

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Architecture		
Scope	Architecture, construction, building and urban planning, and civil engineering		
Faculty/School:	Higher Polytechnic School		
Course:	PROJECTS V		
Type:	Compulsory	ECTS credits:	6
Year:	4	Code:	3743
Teaching period:	Seventh semester		
Subject:	Projects		
Module:	Projectual		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

Expansion of the introduction to the theory and practice of large-scale architecture. Continuation of the personal learning process of the site project, using complex hybrid programs as the main thread.

Introduction to the concept of architecture suited to the territory and tectonics. Study of the general relationships between architecture and environment. Use of English as the vehicular language of instruction. Consolidation of project presentation in English.

Identify and propose project systems and processes: look for the approach to different systems and possibilities of ordering architectural processes. Understand the complexity of large equipment programs: gain autonomy to analyze and propose alternative programs. Identify the needs of the people and the society, and design buildings and strategies that improve the life of people in all the scales of the life: from house to city, from city to house.

Project exercises on buildings of public equipment, residential and complex singular elements, led by individual and joint reviews structured in a workshop work scheme, supported by theoretical classes and discussion sessions. Use of the English language as a working tool through participatory classes and activities that promote the four language skills of English: listening, speaking, reading and writing. Interaction with 3740 Construction III

## GOAL

Apply project strategies with an architectural approach that is person-centered. Recognize the different phases of the various project processes, from the analysis and reading of the context to the decision of design strategies or their resolution and deepening through the development of exercises in real contexts.

Learn to create an integrative architecture that meets the real needs of people. Learn to link architecture with theoretical thinking. Develop a deep vision of architecture centered on the person and design projects consistent with that vision, which aims to seek the good for all people.

Learn to define a plot, establishing different relations of the building with the environment and with the people in all the scales, from city to house.

To be able to communicate in English in a professional environment

To have a good command of architectural terms in English

To design an architecture for all, without barriers and with universal accessibility

## PRIOR KNOWLEDGE

It is recommended to attend the following courses prior to enrolment in 3727 Computer Science II, 3728 Projects II, 3733 Projects III, 3739 Projects IV, 3732 Construction II, 3734 Urban Planning I, 3736 Architecture and Sustainability, 3737 Structures I,

## COURSE SYLLABUS

This course focuses on public buildings design through complex programs adapted to the territory, the landscape and the needs of the current society. Control of the relations between form and matter. Analysis of the spatial, compositional, functional and technical qualities of the projects. Expand on the analysis of programs and of cultural and historical context. Expand on the study of a design concept and its argumentative diversity.

In addition, the study of the meaning of public: and architecture of all, person-centered and with universal accessibility

It also explores the use of specific graphic tools for architectural purposes.

Projects in this course must be presented in English.

This course may share certain assignments with other courses such as Construction III, Projects III and Projects VI.

## EDUCATION ACTIVITIES

1. Classroom-based activities. (they could be online class if it is required by the medical situation) 1.1. Lectures: Presentation of contents and activities by the teacher, commentary, recommended reading, with the participation of students in the debate and resolution of any difficulties found understanding the topics proposed in class. 1.2. Exercise work: Carrying out, individually, on the board or on the table, proposed exercises regarding the application of the fundamental knowledge previously learned. 1.3. Workshop projects: Correction, in groups of various sizes, of the projects which the students develop in the classroom or at home, and resolve with help from the exercises of their classmates and the instruction of their lecturers. 1.4. Evaluation: Understanding tests throughout the course, as often as is possible. 1.5. Tutorials: 1.51. Personalized: Individual attention to the student with the objective of reviewing and discussing the issues presented in class and clarifying any doubts that the student may have, or any personal issues that may need resolving. 1.52. Group: Attending to the needs of a reduced group of students who need additional help for the follow-up of the subject, in the case where whole group instruction is less effective. 1.6 Seminars: Work directed on a particular theme with unique activities, or occasional guest speakers, depending on the theme to be developed. 1.7 Round tables: Exhibition and debate, with the participation of experts on singular topics. 2. Non-class activities: 2.1. Preparation of projects for in-class discussion: Design and prepare a public presentation of a proposed exercise in class. 2.2. Group work: Design and development of group work projects 2.3. Practical and theoretical study: Study of theoretical and practical contents of the program and preparation of the recommended reading. 2.4 Work with the virtual on-line classroom: Virtual space designed by the lecturer where the student will be able to work together with other classmates to participate in forums organized by the teacher and carry out tutorials.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Ability to solve problems and to take decisions.

Ability to apply procedures.

Capacity for interpersonal communication.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

### General Skills

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Ability to solve problems and to take decisions.

Ability to apply procedures.

Capacity for interpersonal communication.

Ability to understand the relationships between people and buildings and between buildings and their

surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

### **Specific skills**

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

Adequate knowledge of the general history of architecture.

Adequate knowledge of ecology, sustainability and the principles of conservation of energy and environmental resources.

Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

Adequate knowledge of the relationship between cultural patterns and the architect's social responsibilities.

### **LEARNING RESULTS**

Delivery in accordance with the requirements of the exercise

Define an implementation strategy in the plot||Define a design concept for the proposal

Demonstrate the design process using the visual language of 2D and 3D graphic communication tools and models to express their design decisions. Composition of boards that explains the project.

Design plans, sections and elevations.

Definition of the spatial and constructive characteristic section

Elaboration of representative three-dimensional images of the proposal, both interior and exterior

Define and control the circulations in the proposal

Incorporation of a basic structural logic into proposals||Material research consistent with the strategy proposed for the program and the environment

Present visual, written and verbal explanations in English of their work at the specified appropriate standard, for every review and jury.

### **LEARNING APPRAISAL SYSTEM**

**A. CONTINUOUS ASSESSMENT** This course is based on continuous assessment and is based on corrections in class with oral feedback. From time to time, there will also be assignments to be handed in related to the course exercises. In order to pass the course each academic year, it will be compulsory to hand in the exercises published in the virtual classroom on time. During the course, the assigned work and presentations of the project exercises will be assessed, and the weighting will be carried out giving priority to the evolution of the course.

**CRITERIA FOR PASSING** Students will pass a given academic year if: - They attend at least 80% of classes. - They submit all course exercises on the established dates and times. If any assignment is not completed, it will be given a grade of 0, and this grade will be included in the calculation of the average. An assignment is considered to have been submitted correctly when it meets all the format requirements (paper and digital) demanded by the teacher. All assignments will be handed in or submitted digitally during the corresponding task published in the VIRTUAL CLASSROOM, depending on the nature of the assigned task. Failed practicals can be compensated for with others that are passed, as the important thing is the average mark. Any comments or observations made in class about a student's work will affect the others, and that correction will be considered communicated. Therefore, students are expected to pay attention to their classmates' presentations. For this reason, it will not be necessary to repeat to each student what they need to improve if these improvements are repeatedly pointed out in the context of a public correction.

## **B. EVALUATION OF EXAM SESSIONS**

**B.1. EVALUATION OF FINAL COURSE EXAMS** Following the guidelines established in the Report for the Verification of the Degree in Architecture, students who submit their assignments and attend classes (at least 80%) may choose to take the final exam. The final grade will be the average of the exercises submitted during the course and the final exam or assignment. The exam will consist of the submission and presentation of the corresponding exercise published in the virtual classroom at the beginning of the official exam time. Students who have not attended the course or have not completed all the exercises before the end of the classes will not be eligible to take the exam.

**B.2. ASSESSMENT OF EXAM RETAKES (SPECIAL EXAM)** Following the guidelines established in the Report for the Verification of the Degree in Architecture, students who do not pass the course and fail the final exam may choose to take a subsequent or special exam. The final grade will be the average of the exercises submitted during the course and the extraordinary exam. The exam will consist of the (digital) submission of pending or revised exercises. Students who decide to take the extraordinary exam will not be entitled to tutorials after the ordinary exam, as they must demonstrate autonomy with what they have learned during the course. Students who have not attended the course or have not completed all the exercises before the end of the classes will not be allowed to take the resit exam.

Plagiarism and the use of illegitimate means in assessment tests will be punished in accordance with the university's Assessment Regulations and Coexistence Regulations.

## **ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE**

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#).

Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

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