Teaching Guide				
Identifying Data				2024/25
Subject (*)	Architectural Design 3		Code	630G02011
Study programme	Grao en Estudos de Arquitectura			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatory	9
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Proxectos Arquitectónicos, Urbanismo e Composición			
Coordinador	Muñoz Fontenla, Luis W	E-mail	l.w.munoz.fontenla@udc.es	
Lecturers	Di Felice Vázquez, Mario Francisco Lopez Bahut, Maria Emma Martínez González, Carlos Muñoz Fontenla, Luis W Vidal Pérez, Francisco José	E-mail	m.difelice@udc.es emma.lopez.bahut@udc.es c.martinez.gonzalez@udc.es l.w.munoz.fontenla@udc.es francisco.vidal@udc.es	
Web				
General description	In the subject of Architectural Design 3 we select a urban area of Galicia for the placement and development of the exercises. This selection is based on the interest of the place in terms of urban shape, culture and patrimony and also in terms of its appropriateness and adequacy regarding the learning objectives. Two exercises are proposed for the fourth-month period, and they are placed in the same urban area. They are undertaken in sequential phases and both are related between them. One of the basic objectives is teaching the students how to undertake the design process taking into account the place where they are set, reading the urban environment. They must develop specific abilities and strategies for that. Teaching methods are based on ?learning by doing?, confronting the students with specific commitments in particular placements. The complexity of the two exercises proposed during the fourth-month period increases gradually. The aim of that is favouring a progression in their learning capabilities, boosting the students? confidence and stimulation. Generating architectural ideas, formalising them and paying attention to their relationship with the physical environment should make up an essential part of the acquired knowledge.			

Study programme competences / results	
Code	Study programme competences / results
A34	Ability to design, implement and develop sketches and drafts, concept designs, developed designs and technical designs (T)
A37	Ability to develop functional programs for buildings and urban spaces (T)
A39	Ability to remove architectural barriers (T)
A50	Adequate knowledge of the methods of studying the processes of symbolization, practical functions and ergonomics
A53	Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundationsxicos.
A55	Adequate knowledge of the relationship between cultural patterns and social responsibilities of the architect
A56	Adequate knowledge of the foundations of vernacular architecture
A57	Adequate knowledge of urban sociology, theory, economics and history
A63	Development, presentation and public review before a university jury of an original academic work individually elaborated and linked to any of the subjects previously studied

B1	Students have demonstrated knowledge and understanding in a field of study that is based on the general secondary education, and is usually at a level which, although it is supported by advanced textbooks, includes some aspects that imply knowledge of the forefront of their field of study
B2	Students can apply their knowledge to their work or vocation in a professional way and have competences that can be displayed by means of elaborating and sustaining arguments and solving problems in their field of study
B3	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
B6	Knowing the history and theories of architecture and the arts, technologies and human sciences related to architecture
B9	Understanding the problems of the structural design, construction and engineering associated with building design and technical solutions
B12	Understanding the relationship between people and buildings and between these and their environment, and the need to relate buildings and the spaces between them according to the needs and human scale
C1	Adequate oral and written expression in the official languages.
C3	Using ICT in working contexts and lifelong learning.
C4	Exercising an open, educated, critical, committed, democratic and caring citizenship, being able to analyse facts, diagnose problems, formulate and implement solutions based on knowledge and solutions for the common good
C5	Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C6	Critically evaluate the knowledge, technology and information available to solve the problems they must face
C7	Assuming as professionals and citizens the importance of learning throughout life
C8	Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences / results		
The learning outcome of this subject is the same of the Degree essential and specific aim: the capability of conceiving and developing preliminary designs, schematic designs, design developments and construction documents. In the preparation and development of the course and in the selection of sites and projects, special attention will be paid to respect for nature and the use of good environmental practices.	A34 A37 A39 A50 A53 A55 A56 A57 A63	B1 B2 B3 B6 B9 B12	C1 C3 C4 C5 C6 C7 C8

Contents	
Topic	Sub-topic
1. UNDERSTANDING/KNOWING A PLACE. To understand the territory contextually as a support complex constructed realities.	1.1. On site knowledge of the place assigned. -Place identity. 1.2. Spatial analysis from different perspectives: geographical, landscape, cultural and historical. -Sources and methods. 1.3. Personal synthesis of the place.

2. PLACE GRASP. Relations between context and architecture. Relations between urban and natural enviroment.	2.1. Pre-existing elements. 2.2. Scale as a resource. -Sense of scale in the built environment. 2.3. Community space and private space. Spatial categories.
3. TO DESIGN A PLACE. The experience of inhabiting of public and private urban space.	3.1 Objectives. -Design of elements according to the natural-rural environment. -Determining factors in design: preexisting natural/artificial elements, landscape, place structure (topography, climate, scale, tectonic materiality, roads, etc.). 3.2 Architectural space, indoor and outdoor. -Grids, textures, limits, proportions, modulations, rhythms, forms, scales, haptic perceptions, natural light. 3.3. Commitments. -Space as social set. -Space as functional set.
4. PROCESSES. Development of a set of tools for the implementation of the architectural design.	4.1 Development of the architectural design through sketches, outlines, diagrams, plans, models. -Ideation through articulation. -Formalisation as a way of concretion.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	A34 A37 A53 A55 A56 A57 B3 B12 C4	1	0	1
Guest lecture / keynote speech	A34 A37 A39 A50 A55 A56 A57 B9 B12 C8	9	0	9
Objective test	A34 A37 A39 A50 A53 A55 A56 A57	4	0	4
Directed discussion	A34 A37 C1 C6	6	0	6
Field trip	A34 A37 A55 A56 A57 B12 C4 C8	4	0	4
Workshop	A34 A37 A39 A50 A53 A55 A56 A57 A63 B1 B2 B3 B6 B9 B12 C1 C3 C4 C5 C6 C7 C8	48	114	162
Document analysis	A34 A37 A53 A55 A56 A57 B6	0	6	6
Diagramming	A34 A37 B1 B2 B3 B6	0	6	6
Workbook	A53 A55 A56 A57 B6	0	6	6
Events academic / information	A34 A63 C7 C8	3	3	6

Personalized attention		15	0	15
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	**Description**
Introductory activities	Getting to the place where all the exercises will be developed, explaining the commitments and objectives of each of them during the four-month period.
Guest lecture / keynote speech	Oral presentation, with multimedia support, of the theoretical contents of the subject, with the aim of transferring knowledge, promoting its development and facilitating the student the elaboration of the specific work of the Workshop. Stimulating their autonomous learning.
Objective test	The student will develop in the classroom, a design exercise that must show in a synthetic way the abilities and competences acquired, regarding issues related to the themes and places undertaken in the course exercises. This test may include questions on the topics covered in the Master Classes.
Directed discussion	Group dynamics technique in which group members discuss in a free, informal and spontaneous way about an issue, but may be conducted by the professor.
Field trip	Visiting the place where the designs will be set. The aim are facilitating direct and systematic observation of the site, gathering information, data, sketches, analysis, etc.
Workshop	The workshop is the main teaching method in this subject. Different proccesses can be applied, such as individual and group tasks, discussions, assessments, personal advice, and so on. In the workshop, the students will develop the exercises formulated, under the teacher's support and supervision. Collaborative learning: The group is divided in smaller ones, where the students and the teacher work together to solve the tasks needed. That is the way of gathering and sharing the biggest amount of information possible. This includes data gathering, on site measurements, infographic treatment of documents, site analysis, example searching, construction of scale models representing the environment, and so forth. Complementary lectures will be given, delivering theoretical support for each of the design stages. This will help the students to find the more adequate solution for the exercises and to develop and materialise them. The individual and collective outcomes of the workshop will be collected in a Portfolio.
Document analysis	It is the collection and processing of data coming from the theoretical lectures as well as the bibliographic and documental searches. This work will be gathered in the student's Portfolio.
Diagramming	Synthesis between the main contents and the personal reflections regarding architectural design: graphic data, images, drawings, sketches, bibliography and notes related to the site. The design process will be shown. work as well as to the development of each one of the exercises proposed. This work will be gathered in the student's Portfolio.
Workbook	Readings undertaken from a critical attitude, both of references given by the teachers and the ones proposed by the student as well. Summaries and notes showing the fundamental contents and main ideas. This work will be gathered in the student's Portfolio.
Events academic / information	Attendance and/or participation in scientific and/or informative events (congresses, conferences, symposiums, courses, seminars, conferences, exhibitions, etc.) indicated by the teaching staff of the subject as part of the teaching content of the course with the aim of delving into knowledge of study topics related to the subject. Preparation of material synthesis of the work carried out in the matter for its publication or public exhibition.

Personalized attention	
Methodologies	**Description**
Workshop	The teacher responsable of each group in the Workshop will guide simultaneously the group work as well as the work of each student assuring the individual adequate progression during the design process. This personalised attention will be extended to the shared Workshop.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Workshop	A34 A37 A39 A50 A53 A55 A56 A57 A63 B1 B2 B3 B6 B9 B12 C1 C3 C4 C5 C6 C7 C8	Architectural Design 3 will be taught in the workshop during approximately 30 meetings, of which 15 have shared teaching with teachers from other departments. Progressive, continuous and global assessment. Pass conditions are: 1. Students are expected to hand in every scheduled piece of work on time. There must be a positive progression in our evaluation of their work. 2. Students are expected to attend every workshop session. A minimum of 80% attendance is required. The assessment of the Design Workshop will take into account the student's personal work, supervised by the teacher. The worksop outcome consist on two exercises that will be gathered in the student's Portfolio.	80
Objective test	A34 A37 A39 A50 A53 A55 A56 A57	The objective test will consist on a practical exercise that let the students show in a synthetic way their abilities and competences acquired after having taken the course. This test can include questions about the theoretical contents of the lectures delivered.	20
Document analysis	A34 A37 A53 A55 A56 A57 B6	This work will be gathered in the student's Portfolio and assessed together with the workshop outcomes.	0
Diagramming	A34 A37 B1 B2 B3 B6	This work will be gathered in the student's Portfolio and assessed together with the workshop outcomes.	0
Workbook	A53 A55 A56 A57 B6	This work will be gathered in the student's Portfolio and assessed together with the workshop outcomes.	0
Events academic / information	A34 A63 C7 C8	This work will be assessed with the workshop outcomes.	0

Assessment comments

Pass conditions for the First Opportunity:

1_Minimum class attendance of 80% (except for students with part-time dedication).

2_All exercises must be handed in on time with a complete proposal, according the subject schedule. Adding or modifying documents of the delivery after the deadline is not allowed when the proposal is clearly unfinished.

3_Taking the objective test.

If any of the conditions is not met, thegrade will be "Absent".

If the two first conditions are not met,the Second Opportunity grade willbe "Absent", because the continuous evaluation requirement is not met.

The test is eliminatory, the minimum qualification to pass the subject is apt.

The deliveries cannot be completed between the exams of first and second opportunity.

Grade composition at First Opportunity: -80% Workshop outcome. -20% Objective test.

Grade composition at Second Opportunity: The objective test may weigh up to 50% of the grade as long as it benefits the student. That is, when the exam mark is higher than that of the work developed during the semester.

Early opportunity: the evaluation criteria and activities will be the same as the first opportunity, except for minimum attendance

All aspects related to ?academic dispensation?, ?dedication to study?, ?permanence? and ?academic fraud? will be governed in accordance with the current academic regulations of the UDC.

Sources of information	
Basic	- ALEXANDER, Ch. (1980). Un lenguaje de patrones.. Barcelona: Gustavo Gili. - ARNHEIM, R. (1979). Arte y percepción visual. Psicología del ojo creador.. Madrid: Alianza Editorial. - CARERI, F. (2002). Walkscapes. El andar como práctica estética.. Barcelona: Gustavo Gili. - DESPLAZES, A. (2010). Construir la Arquitectura: Del material en bruto al edificio. Un manual.. Barcelona: Gustavo Gili. - HERTZBERGER, H. (1991). Lessons for students in architecture.. Rotterdam: 010 Publishers. - LE CORBUSIER. (2014). Mensaje a los estudiantes de arquitectura.. Buenos Aires: Infinito. - LYNCH, K. (1998). La imagen de la ciudad.. Barcelona: Gustavo Gili. - MARTÍ ARÍS, C. (1993). Las variaciones sobre la identidad.. Barcelona: El Serbal. - McHARG, I. L. (1969). Design with nature.. Garden City, N.Y.:Natural History Press. - MONEO, R. (2004). Inquietud teórica y estrategia proyectual.. Barcelona: Gustavo Gili. - MONTANER, J. M. (2008). Sistemas arquitectónicos contemporáneos.. Barcelona: Gustavo Gili. - NORBERG-SCHULZ, Ch. (1975). Existencia, espacio y arquitectura.. Barcelona: Blume. - NORBERG-SCHULZ, Ch. (1980). Genius Loci.. Barcelona: Gustavo Gili. - PALLASMA, J. (2014). Los ojos de la piel. La arquitectura y los sentidos.. Barcelona: Gustavo Gili. - RASMUSSEN, S.E. (2000). La experiencia de la arquitectura. Sobre la percepción de nuestro entorno.. Madrid: Celeste. - ROWE, C. (1981). Ciudad collage.. Barcelona: Gustavo Gili. - SOLÁ-MORALES, M. (1997). Las formas de crecimiento urbano.. Barcelona: UPC. - TANIZAKI, J. (2017). El elogio de la sombra.. Madrid: Siruela. - ZEVI, B. (1981). Saber ver la arquitectura.. Barcelona: Poseidón.
Complementary	-ABALOS, I. (2010). Naturaleza y artificio. Barcelona: Gustavo Gili.-CORTÉS, J.A. y MONEO, J.R. (1976). Comentarios sobre dibujos de 20 arquitectos actuales. Barcelona: ETSAB.-DE LLANO, P. (2006). Arquitectura popular en Galicia: Razón y construcción. Santiago de Compostela: Xerais.-GAUSA, M. et. al. (2002). Diccionario Metapolis de Arquitectura Avanzada. Barcelona: Actar.-KANDINSKY, Wassily (2007). Cursos de la Bauhaus. Madrid: Alianza Editorial.-KLEE, Paul (1972). Pedagogical sketchbook. Nueva York: Praeger Publishers.-LENAGHAN, P et al. (2016). Una mirada de antaño: Fotografías de Ruth Matilda Anderson en Galicia. A Coruña: Afundación, The Hispanic Society of America.-MUNARI, B. (2005). El arte como oficio. Barcelona: Idea Books.-MUNTAÑOLA Th., J. (2004). Arquitectura y contexto. Barcelona: UPC.-OTERO PEDRAYO, R. (2009). Paisaxe e cultura. Vigo: Galaxia.-VILLARES, R. (2004). Historia de Galicia. Vigo: Galaxia.-ALONSO PEREIRA, J.R. (2005). Introducción a la historia de la arquitectura. Barcelona: Reverté.-BALDELLOU, M.A. (1995). Arquitectura moderna en Galicia. Barcelona: Electa.

Recommendations
Subjects that it is recommended to have taken before
Architectural Analysis 1/630G02012 Architectural Design 2/630G02006 Architectural Design 1/630G02001
Subjects that are recommended to be taken simultaneously
Urbanism 1/630G02018 Architectural Analysis 2/630G02017
Subjects that continue the syllabus
Architectural Design 4/630G02016
Other comments
Specific conditions related to mobility for incoming and outgoing students:Since the subject of Architectural Design 3 pursues a continuous evaluation for all students, including those who are in outgoing or incoming mobility, the same conditions of evaluation will be applied for all students. Nevertheless, specific attention will be given to incoming students because of language difficulties or other clear differences between the teaching in the universities of origin and destination.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.