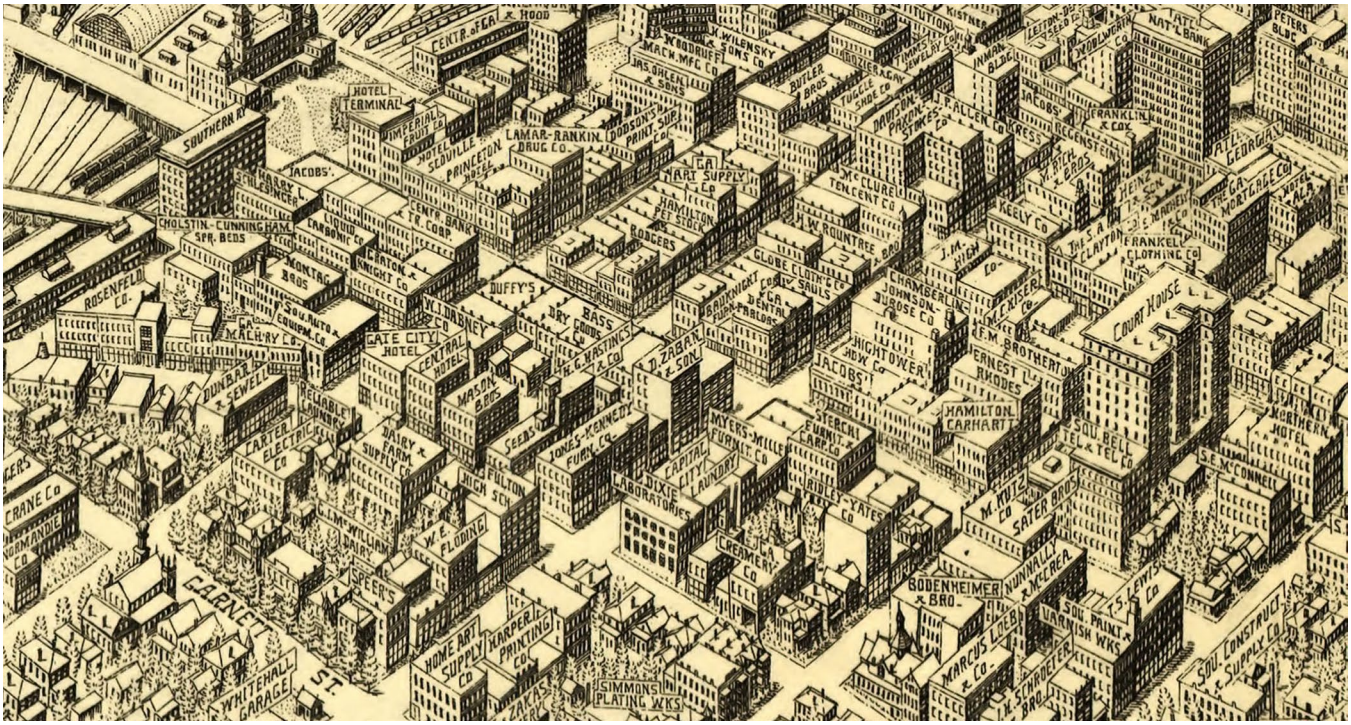
Georgia Tech School of Architecture
ARCH 6047 Advanced Architectural Design Studio 1
Fall 2026
Syllabus Version 1 – March 24, 2026

Thematic Course Name:	Dwellings in the City
Credit Hours:	5
Location:	Assigned Studio Space in the School of Architecture
Class Periods:	Mondays and Wednesdays, 12:30PM – 5:25PM
Prerequisites:	Successful completion of all previous required studios in the M.Arch degree program
Instructors:	David Yocum, Professor of the Practice (Primary, Coordinator) Additional Instructors as Assigned



Aerial Perspectival Map (a.k.a "birdseye view") of Atlanta, Georgia, Foote and Davies Company, Atlanta, 1919 (detail)
Showing areas now known as "South Downtown" in the vicinity of Mitchell, Pryor, Forsyth, Spring, and Broad Streets
United States Library of Congress, Call Number G3924.A8A3 1919 .F6, http://hdl.loc.gov/loc.gmd/g3924a.pm001230

Course Summary

Architectural design studio exploring advanced issues in architecture from the perspectives of professional practice, sustainability, technology, and urban design.

Course Description

This studio, offered to continuing students in the 3.5-year MArch Program, and entering students in the 2-year MArch Program, engages students in the design of buildings for high-density urban housing in a contemporary American city. Course materials include readings, lectures, precedents, and cultural artifacts engaged with architecture such as writings and visual art. Design assignments span the scale of design from individual units to a full city block. Pedagogical

emphasis is placed on the livability of domestic spaces in urban settings, the opportunities and challenges of creating community in dense residential buildings, the contribution of thoughtful architectural and urban design to quality cities, and sustainable building practices.

Course Objectives – General Design Content

1. Designing private dwellings in an urban setting. Studying, comprehending, and designing cohesive and compelling spaces for personal habitation that support the daily needs and desires of humans.
2. Making community between private dwellings, in dense, vertical, urban arrangements. Studying and utilizing density as a tool to create meaningful human connections and shared culture. Designing engaging thresholds between private and common spaces.
3. Creating architecture as urban design, where buildings proactively contribute to vibrant blocks, streets, and a larger public realm in a city.
4. Prioritizing housing that is accessible and sustainable, and supports the health, safety, and welfare of humans and the long-term ecology of cities.
5. Developing cohesive and integrated design proposals at multiple scales of design, from buildings to cities, including systems and assemblies.

Course Objectives – Specific NAAB Criteria

1. **PC.2 – Design**: The student understands the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. This content is **Assessed**, meaning it is a critical component of the course, students are evaluated, and the program assesses the student performance for accreditation and/or annually.
2. **PC.3 – Ecological Knowledge and Responsibility**: The student has a holistic understanding of the dynamic between built and natural environments, and how to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. This content is **Practiced**, meaning students practice, understand, and are assessed on it.
3. **PC.4 – History and Theory**: How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally, and globally. This content is **Introduced**, meaning it is referenced, introduced, and/or supported in the course.
4. **PC.5 – Research and Innovation**: The student prepares to engage and participate in architectural research to test and evaluate innovations in the field. This content is **Introduced**, meaning it is referenced, introduced, and/or supported in the course.
5. **PC.6 – Leadership and Collaboration**: The student understands approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and has learned how to apply effective collaboration skills to solve complex problems. This content is **Introduced**, meaning it is referenced, introduced, and/or supported in the course.
6. **PC.7 – Learning and Teaching Culture**: How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. This content is **Practiced**, meaning students practice, understand, and are assessed on it.
7. **SC.1 – Health, Safety, and Welfare in the Built Environment**: The student understands the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. This content is **Practiced**, meaning students practice, understand, and are assessed on it.
8. **SC.3 – Regulatory Context**: The student understands the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. This content is **Introduced**, meaning it is referenced, introduced, and/or supported in the course.
9. **SC.5 – Design Synthesis**: The student demonstrates the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and

accessible design, and consideration of the measurable environmental impacts of their design decisions. This content is **Practiced**, meaning students practice, understand, and are assessed on it.

10. **SC.6 – Building Integration**: The student demonstrates the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. This content is **Practiced**, meaning students practice, understand, and are assessed on it.

Learning Objectives / Outcomes

Students who successfully complete the course will be able to:

1. Study precedents, complete readings, and engage in critical dialogue about concepts of urban housing in contemporary cities.
2. Create the design of housing units that address current challenges of human habitation including new modes of collective living and families, environmental comfort, and sustainable approaches to construction and use.
3. Create the design of a residential community that incorporates dense aggregation of multiple units, including a diversity of unit types, adjacencies, shared common programs, shared circulation, and access to usable open space, together forming a collective, safe, healthy and supportive residential environment in an urban setting.
4. Create the design for an urban building that successfully balances form, exterior materials, fenestration and entrances, urban thresholds, usable open space, and activation of and compatibility with adjacent urban context.
5. Create a building proposal that successfully integrates into dense urban settings and supports a well-designed and vibrant urban streetscape.
6. Create well-developed large-scale models and two-dimensional drawings to represent architectural proposals.

Common Assignments for all Sections

Assignment #1 – Site and Place – 2 weeks: Site research, analysis, and documentation. 2D and 3D mapping of site observations.

Assignment #2 – Programs of Community – 3 weeks: Discussion, iteration, and design of proposals for communities including aggregated units, common circulation, and community programs.

Assignment #3 – Dwelling and the Unit – 3 weeks: Building on proposed communities, the discussion, iteration, and design of proposals for individual dwellings of various formats and adjacencies.

Assignment #4 – Architectures in the City – 3 weeks: Building on proposed communities and dwelling units, the discussion, iteration, and design of proposals for urban residential buildings including massing, elevations, ground and roof planes, and contribution to and integration into a larger urban fabric.

Assignment #5 – Representation and Presentation – 3 weeks: Development and completion of final large-scale drawings and models documenting the complete building proposals.

Assignment #6 – The Portfolio – 2 weeks: Completion, distillation, reformatting, and presentation of the content of the semester into pages for the student's design portfolio.

Section Instructor Overlays

Each Section Instructor may present their individual Studio Overlay for the course as a whole and individual Assignment Overlays to the Common Assignments. These documents and processes, as well as any additional instructional or assignment components are hereby incorporated into the requirements of this syllabus.

Required Texts/Readings/Special Materials

Required readings and precedent studies will be distributed by Instructors during Assignments.

Site

South Downtown Atlanta. This area of the City of Atlanta is the best example of a normative and regularly gridded block structure, 420' x 420' (full block) or 180' x 420' (half block), like other major international planned metropolises, and within accepted standards for ideal urban block sizing. Much of the block fabric has been demolished over the last 70 years, occupied now by parking lots and vacant buildings, resulting in a void at the core of the historic city. The student project sites will occupy portions of blocks bounded by MLK, Peachtree, Trinity, and Ted Turner Streets with a primary focus on the bisecting Broad Street. Variations by studio section may be introduced. Intra- and inter-block design proposals may be acceptable. Shared or separate sites with this district will be developed at the discretion of the instructor.

Course Requirements and Deliverables

The studio is project-based. There will be studio design assignments spaced through the semester, all building towards a final submittal of work for the Final Review. Requirements include attendance at each class for the duration of class time, and participation in every scheduled progress and final evaluation method (including Pin-ups, Workshops, Mid-Reviews, and Final Reviews).

Students must fulfill the following requirements:

1. Attend all class sessions of studio, held in the studio space, in person, unless otherwise scheduled and approved.
2. Advance their work during class sessions of studio, at their desk or other areas of lab, workshop, or meeting areas.

The purpose is to use both the studio time, and the studio space, for work, in the presence of fellow students and the instructor.

3. Outside of scheduled class time, complete assignments and prepare for reviews while in the studio space, at your desk in the company of fellow students, whenever possible. Remote work (i.e., offsite, or at home) is necessary and permitted but should not be the norm unless arrangements have been made with and approved by the instructor, in advance. The primary space of work is studio.
4. Meet with the course instructor by signing up for desk crits, pin-ups, and small group meetings. Have working material ready for sharing, discussion, and feedback.
5. Complete all assignments by required due dates and time.
6. Attend all pin-ups and reviews. Make presentations to fellow students and visiting critics and engage in discussion and feedback sessions.
7. Document the final work of all assignments. Prepare and submit materials to the instructor for grading, and to the school archive. Follow formatting and computer file standards as issued.

Instructional Methods

Course information (syllabus, calendar, assignments) and announcements will be conveyed via Canvas and Teams. The studio will make use of traditional methods of teaching architectural design, such as specific design assignments, desk crits (individual and group), informal public pin-ups/reviews and discussions, formal design juries, lectures, design workshops, readings, field trips, etc.

Course Schedule

See annotated class schedule on Canvas and Teams. Please note: this schedule is subject to periodic revisions over the course of the term. Updated schedules will always be posted on Canvas and Teams.

Grading Rubric

For each Assignment, the Instructor will evaluate the work of each student based on the following criteria:

- The quality of architectural design thinking and investigation; and
- The technical sophistication and resolution of the design and work product; and
- The effectiveness of representation through 2D graphic, 3D physical, and/or digital media; and
- General class participation in, and contribution to, the group discussion and work of the studio.

Assignment Weights

Assignment 1 – Site and Place	10	points
Assignment 2 – Programs of Community	15	points
Assignment 3 – Dwelling and the Unit (Mid Review)	15	points
Assignment 4 – Architectures in the City	20	points
Assignment 5 – Representation and Presentation (Final Review)	30	points
Assignment 6 – Portfolio	10	points
Total	100	points

Grades

- A grade of "F" (0-59pts) represents "failing" work. This grade reflects a failure to meet the studio requirements, including attendance, minimum requirements concerning presentation, and fulfillment of studio requirements. In case of an "F," the studio must be repeated.
- A grade of "D" (60-69pts) represents "unsatisfactory" work. This grade reflects that you have significant attendance problems, poor studio performance, failure to meet deadlines, non-fulfillment of the basic requirements of the studio, and/or your project is not plausible. In case of a "D," the studio must be repeated.

- A grade of "C" (70-79pts) represents "satisfactory" work. This grade reflects that you have met the basic requirements of the studio, and your project is plausible, even if underdeveloped. A grade of "C" is a baseline passing grade.
- A grade of "B" (80-89pts) represents "good" or "very good" work. This grade reflects that you have met the full requirements of the studio, and that your project is developed to the point where evaluation can be made relative to the studio's essential themes and criteria. Your project demonstrates a reasonable degree of completeness, care, and insight.
- A grade of "A" (90-100pts) represents "excellent" work. This grade reflects that your project represents both a clear understanding of studio themes and criteria and is a self-motivated exploration beyond the basic course requirements. Projects that receive grades of "A" are exemplary projects in terms of concept, production, and craft.

All assignments must be completed to receive a passing grade in the class. Assignment due dates and review dates are noted in the class Calendar, as published and updated throughout the semester. Work for all assignments is due at the start of class on the published due date. Work for all reviews (pin-ups, progress reviews, mid-term reviews, and final reviews) are due at the start of class on the published date.

Extensions for the completion of required work may be requested for substantive personal reasons (sickness, family emergency, observed religious holidays, etc.) and approved School or Institute activities (other field trips, career days, etc.).

Unexcused late work, missed assignments, and absences will affect grading. Students are strongly encouraged to have early and transparent conversations with the instructor about potential conflicts, and other issues that may affect their performance in the class, so that reasonable accommodation can be provided. Work not submitted 48 hours prior to GT grade submission deadline will not be considered for grading.

A grade of Incomplete: https://registrar.gatech.edu/info/incomplete-grades. Grade disputes and grievances: https://catalog.gatech.edu/rules/19/

Archiving and Portfolio
School of Architecture archive requirements: Submission by students of all assignment work, including final project, according to published school standards, in a complete and organized manner, is mandatory. Additionally, submission of a printed and digital portfolio with all GT student work, including work of this semester and participation in the end of semester portfolio event. Failure to submit this content will result in an automatic letter grade reduction and/or the non-filing of a grade. Students are urged to meet this deadline.

Active Participation/Attendance
Active participation at all class sessions is mandatory and crucial to successful completion of the class. Absences will be excused only for medical or family emergencies or for Institute-approved events and religious holidays documented in writing. Without prior approval, late arrivals and early departures will be counted as absences. Students must first notify the Dean of Students to receive an approved absence. Unexcused absences beyond a total of three (3) may result in an automatic letter grade reduction, at the sole discretion of the Instructor.

Correspondence
A Georgia Tech email address is considered the student's official address. Failure on the student's part to receive email or to send email does not constitute an acceptable excuse for failure to complete required work or attend required class. When in doubt, contact the Instructor in person, in addition to confirming receipt of any time-sensitive or urgent correspondence.

Academic Integrity
Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct. Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities
If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement
At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Student Well-Being:
At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being.

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