project at a Food for Lane County garden.

Pre-designBridge is the first class of the ‘designBridge Year’ sequence that also includes the designBridge Studio in the Winter and designBridge Tech/Build in the Spring. Pre-designBridge class acts as an incubator for designBridge projects, provides an understanding of the topics of Pre-Design, and initiates the design process. This course focuses on conceptualizing and investigating those aspects that directly engage the design of the design problem. Anyone, regardless of field of study, interested in participating in a designBridge project is encouraged to join.

Potential projects for next year include an outdoor room for SASS (Sexual Assault Support Services), farm & market support constructs for Huerta de la Familia (the Family Garden), a potential interior/casework/furniture project, and possible work with the Neighborhood Composting Project. Priority will be given to projects that have a strong design component and have the highest potential of being completed during the 09/10 academic year. We will form groups that will develop selected projects throughout the term. Students engage with clients, developing projects through design and into construction later in the year.

Through lectures, discussions, and work sessions, students will gain exposure to various topics including pre-design, project management, and project development. Students will work in groups on their selected projects and will focus on Project Proposal, Client Interaction/Integration, Schedule, Site Evaluation, Environmental Evaluation, Early Design Approaches, Legal Organization, and the development of a Program Document and Cost Estimate. A final verbal and graphic presentation will conclude the term.

In planning your commitment to a designBridge project, consider the following: there is curriculum in place to support each phase of the designbridge project, the intention is to find a small number of students who will commit to a project from beginning to end, and to find a number of others who may be engaged for only one or two of the three