UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2019/20
Subject (*)	Complex Scale Architecture		Code	630G02058
Study programme	Grao en Estudos de Arquitectura			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fifth	Optional	4.5
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Proxectos Arquitectónicos, Urbanismo e Composición			
Coordinador	Sabin Diaz, Patricia	E-mail	patricia.sabin@udc.es	
Lecturers	Sabin Diaz, Patricia	E-mail	patricia.sabin@udc.es	
Web				
General description	O concepto de "escala" en Arquitectura remite, en palabras de Anish Kapoor, a unha cantidade de proporcións abstractas que por unha banda se relacionan, a un determinado nivel, o corpo, o físico, e por outro, máis intenso, coa imaxinación. A complexidade non radica exclusivamente no tamaño, a función ou o artificio, senón na multiplicidade de relacións que un obxecto arquitectónico establece coa súa contorna física, ambiental, social, humano e cultural.			

Study programme competences / results	
Code	Study programme competences / results
A17	Ability to apply technical and construction standards and regulations
A30	Knowledge of the organization of professional offices
A34	Ability to design, implement and develop sketches and drafts, concept designs, developed designs and technical designs (T)
A35	Ability to design, implement and develop urban projects (T)
A67	Coñecemento avanzado de aspectos específicos da materia de Proxectos no contemplados expresamente na Orde EDU/2075/2010
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
B4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist public
B5	Students have developed those learning skills necessary to undertake further studies with a high level of autonomy
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

Take this subject pemitirá or student achegarse or feito aquitectónico den de plantexmentos and multidisciplinary optics, incorporating respostas aha series of conditions and variables increasingly complex and confusing. Complementará or desenrolo programmatic das asignaturas da area de Proxectos Arquitectónicos.	A17 A30 A34 A35 A67	B1 B2 B3 B4 B5	C1 C3 C4 C5 C6 C7 C8

Contents	
Topic	**Sub-topic**
1. ARCHITECTURE FOR LARGE SCALES	1.1 Territory and planning. 1.2 Landscape and infrastructures. 1.3 Underground architectures. 1.4 Language and dimension in architecture. 1.5 Building in height: the skyscraper.
2.THE COMPLEX FUNCTION. SPECIFIC PROGRAMS	2.1 Architectures for transportation. 2.2 Health and care architecture. 2.3 Spaces for work. 2.4 Architectures for the industry. 2.5 Architectures for large events.
3.THE COMPLEX FORM. NEW TOOLS FOR ARCHITECTURAL DESIGN	3.1 Fractal geometries. 3.2 The new sciences of complexity. 3.3 Non-linear dynamics, chaos theory and self-organized systems. 3.4 Parametric design. 3.5 Architectures and virtual worlds.
4. ARCHITECTURES IN COMPLEX ENVIRONMENTS	4.1 Architecture in extreme conditions. 4.2 Nomad architecture 4.3 Architecture and identity. 4.4 Architectures in the peripheries.
5. TOOLS AND MANAGEMENT SYSTEMS OF THE COMPLEX PROJECT	5.1 Management of multidisciplinary teams 5.2 Platforms and project management environments 5.3 Contracting and administrative processing

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	B5 C8	1	4	5
Guest lecture / keynote speech	B10 B11	6	0	6
Directed discussion	B1 B5 C1 C7	5	0	5
Field trip	B10 B11 C8	4	0	4
Workshop	A17 A30 A34 A35 A67 B2 B3 B4 C3 C4 C5 C6	20	40	60
Student portfolio	A17 C7	10	12.5	22.5
Personalized attention		10	0	10
(*)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	Activities that are carried out before initiating any teaching-learning process in order to know the competences, interests and / or motivations that the student has for the achievement of the objectives that are to be achieved, linked to a training program. With it, it is intended to obtain relevant information that allows articulating teaching to favor effective and meaningful learning, based on previous knowledge.
Guest lecture / keynote speech	Oral presentation, complemented by the use of audiovisual media and the introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. The magisterial session is also known as a lecture, expository method or lecture. This last modality is usually reserved to a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience.
Directed discussion	Group dynamics technique in which the members of a group discuss freely, informally and spontaneously on a topic, although they can be coordinated by a moderator.
Field trip	The field exit, understood as a strategy that consciously brings the individual closer to reality, is a valuable teaching and learning opportunity for students, by enhancing the observation process, gathering information, interpreting, posing conjectures. , explanations and projections that allow them to interpret their social environment and cultural context.
Workshop	Project Workshop: Training mode oriented to the application of learning in which knowledge of various subjects is introduced, always around an architectural project, where different methodologies / tests can be combined (exhibitions, simulations, debates, problem solving, practicals guided, etc.) through which students develop practical tasks on a specific topic, with the support and supervision of the teaching staff of the subjects involved.
Student portfolio	The final result of the work done in the subject will be reflected in the student's personal and physical digital portfolios, physically available on paper and accessible through the computer tool for teaching Moodle. The results are evaluated, but through a tutored and guided teaching process, where the personal effort and the intellectual evolution of the student should be reflected in the final documentation.

Personalized attention	
Methodologies	Description

Student portfolio Directed discussion Workshop	O alumno recibe atención personalizada concernente ao traballo que está desenvolvendo na asignatura e no Taller, a través do profesor ou profesores do grupo ao que sexa asignado. No Taller, ademais, terá a posibilidade de comentar e obter revisións críticas por parte dos demais grupos, para poder contrastar opinións e criterios para confrontarlos cos propios. O portafolio do alumno será obxecto de revisións personalizadas, para observar a súa evolución e constatar a súa autoría. A docencia a alumnos de programas de mobilidade adaptarase a condicións pedagóxicas e de traballos tutelados especiais, así como as probas e exames de avaliación.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Student portfolio	A17 C7	The final result of the work carried out in the subject will be reflected in the student's personal portfolio, available and accessible through the Moodle teaching platform. The results are evaluated, but through a tutored and guided teaching process, where the personal effort and the intellectual evolution of the student should be reflected in the final documentation. There will be an objective test consisting of a practice that demonstrates the skill and competences acquired by the student, with a weight of 20%	40
Workshop	A17 A30 A34 A35 A67 B2 B3 B4 C3 C4 C5 C6	Methodology designed to promote learning - both autonomous and collaborative - of students, under the tutelage of the teacher and in varied scenarios (academic, professional and competitive). It is referred primarily to the learning of "how to do things". It is an option based on the assumption by students of the responsibility of their own learning.	60

Assessment comments
To overcome the subject in the June opportunity will be necessary: - Minimum attendance of 80% of the classes with active participation in both the joint and individual review of the works. - Deliver in time and form the works (according to the calendar of the subject) and obtain a minimum grade of 3 in each year. - Obtain in the objective test a minimum grade of 5. To overcome the subject at the July opportunity, it will be necessary: - Minimum attendance of 80% of the classes with active participation in both the joint and individual review of the works. - Deliver in time and form the works during the course. Proceed to its modification during the months of June-July if the rating does not exceed 3 in each year. - Obtain in the objective test a minimum grade of 5.

Sources of information	
Basic	- Ludovico Quaroni (1980). PROYECTAR UN EDIFICIO. OCHO LECCIONES DE ARQUITECTURA . Madrid: Xarait - Ignasi de Solá-Morales (2003). TERRITORIOS. Barcelona: Gustavo Gili - Rem Koolhaas (2006). LA CIUDAD GENÉRICA. Barcelona: Gustavo Gili - Rafael Moneo (2004). INQUIETUD TEORICA Y ESTRATEGIA PROYECTUAL EN LA OBRA DE OCHO ARQUITECTOS CONTEMPORANEOS . Barcelona: Actar - Peter Zumthor (2014). PENSAR LA ARQUITECTURA . Barcelona: Gustavo Gili

Complementary	- Steen Eiler Rasmussen (2004). LA EXPERIENCIA DE LA ARQUITECTURA: SOBRE LA PERCEPCION DE NUESTRO ENTORNO. Barcelona: Reverte - Josep María Montaner (2008). SISTEMAS ARQUITECTONICOS CONTEMPORANEOS . Barcelona: Gustavo Gili - Josep Muntañola i Thornberg (2004). ARQUITECTURA, MODERNIDAD Y CONOCIMIENTO. Barcelona: Edicións UPC

Recommendations
Subjects that it is recommended to have taken before
Architectural Design 5/630G02021 Architectural Design 4/630G02016 Architectural Design 2/630G02006 Architectural Design 3/630G02011 Architectural Design 7/630G02031 Architectural Design 1/630G02001 Architectural Design 6/630G02026
Subjects that are recommended to be taken simultaneously
Architectural Design 9/630G02041 Architectural Design 8/630G02036
Subjects that continue the syllabus
Final Degree Work/630G02059
Other comments

(*)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.