

**ARCH 492 SENIOR DESIGN THESIS**

3 Units, Required Seminar Course, Fall Quarter

**DESCRIPTION:**

Development of the framework and format of a thesis project proposal related to the specific design option. Work to include: research topic, intent, scope, methodology, assumptions, outline of work program and documentation. To be taken concurrently with first quarter of ARCH 481.  
3 seminars.

Prerequisites: 5th year standing or consent of instructor.

**OBJECTIVES:**

Development of framework and format of a thesis project proposal related to self selected topic and architectural lab concentration.

**CONTENTS:**

Content is coordinated with ARCH 481 by individual instructors. Content typically includes a wide array of research strategies including use of programmatic and design precedent, analytical fact finding and traditional information gathering, and phenomenally based field studies, gathered/recorded via analogue and/or digital means.

Fifth year thesis seminar focuses on normative as well as personal processes and methods for research. Relevant to these processes and methods, content reflects contributions from concurrent and/or pre-requisite courses in history (cultural values and aesthetics) practice (construction), environmental controls (sensorial science and technology), and structures.

**REQUIREMENTS & INSTRUCTIONS:**

Evaluations are intended to reflect the faculty's judgment of: student competence in, and an obvious improvement to, their ability to conduct and document research contributing toward an appropriate architecture.

Observable and measurable knowledge, skills, working methods, reasoning, and analytical abilities are evaluated in accordance with those noted by the individual instructors.

Subjective and unmeasurable aspects critical to the design process, such as values, appearance, appropriateness, and so forth, are subject to both criticism and judgment by the individual professors charged with teaching the class.

Students are encouraged to develop their own bases for criticizing their own and others work, and, are required to do so in classes. The development of the ability to criticize in a reflective, rigorous, and constructive manner is seen as a fundamental part of analysis, theory building, and for developing a basis for making professional judgments.