



## Unit of Study Outline

# BAEN3002 Design Integration Lab: Capstone

Semester 2, 2020 | 12 credit points

**Unit Coordinator:** Matthew Mindrup  
**Email:** matthew.mindrup@sydney.edu.au  
**Consultation hours:** by appointment  
**Lectures:** Wednesdays 12:00-13:00 (Zoom)  
**Tutorials:** Wednesdays Wilkinson 316 & 405:  
13:00-18:00

**Tutors:** Olivia Hyde  
Cristina Aranzubia  
Eduardo De Oliveira Barata  
Kate Rintoul  
Thomas Stromberg  
Malay Dave



Anastasia Savinova, Genius Loci series, Silo, 2013.

## 1. Unit Description

As the culminating design studio for the degree, the capstone project combines knowledge, criteria and methods of the disciplines of Architecture, Urban Planning, and Architectural Science. Students are presented with the opportunity to express and represent their own positioning through the analysis for and design of a sufficiently complex building, city structure, or town center. The studio consolidates the students' abilities in identifying and solving problems and critical aspects for architecture and the built environment using a range of advanced modelling, simulation and optimization techniques and methods. The aim for students is to produce an integrated and compelling pre-professional project prompted by the critical reflection of the built environment. With completion of this unit, students demonstrate their understanding of a spectrum of the built environment. By specializing in a select suite of these aspects, students prepare for career pathways as offered by the school's full range of postgraduate courses.



## 2. Schedule

WEEK	LECTURE	TUTORIAL
<b>WEEK 0</b> 24.08	<b>N/A</b>	<b>TUTORIAL GROUP SELECTIONS</b> *Selections open 24 August at 8:00am; be careful to READ the instructions
<b>WEEK 1</b> 26.08	<b>LIVE:</b> Unit and Tutor Introductions <b>REC:</b> Site, Dwelling and Site Analysis * Consult your tutor about watching this on Studio app.	<b>IC:</b> Introductions & Site Visits <b>HW:</b> Logbook #1 *Consult your tutor *Consult tutor about additional expectations
<b>WEEK 2</b> 02.09	Discipline Lecture/Seminar #1*	<b>IC: DUE LOGBOOK #1</b> <b>HW:</b> Logbook #2 *Consult your tutor *Consult tutor about additional expectations
<b>WEEK 3</b> 09.09	<b>LIVE:</b> "Oral History," Maria Savvidis, President Oral History NSW	<b>IC: DUE LOGBOOK #2;</b> Review additional expectations <b>HW:</b> *Consult tutor about specific expectations
<b>WEEK 4</b> 16.09	Discipline Lecture/Seminar #2*	<b>IC:</b> *Consult your tutor <b>HW:</b> Logbook #3: *Consult your tutor *Consult tutor about additional expectations
<b>WEEK 5</b> 23.09	<b>LIVE:</b> "Designing Civic Structure's and Places," Karunya Subramanian	<b>IC: DUE LOGBOOK #3;</b> Consultation Visit #1 <b>HW:</b> *Consult tutor about specific expectations
<b>WEEK 6</b> 30.09	<b>NO LECTURE</b>	<b>IC: MID-TERM PINUP</b> <b>HW:</b> *Consult tutor about specific expectations
<b>MID-SEMESTER BREAK</b>		
<b>WEEK 7</b> 14.10	Olivia Hyde	<b>IC:</b> Re-review logbooks 1-3 <b>HW:</b> *Consult tutor about specific expectations
<b>WEEK 8</b> 21.10	Discipline Lecture/Seminar #3*	<b>IC:</b> *Consult your tutor <b>HW:</b> Logbook #4: *Consult your tutor *Consult tutor about additional expectations
<b>WEEK 9</b> 28.10	The Techne and Poiesis of Architecture	<b>IC: DUE LOGBOOK #4;</b> Consultation Visit #2 <b>HW:</b> *Consult tutor about specific expectations
<b>WEEK 10</b> 04.11	Directors of Arch Science, Architecture and Urbanism	<b>IC:</b> *Consult your tutor <b>HW:</b> *Consult tutor about specific expectations
<b>WEEK 11</b> 11.11	TBA	<b>IC:</b> *Consult your tutor <b>HW:</b> Consult tutor about specific expectations
<b>WEEK 12</b> 18.11	<b>NO LECTURE</b>	<b>IC: FINAL REVIEW PINUP</b> <b>HW:</b> Design Book



STUVAC WEEK		
WEEK 13 02.12	NO LECTURE	IC: DESIGN BOOK SUBMISSION HW: N/A

### 3. Assessment Tasks

Total number of assessment tasks: 3

#### (1) Assessment title: Logbooks

**Assessment description:** There are four submissions (pages) comprising the logbook which documents the progression of your design throughout the semester. The pages of the logbook are due at 12:00 on the prescribed due date. \*Consult you tutor for more information.

#### Assessment category and type

Skills-based assessment                      Presentation, oral presentation

#### Individual or group:

individual

#### Weight

20%

\*\*Marks for Logbooks are summative, but students are given an opportunity to improve their marks for Logbooks #1-3 by revising and resubmitting them during Week 7 for a maximum of one (1) mark (P, CR, D, HD) higher.

#### Due date & time

02.09    Logbook #1: Investigations  
09.09    Logbook #2: Concepts  
23.09    Logbook #3: Disciplinary Report  
28.10    Logbook #4: Disciplinary Report

#### Learning outcomes assessed

4, 6, 7

#### (2) Assessment title: Design Project

**Assessment description:** The aim of this assessment is to provide students with an opportunity to demonstrate their ability to critically analyze a given set of criteria (site conditions, materials palette, urban and/or architectural uses) and to formulate an approach to the design of an appropriate and useful, occupiable structure or urban place.

#### Assessment category and type

Submitted work                      Assignment, design

#### Individual or group:

individual

#### Weight

24%

**Due date & time**

18.11 Final Review

**Learning outcomes assessed**

4, 6, 7

**(3) Assessment title:** Design Book

**Assessment description** More often than not, an architect is unavailable to explain their designs and they must rely on various two and three-dimensional graphic tools to describe its validity in absentia. For this, the design book is an important tool, a summary document of the final design. It is not a process journal but a carefully organized, well-conceived piece of design in its own right, with text, titles, labels, typography and images thoughtfully and consistently composed and laid out.

The design book is to measure exactly 210mm x 210mm (the short edge of A4 squared). It is to be bound with front and back covers. Sources are to be referenced according to the 'Chicago Manual of Style' referencing system.

In addition to the hard copy, the Design Book is to be digitally submitted as a PDF that is named according to the following convention:

Surname\_Name\_BDES2027 \_Design Book

**Weight**

40%

**Due date & time**

02.12 Design Book Assessment

**Learning outcomes assessed**

4, 6, 7

Grade	Description
High Distinction 85 - 100	Work of outstanding quality, demonstrating mastery of the learning outcomes assessed. The work shows significant innovation, experimentation, critical analysis, synthesis, insight, creativity, and/or exceptional skill.
Distinction 75 - 84	Work of excellent quality, demonstrating a sound grasp of the learning outcomes assessed. The work shows innovation, experimentation, critical analysis, synthesis, insight, creativity, and/or superior skill.
Credit 65 - 74	Work of good quality, demonstrating more than satisfactory achievement of the learning outcomes assessed, or work of excellent quality for a majority of the learning outcomes assessed.
Pass 50 - 64	Work demonstrating satisfactory achievement of the learning outcomes assessed.
Fail 1 - 49	Work that does not demonstrate satisfactory achievement of one or more of the learning outcomes assessed.

## Assessment Results and Feedback

Assessment results and feedback will be provided within 2 weeks of the submission date.

## 4. Readings and Electronic Resources

The Canvas site for this unit can be accessed at <https://canvas.sydney.edu.au/login/canvas>.

All readings will be made available on this site, organised by lecture. Please check Canvas frequently to view updates from the coordinator and tutors on assessment items, class requirements, writing or research matters readings and discussion points. Resources for this unit of study are principally online. Students may furthermore draw upon the University Library's extensive holdings, including articles available through its online subscriptions. Students may wish to purchase copies of some of those books discussed in greater detail throughout the course, or which are the focus of assessments. Amazon, Book Depository, Kinokuniya, and Readings are all good places to start for in-print editions. Book Finder is the best starting place for second-hand volumes.

## 5. Aims and Learning Outcomes

Upon successful completion of this unit of study, you should be able to:

- **LO1.** demonstrate an understanding of place making within regional perspective
- **LO2.** conceive of an architectural solution within the broader metropolitan vision and re-energisation of a precinct
- **LO3.** conceive an architectural solution to a brief within varying spatial perspectives, tied to design guidelines
- **LO4.** create design guidelines based on local and regional urban planning strategies and best practice from architectural science
- **LO5.** articulate the nexus between architecture, architectural science and urban planning and design and demonstrate their interrelationship through investigation, design and measurement of the design's alignment with guidelines
- **LO6.** effectively work in small teams
- **LO7.** communicate the outcomes of investigations and design solutions by way of visual, written and verbal mode
- **LO8.** critique the work of others demonstrating their understanding of the assessment tasks
- **LO9.** demonstrate effective project management by achieving milestones and general professional behaviours such as meeting all deadlines and turning up to class on time.

These learning outcomes support your development of the University's graduate qualities. You can read about the qualities of University of Sydney graduates in the Learning and Teaching Policy 2015, which can be found at <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/401&RendNum=0>.

## 6. Learning and Teaching Policies

**Penalties for late submission of work and related** policies are included in the Resolutions of the University of Sydney School of Architecture, Design and Planning, which are available at [http://sydney.edu.au/handbooks/architecture/rules/faculty\\_resolutions.shtml](http://sydney.edu.au/handbooks/architecture/rules/faculty_resolutions.shtml). It is your responsibility to familiarise yourself with these policies. Applications for special consideration must be lodged online at [http://sydney.edu.au/current\\_students/special\\_consideration/apply.shtml](http://sydney.edu.au/current_students/special_consideration/apply.shtml).

**Academic honesty** is very important to the University of Sydney. You are responsible for ensuring that all of your University work is academically honest. Visit <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0> to read the University of Sydney Academic Honesty in Coursework Policy. To foster academic honesty, the University uses Turnitin® as similarity detecting software. You should note that all of assignments submitted in this unit of study may be submitted to similarity detecting software. An online Academic Honesty Education module and Learning Centre workshops are available to help you learn how to avoid plagiarism. Visit <http://sydney.edu.au/elearning/student/EI/index.shtml> to learn about these resources.

## 7. Concerns About Teaching and Assessment

There is a three-step process to **appeal an academic decision**.

1. Informal appeal: approach the original decision maker to discuss your concerns about the academic decision (e.g. your mark). University policy requires you to raise concerns within 15 working days of the academic decision (e.g. release of mark).
2. Faculty-level appeal: if you feel that your appeal has not been adequately addressed at the informal level, you can submit a formal written appeal to the School of Architecture, Design and Planning's Academic Support Unit at [adp.asu@sydney.edu.au](mailto:adp.asu@sydney.edu.au). Your appeal should include a letter outlining the grounds for your appeal and any evidence you have to support your appeal. The Associate Dean Education or a delegate will assess the appeal and a formal outcome will be sent to you in writing. University policy requires you to file a faculty-level appeal within 20 working days of learning the outcome of the informal appeal.
3. University-level appeal: If you are dissatisfied with the findings of the formal appeal and believe that due academic process was not followed, you can submit an appeal to the Student Appeals Body within 15 days of receiving the outcome of the faculty-level appeal. For more details on Academic Appeals, see:

[http://sydney.edu.au/student\\_affairs/academic\\_appeals/process.shtml](http://sydney.edu.au/student_affairs/academic_appeals/process.shtml)

There is a two-step process to **complain about a non-academic decision**.

1. Informal resolution: approach the person that you believe is responsible for the issue, explain the problem, and ask that they behave differently.
2. Make a complaint: if a problem cannot be resolved through informal resolution, or if informal resolution is not appropriate, you can refer your complaint to the Student Affairs Unit of the University.

For more details on the complaint procedures, see:

<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/408&RendNum=0>

## 8. Support Services and Resources

**The Learning Centre** runs many workshops on academic skills, free of charge to all students. Learn more at [http://sydney.edu.au/stuserv/learning\\_centre/](http://sydney.edu.au/stuserv/learning_centre/).

**The Write Site** provides online support to help you develop academic and professional writing skills and can be accessed at <http://writesite.elearn.usyd.edu.au/>.

**Disability Services** is located on Level 5 of the Jane Foss Russell Building. For further information, visit <http://sydney.edu.au/stuserv/disability/>.

**Counselling and Psychological Services** is located on Level 5 of the Jane Foss Russell Building. For further information, visit their website at [http://sydney.edu.au/current\\_students/counselling/](http://sydney.edu.au/current_students/counselling/).



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**The Indigenous Tutorial Assistance Scheme** is available to assist Aboriginal and Torres Strait Islander students with their studies. To find out more, visit <https://sydney.edu.au/students/indigenous-tutorial-assistance-scheme.html>.