| School/Faculty/Institute | Faculty of Arts, Design and Architecture | |
|---|---|---|
| Program | B.Sc. in Architecture | Elective |

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|---|---|---|---|---|
| Course Code | ARC 411 | | | |
| Course Title in English | Narrative Processes in Architectural Design | | | |
| Course Title in Turkish | Mimari Tasarımda Anlatı Süreçleri | | | |
| Language of Instruction | English | | | |
| Type of Course | Studio | | | |
| Level of Course | Undergraduate | | | |
| Semester | Spring | | | |
| Contact Hours per Week | Lecture: | Recitation: | Lab: | Studio: 3 |
| Estimated Student Workload | 128 hours per semester. | | | |
| Number of Credits | 5 ECTS | | | |
| Grading Mode | Standard Letter Grade | | | |
| Pre-requisites | None | | | |
| Expected Prior Knowledge | None | | | |
| Co-requisites | None | | | |
| Registration Restrictions | Only Undergraduate Students | | | |
| Overall Educational Objective | To use representation tools according to one's personal interests and skills and correlate thinking and designing with architectural communication tools. | | | |
| Course Description | This course focuses on the narrator character of an architect which is one of the significant roles of her/his. Particularly visual and additionally any other sensory medias can be the producer and the product of this narrative. Besides, interaction of these different medias is also at the heart of this course. These medias which can be expressed as representation tools will be considered not only as translators but also a part of the thought itself. Expanding common representation methods helps to give birth to new ideas about architecture. The language and the content of an idea can not be separated from each other. Thus, in this course visual communication tools will be utilized as the possibility of generating ideas in creative processes, rather than the way of producing presentation materials. | | | |
| Course Description in Turkish | Bu derste mimarın temel rollerinden biri olan hikaye anlatıcı karakteri üzerinde durulacaktır. Başta görsel olmak üzere her türlü duyusal iletişim aracı bu anlatının kurucusu ve aktarıcısı olabilir. Bu araçların birbirleri ile ilişkisi de dersin odak noktalarından biridir. Temsil araçları olarak da tarifleyebileceğimiz bu araçlar düşüncenin taşıyıcısı, birer lojistik araç olarak değil düşüncenin bir parçası ve yaratıcısı olarak ele alınacaktır. Temsil olanaklarını zorlamak mimarlığa ilişkin bir fikir doğurmaktır. Dil ile içerik birbirlerinin kaçınılmaz parçasıdırlar. Bu sebeplerle derste mimari ifade araçları, sunum materyali oluşturmaktan ziyade, düşünce yaratımı süreçlerinde bu yaratımın imkanı olarak değerlendirilecektir. | | | |
| Course Learning Outcomes and Competences | Upon successful completion of the course, the learner is expected to be able to: 1. understand the powerful role of visual communication techniques for architectural representation; 2.represent the existing environment by freehand sketches, diagrams, mappings...both for the qualities and the quantities; 3. express the ideas by means of freehand graphical methods; | | | |

**4. read the technical drawings and represent the design by technical drawings;**

**5. use the graphics produced publication in the digital medium by means of hybrid representations.**

**Relation to Program Outcomes and Competences:    N=None    S=Supportive    H=Highly Related**

| Program Outcomes and Competences | Level | Assessed by |
|---|---|---|
| | N/S/H | Exam, Project, HW, Lab, Presentation, etc. |
| 1. Ability to read, write and speak effectively in Turkish and English, equivalent to a B2 European Language Passport Level in English. | S | |
| 2. Ability to question and interpret ideas considering diverse points of view; gather and use data, develop concepts related to people, places and the environment, and make individual decisions. | S | |
| 3. Ability to use appropriate graphical methods including freehand and digital drawing techniques, (ECDL advanced) in order to develop ideas in addition to communicate the process of design. | H | Assignments, HW, Presentations |
| 4. Ability to use fundamental principles of architectural design considering the place, climate, people, society as factors, and simultaneously express present principles in relevant precedents. | S | |
| 5. Understanding of architectural principles belonging to global and local cultures shaped by the climatic, technological, socioeconomic, cultural factors, in addition to principles of historic preservation while developing architectural and urban design projects. | N | |
| 6. Understanding the theories and methods used to describe the relationship between human behavior and physical environment; and concurrently understanding different needs, values, behavioral norms, social and spatial patterns of different cultures. | S | |
| 7. Ability to apply various stages of design processes considering the client and user needs, which include space and equipment requirements besides site conditions and relevant laws and standards. | S | |
| 8. Understanding the role of applied research in determining function, form and systems and their impact on human conditions and behavior. | N | |
| 9. Understanding of the basic principles of static and dynamic structural behavior that withstand gravity and lateral forces, in addition to the evolution and applications of structural systems. | N | |
| 10. Ability to apply the principles of sustainability in architectural and urban design projects that aim to preserve the natural and historic resources and provide healthful environments. | N | |
| 11. Ability to apply the fundamental principles of building and safety systems such as mechanical, electrical, fire prevention, vertical circulation additionally to principles of accessibility into the design of buildings. | N | |
| 12. Understanding the basic principles in the selection of materials, products, components and assemblies, based on their characteristics together with their performance, including their environmental impact and reuse possibilities. | N | |
| 13. Ability to produce a comprehensive architectural project from the schematic design phase to design development phase, while integrating structural systems, life safety and sustainability principles. | S | |
| 14. Understanding the principles of environmental systems such as energy preservation, active and passive heating and cooling systems, air quality, solar orientation, day lighting and artificial illumination, and acoustics; in addition to the use of appropriate performance assessment tools. | N | |
| 15. Ability to choose appropriate materials, products and components in the implementation of design building envelope systems. | N | |
| 16. Ability to understand the principles and concepts of different fields in multidisciplinary design processes and the ability to work in collaboration with others as a member of the design team. | N | |
| 17. Understanding the responsibility of the architect to organize and lead design and construction processes considering the environmental, social and aesthetic issues of the society. | N | |
| 18. Understanding the legal to responsibilities of the architect of the architect effecting the design and construction of a building such as public health and | N | |

| | | |
|---|---|---|
| safety; accessibility, preservation, building codes and regulations as well as user rights. | | |
| 19. Ability to understand the ethical issues involved in the design and construction of buildings and provide services for the benefit of the society. In addition to the ability to act with social responsibility in global and local scales that contribute to the well being of the society. | N | |
| 20. Understanding the methods for competing for commissions, selecting consultants and assembling teams, recommending project delivery methods, which involve financial management and business planning, time management, risk management, mediation and arbitration. | N | |

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| **Prepared by and date** | İrem Korkmaz 11.03.2020 |
| **Semester** | **Spring 2019-2020** |
| **Name of Instructor** | **Selen Sönmez** |

| **Course Contents** | **Week** | **Topic** |
|---|---|---|
| | 1. | **Introduction** |
| | 2. | **Perspective** |
| | 3. | **Excursion** |
| | 4. | **Mapping** |
| | 5. | **Section - Collage** |
| | 6. | **Section - Collage** |
| | 7. | **Research & Presentation** |
| | 8. | **Manual Design** |
| | 9. | **Manual Design** |
| | 10. | **Reading & Discussion** |
| | 11. | **Diagram** |
| | 12. | **Video, Stop Motion** |
| | 13. | **Video, Stop Motion** |
| | 14. | **Visual Diary** |
| | 15. | **Portfolio Design** |
| | 16. | **Portfolio Design** |

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|---|---|
| **Required/Recommended Readings** | **Recommended Reading:**<br>**Rattenbury, Kester (2002) This is not architecture. Routledge, London.**<br>**Arnheim, Rudolf (2015) Görsel Düşünme. Dördüncü Basım. Metis, İstanbul.**<br>**Marleau-Ponty, Maurice (2010) Algılanan Dünya. Üçüncü Basım. Metis, İstanbul.**<br>**Florenski, Pavel (2007) Tersten Perspektif. İkinci Basım. Metis, İstanbul.** |
| **Teaching Methods** | **Small tasks are going to be studied in a short period of time as workshops to create visual representations of ideas in many ways such as sketching, technical drawing, rendering. Aim is to become familiar to digital and analogue tools and superposing some of these tools in the scope of thinking and creating ideas.** |
| **Homework and Projects** | **9 Assignments and 1 Porfolio** |
| **Laboratory Work** | - |
| **Computer Use** | **Yes** |
| **Other Activities** | **Field trips** |
| **Assessment Methods** | 1. **Performance in studio:** 40 points<br>2. **Submissions:** 30 points<br>3. **Final Portfolio Submission:** 30 points (stands for final examination) |
| **Course Administration** | **Office: Selen Sönmez**<br>**Email: sonmezs@mef.edu.tr**<br>**Student participation will be essential for the studio. Attending both submissions including the Final Portfolio Submission are crucial elements in the final grade. Late submissions will not be accepted.**<br>**70% attendance are compulsory for a successful outcome. Academic Dishonesty and Plagiarism: YÖK Disciplinary Regulation.** |

**ECTS Student Workload Estimation**

| Activity | No/Weeks | Hours | | | Calculation | Explanation |
|---|---|---|---|---|---|---|
| | No/Weeks per Semester (A) | Preparing for the Activity (B) | Spent in the Activity Itself (C) | Completing the Activity Requirements (D) | | |
| Lecture | 13 | | 1 | | 13 | A*(B+C+D) |
| Lab etc. | | | | | 0 | |
| Midterm(s) | | | | | 0 | A*(B+C+D) |
| Assingment, Project, Presentation | 13 | 2 | 3 | 3 | 104 | A*(B+C+D) |
| Final Examination | 1 | 8 | 3 | | 11 | A*(B+C+D) |
| Total Workload | | | | | 128 | |
| Total Workload/25 | | | | | 5,12 | |
| ECTS | | | | | **5** | |

**Key verbs for cognitive domain in writing learning outcomes and competences:**

## Bloom's Taxonomy

Creating

Evaluating

Analyzing

Applying

Understanding
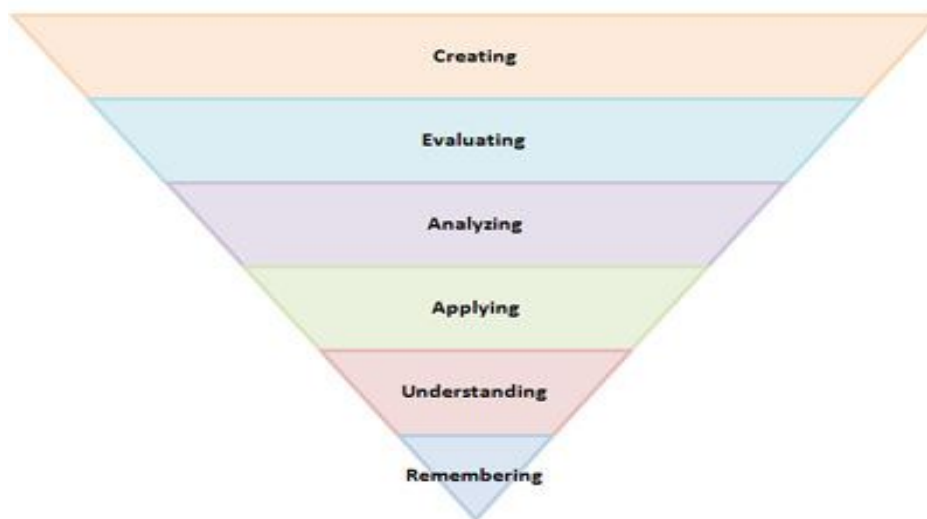
Remembering

Revised edition by Lorin Anderson (a student of Bloom)

**Key Verbs:**

Remembering: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understanding: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Applying: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analyzing: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluating: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Creating: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

**Key verbs for affective domain in writing learning outcomes and competences:**

Receiving Phenomena: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organizing: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.