

# **The class as a micrography of the professional space: Teamwork and Professional portfolio curation.**

*Capstone Courses and Career Preparation*

**A. Case study\_Project Description**

**B. Learning Goals\_High Impact Educational Practices**

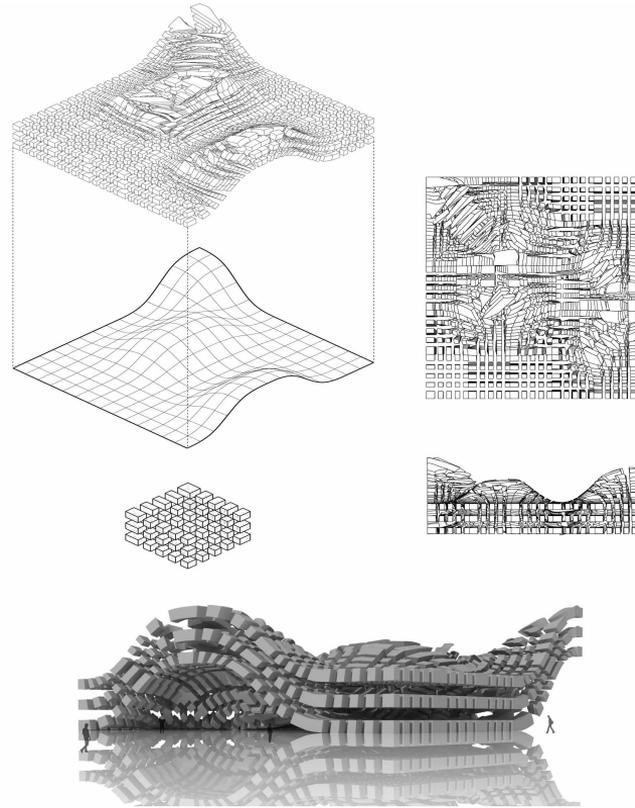
**C. Reflections**

## **A. Case study\_Project Description**

**Bustling Vacancy\_ Mapping “behavioral” city patterns to produce architectural space.**

*Course: ARCH3609\_Integrated Software in the Architectural Office*

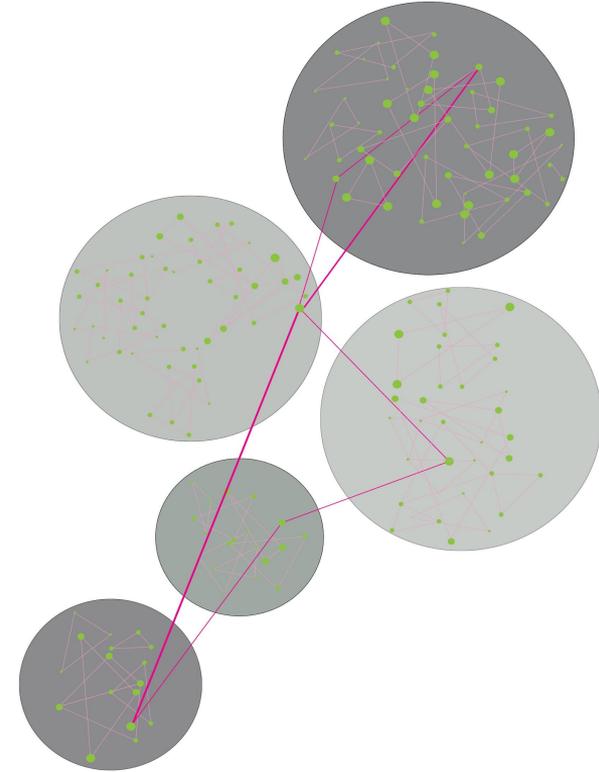
# architectural scale



# urban analysis



# data abstractions\_rules



## alphabet

3 main architectural  
elements



## data & syntax

NYC behaviors /  
patterns



## composition

open air experiential  
space





## **4 Process Steps**

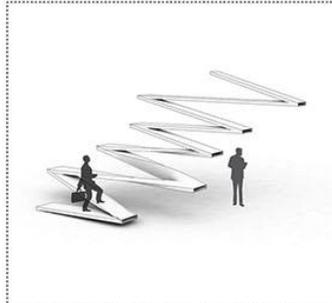
**- “Alphabet” stage**

CASE 01. STAIR

CASE 02. ATRIUM

CASE 04. WALL

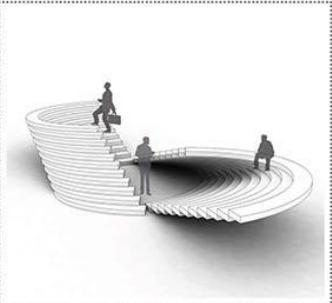
CASE 01. STAIR



S1. Zig zag



S2. Tube



S3. Slope



S4. Twist



S5. Pull + push

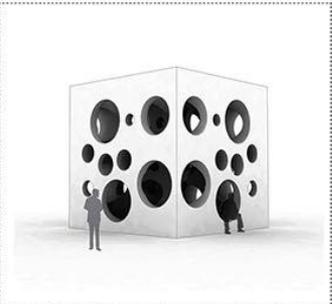
CASE 02. ATRIUM



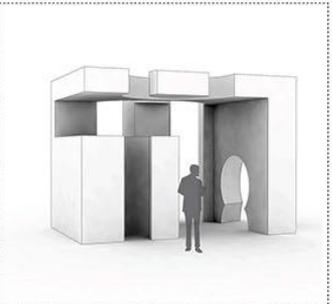
A1. Maze



A2. Cut out



A3. Cave



A4. Bridge



A5. Roll

CASE 04. WALL



W1. Punch



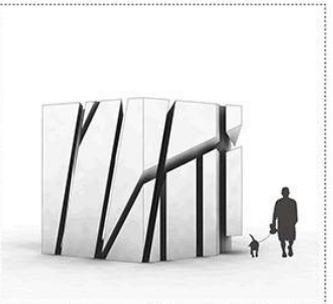
W2. Wave



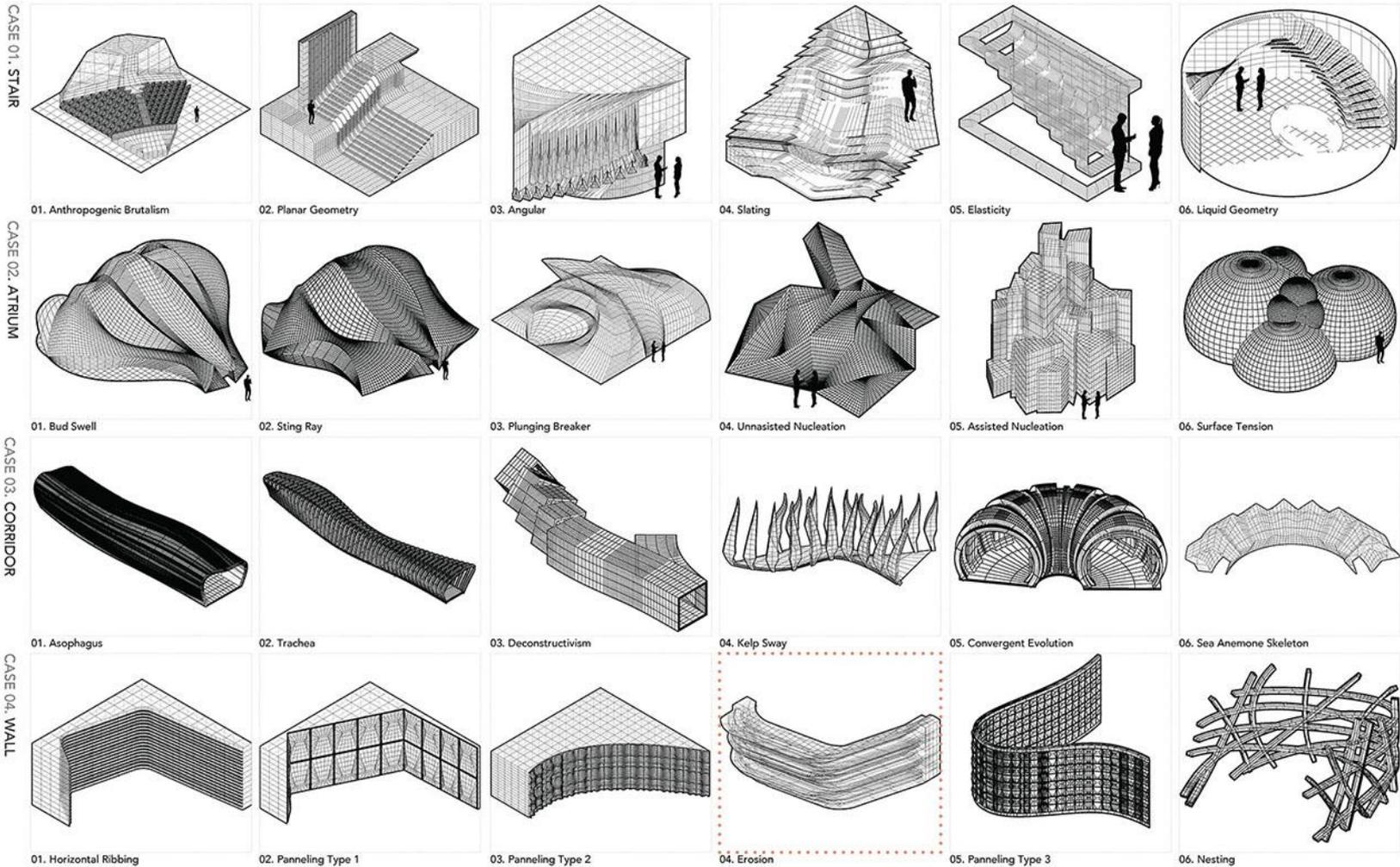
W3. In Between

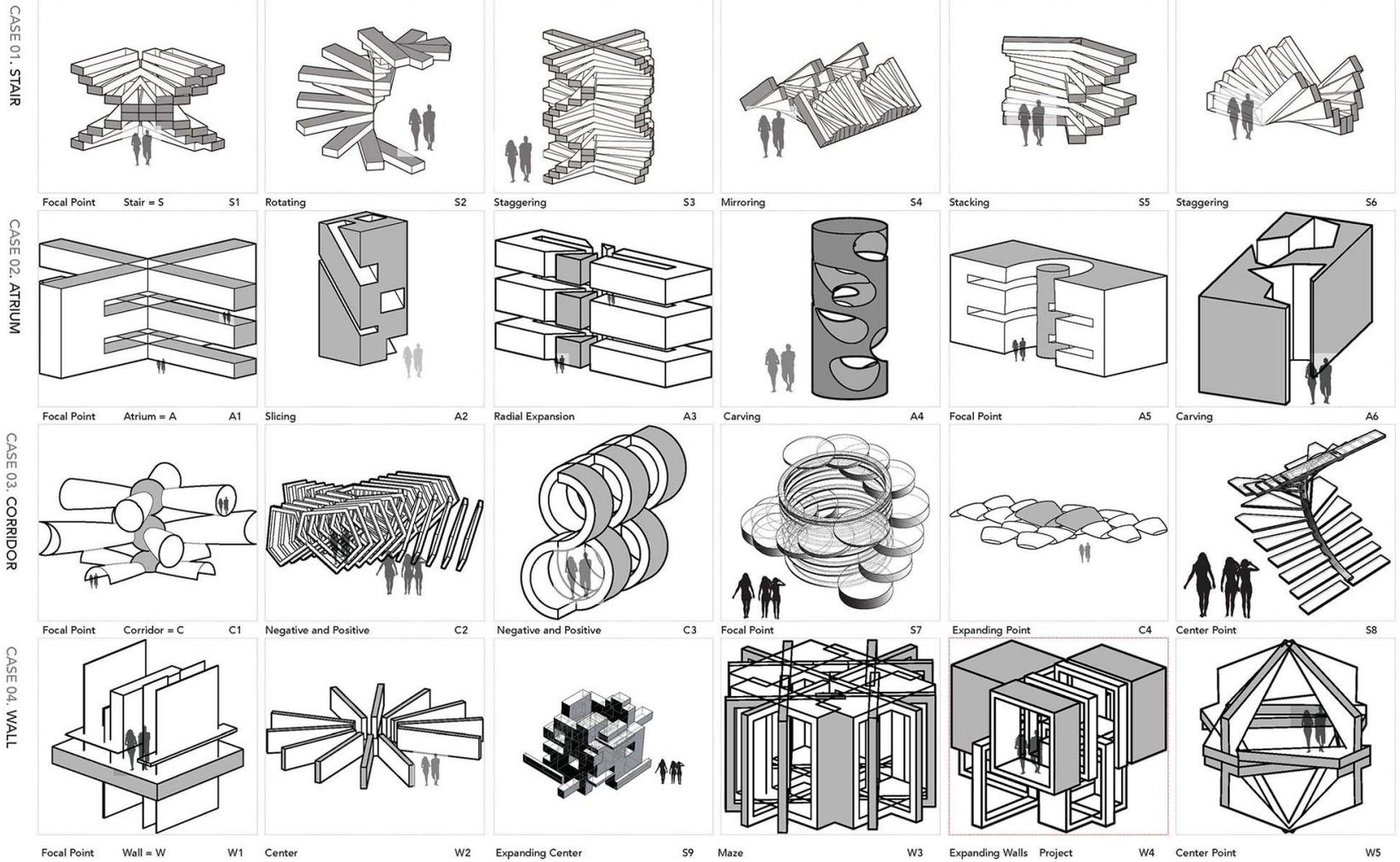


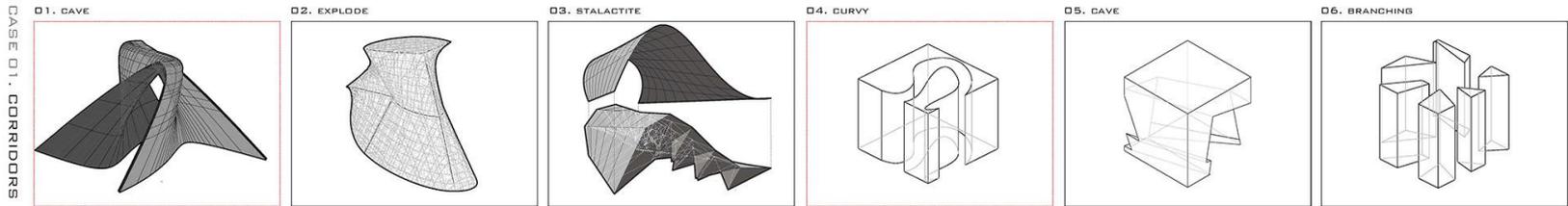
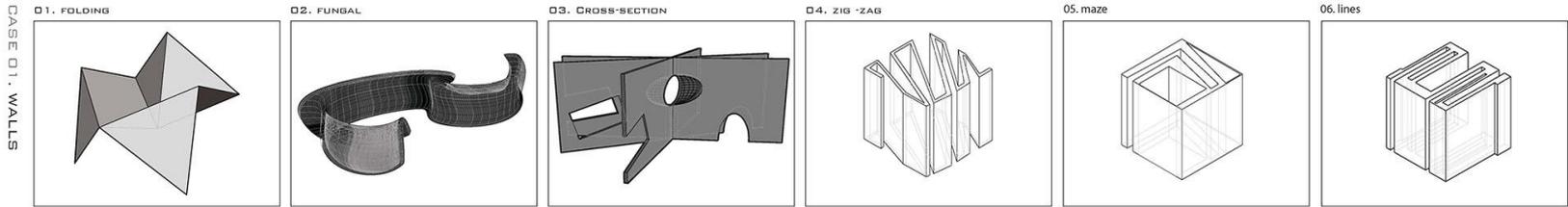
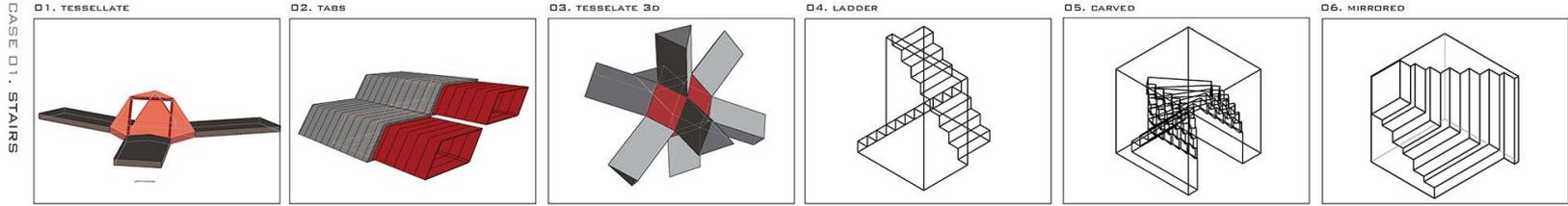
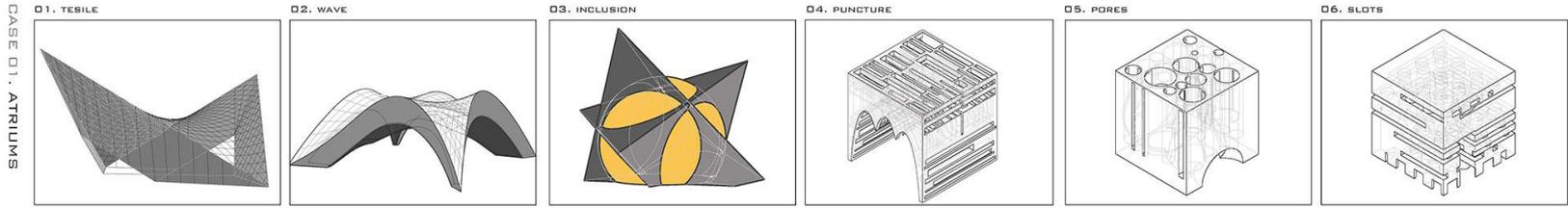
W4. Ride



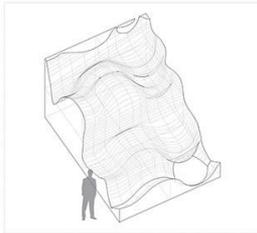
W5. Disorder



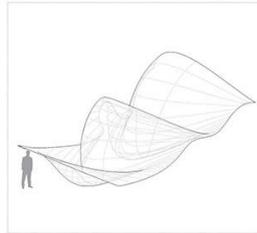




CASE 01. STAIR



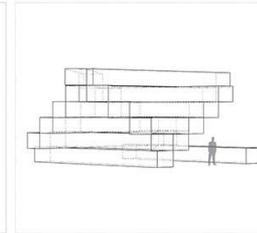
S1. Climb



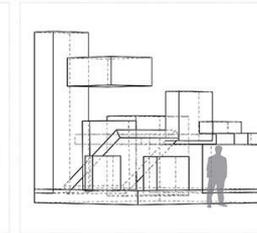
S2. Raise



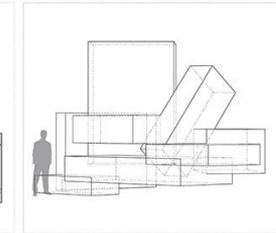
S3. Twist



S4. Mirror and Rotation

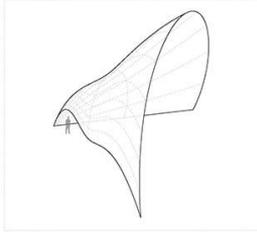


S5. Stacking

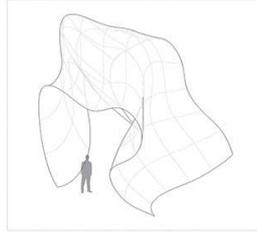


S6. Stacking and Scaling

CASE 02. ATRIUM



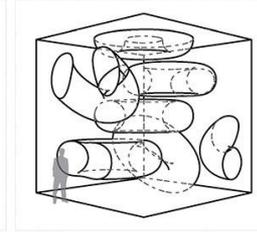
A1. Stage



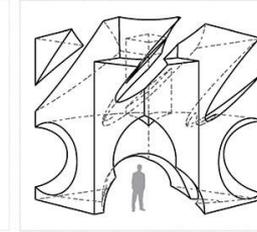
A2. Tent



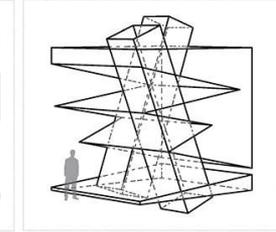
A3. Capture



A4. Tubing



A5. Cut

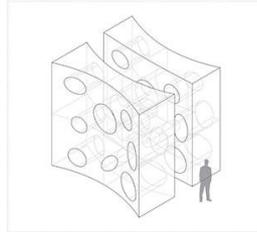


A6. Tilt

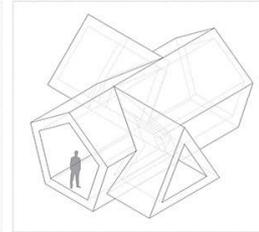
CASE 03. CORRIDOR



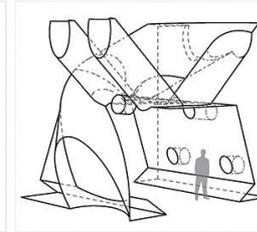
C1. Forrest



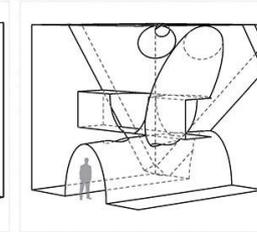
C2. Swiss



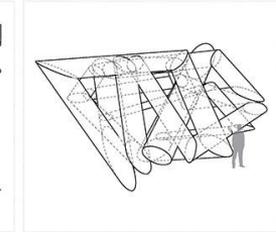
C3. Tunnel



C4. Light

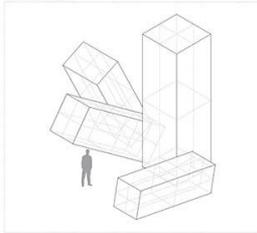


C5. Subtraction

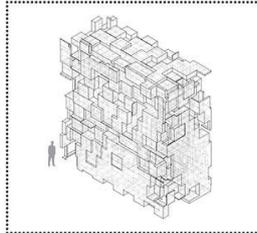


C6. Piping

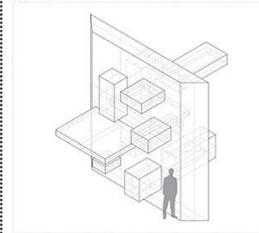
CASE 04. WALL



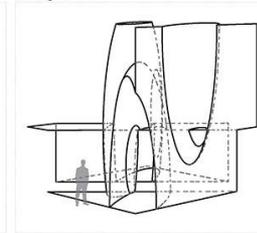
W1. Fall



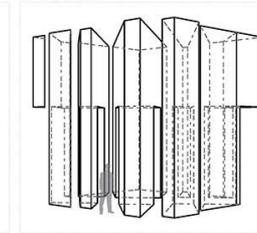
W2. Push and Pull



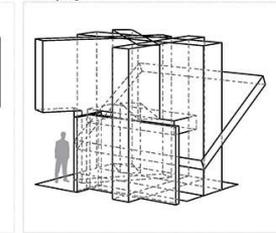
W3. Extrude



W4. Mirror



W5. Separate



W6. Scale and Rotate

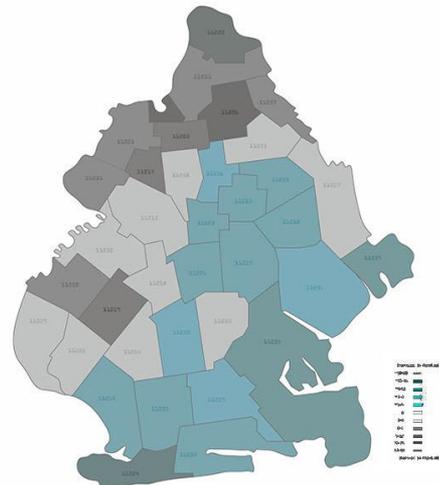
## 4 Process Steps

- “Alphabet” stage

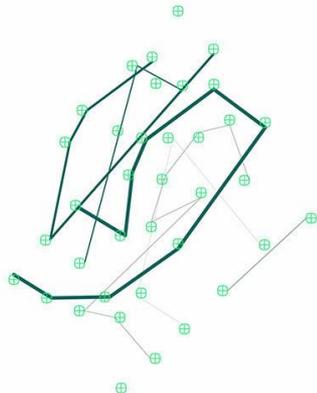
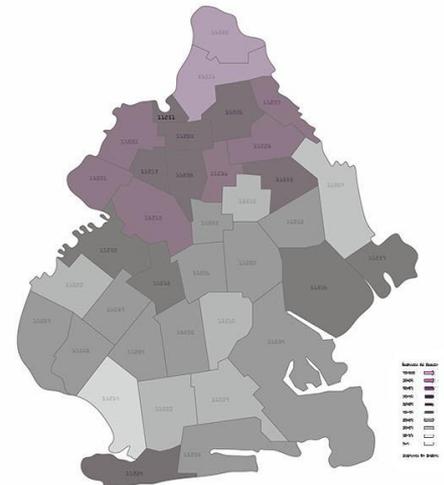
- “Data” stage



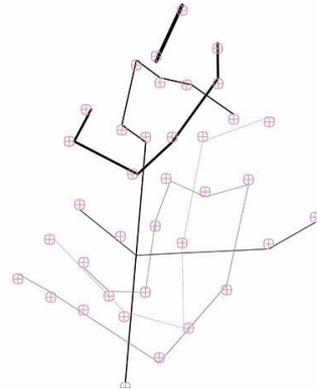
BROOKLYN POPULATION FROWTH IN 10 YEARS 2002-2012



BROOKLYN'S INCOME GROWTH IN 10 YEARS 2002-2012



BROOKLYN'S POPULATION GROWTH DENSITY



COMBINED POPULATION AND INCOME GROWTH

# BROOKLYN NEW ELITE

# ANTHROPOGENIC ECOSYSTEMS

## NEW YORK CITY AND THE HYDROTHERMAL VENT

ARCHITECTURE IS THE ART OF COVERING STRUCTURE WITH AN INTELLECTUAL SCREEN WHICH REVEALS THE MAN'S PRODIGES IN UNDERSTANDING THE NATURAL WORLD EMBODIED IN THIS AMBIT OF THE NATURAL WORLD. THE FUNDAMENTAL PRINCIPLES WHICH EFFECT BOTH THE NATURAL AND ANTHROPOGENIC PROCESSES OF DESIGN PRINCIPLES WHICH ARE IN TUNE WITH THE SCIENCE AND ARE REASONABLE TO THE EXISTENCE OF SOME FORM OF KNOWLEDGE TO EMERGE.

NEW YORK CITY IS IN MANY WAYS THE HEATING HEART OF THE WESTERN WORLD. ITS DIMENSIONAL SIGNIFICANCE BOTH INTELLECTUAL AND ECONOMIC, CALLED INTO BEING AN ARTIFICIAL ECOSYSTEM OF STRATEGIC SPACES OF INTER-LANDSCAPES BETWEEN NATIONS, PRIVATE INSTITUTIONS AND INDIVIDUALS WHICH SERVES AS BOTH A CATALYST FOR GLOBALIZATION AND THE UNITED STATES' IDEALISM STAMP ON THE GLOBE. ITS SIGNIFICANCE IS PARAMOUNT TO THE HEALTH, STABILITY AND IDENTITY OF NOT ONLY THE UNITED STATES BUT AROUND THE ENTIRETY OF THE INTERNATIONAL COMMUNITY. THE INTERSECTION OF INTERESTS ON NEW YORK CITY'S WILLINGNESS TO ENGAGE IN THE PROGRESSIVE INTELLECTUAL SUPPORTS TO ALLOW THE PROGRESS OF LIFE THROUGH DIRECT AND INDIRECT IMPACTS, VISIBLE AND INVISIBLE, AND BROAD NEGATIVE IMPACT OF THE ENVIRONMENT. IN THIS RESPECT, AND IN VARIOUS OTHERS, NEW YORK CITY TAKES A NUMBER OF PARALLELS WITH A NATURAL PHENOMENON CALLED THE HYDROTHERMAL VENT.

A HYDROTHERMAL VENT IS A FISSURE IN A PLASTIC CRUST THOUSANDS OF METERS BELOW THE OCEAN SURFACE ON THE OCEAN BED WHICH GEOTHERMALLY HEATS THE WATER AROUND IT TO UP TO 400°C BY TRANSFERRING THE THERMAL ENERGY FROM BELOW THE CRUST TO ITS SURFACE. HYDROTHERMAL VENTS ARE COMMONLY FOUND NEAR VOLCANICALLY ACTIVE AREAS WHERE THE VOLUME OF PRESSURE IS ABOUT 30 TIMES ATMOSPHERIC PRESSURE. THE CONDITIONS AT THESE DEPTHS ARE UNSUITABLE TO LIFE. HYDROTHERMAL VENTS RESTRUCTURE THE LANDSCAPE AROUND THEM BECAUSE OF THE ENERGY THEY EMIT. HYDROTHERMAL VENTS MAKE THE PROPERTIES HOSTILITY OF THE ENVIRONMENT IT IS IN TO FAVORABLE CONDENSATIVE TO LIFE. THESE PRODUCE AMINO ACIDS AND THE CONDITIONS CONDENSATIVE TO THE BIRTH OF SINGLE CELL ORGANISMS. NOT ONLY DO THEY BRIDE LIFE, BUT THEY SUSTAIN WHOLE ECOSYSTEMS BELIEVED TO HAVE PAVED THE WAY FOR LIFE FROM ANY EXTENSIVE EXPOSURE THAT WENT A HEN. CITY OF LIFE IS 40 TO 100 TIMES THAT OF ECOSYSTEMS NEARER THE SURFACE. THIS PROJECT WILL FOCUS ON CREATING A JOURNALS OF THE HYDROTHERMAL VENT BY DERIVING PRINCIPLES OF DESIGN FROM A MAP OF NEW YORK CITY'S ANNUAL ENERGY CONSUMPTION RATES.



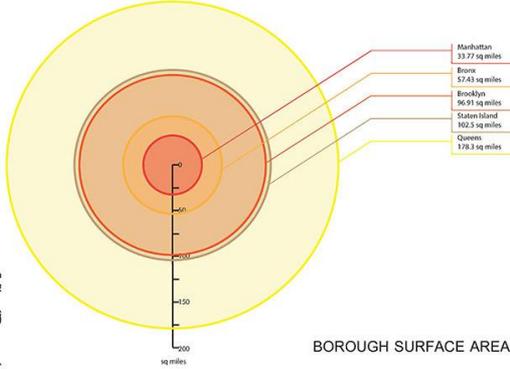
New York City Map

Includes all five Boroughs



NYC Energy Consumption Levels

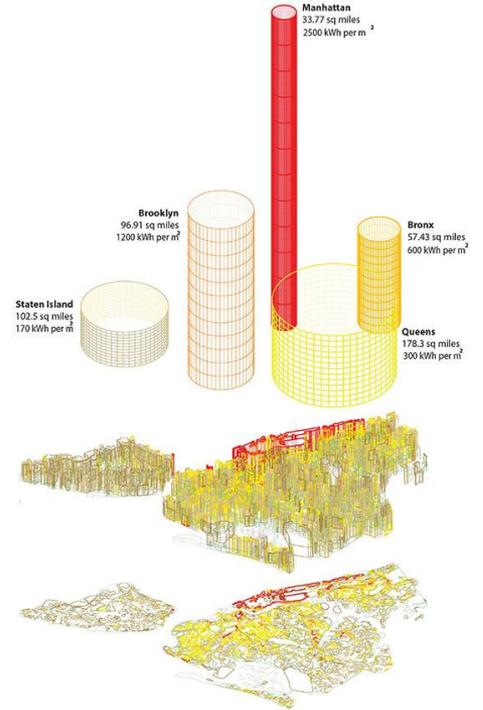
Energy Consumption Levels of New York City's five Boroughs



BOROUGH SURFACE AREA

## Estimated Annual Energy

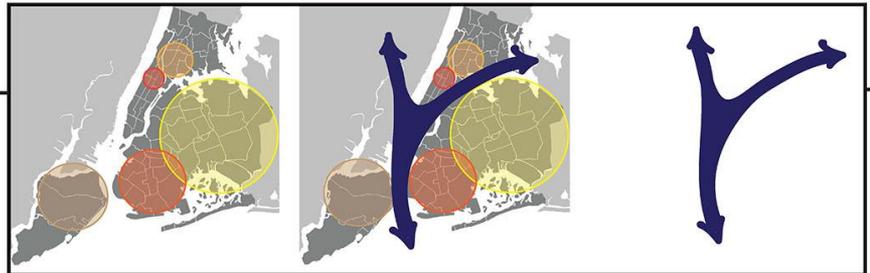
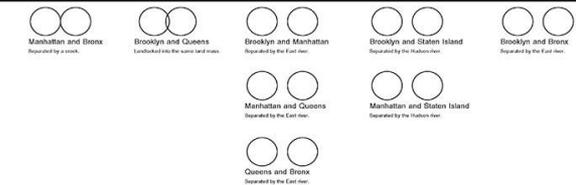
(kWh per m<sup>2</sup>)



## ADJACENCY TYPES

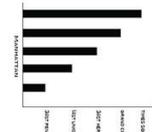


## ADJACENCIES

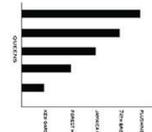




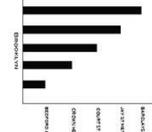
MANHATTAN	ANNUAL RIDERSHIP 2012	RANK
1) TIMES SQUARE 42 ST	62,069,437	1
2) GRAND CENTRAL 42 ST	42,984,249	2
3) 34 ST HERALD SQUARE	37,154,138	3
4) 14 ST UNION SQUARE	34,639,575	4
5) 34 ST PENN STATION	27,010,176	5



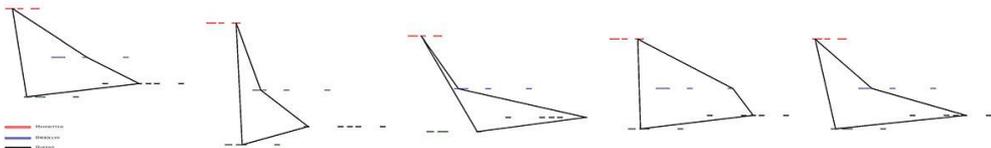
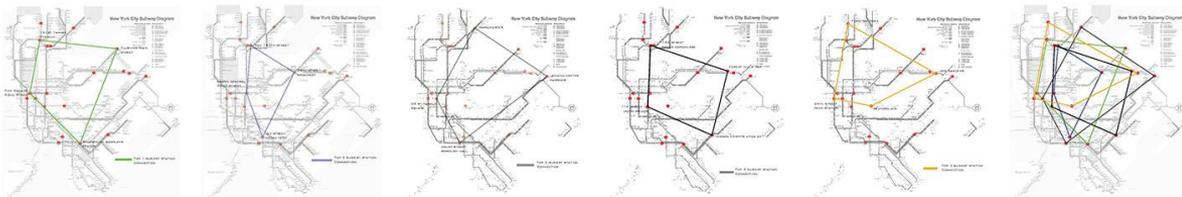
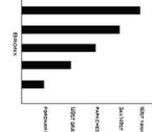
QUEENS	ANNUAL RIDERSHIP 2012	RANK
1) FLUSHING MAIN ST	19,034,789	11
2) 74TH ST BROADWAY	16,377,496	14
3) JAMAICA CENTER	12,204,423	22
4) FOREST HILL 7 AV	8,342,293	39
5) KEW GARDEN UNION	8,296,905	40



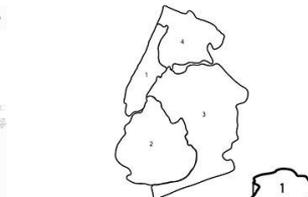
BROOKLYN	ANNUAL RIDERSHIP 2012	RANK
1) ATLANTIC AV BARCLAYS CENTER	11,726,332	25
2) JAY ST METRO TECH	11,492,780	26
3) COURT ST BOROUGH HALL	10,988,473	28
4) CROWN HEIGHTS UTICA AV	8,469,613	36
5) BEDFORD AVE	8,342,397	38



BRONX	ANNUAL RIDERSHIP 2012	RANK
1) 161 ST YANKEE STADIUM	8,831,015	34
2) 3AV 149ST	7,525,904	48
3) PARKCHESTER	4,687,402	94
4) 149 GRAND CONCOURSE	4,104,847	115
5) FORDHAM ROAD	3,947,625	120



— Manhattan  
— Brooklyn  
— Queens  
— Bronx



RIDERSHIP 2012

1) MANHATTAN	912,045,393
2) BROOKLYN	356,868,204
3) QUEENS	240,626,903
4) BRONX	140,029,400



POINTS OF INTERSECTION  
A AND 2 TRAINS

A AND D TRAIN

A AND F TRAIN

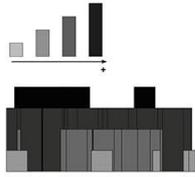
A AND R TRAIN

ALL POINTS OF INTERSECTION  
AND TOP 5 TRAIN LINES

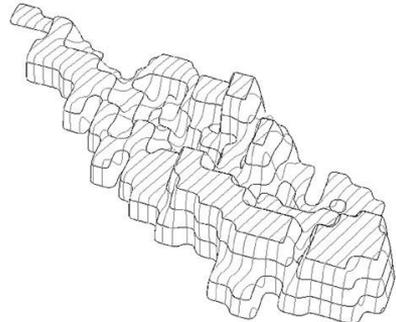
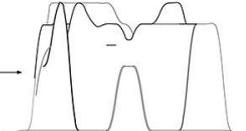
01. DISTRIBUTION OF WEALTH



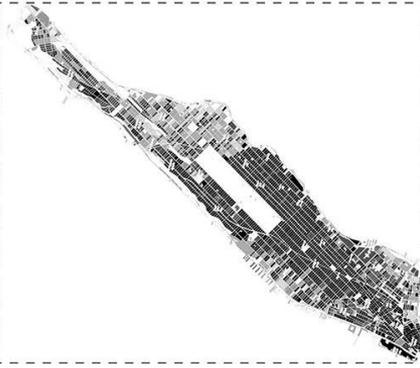
THIS MAP SHOWS THE DISTRIBUTION OF WEALTH ACROSS THE CITY. THE MAP DISPLAYS WHERE PEOPLE THAT MAKE THE LEAST OF INCOME IN MANHATTAN LIVE IN COMPARISON TO THOSE WHO MAKE THE MOST LIVE IN MANHATTAN. THE HIGHER INCOME GROUPS MOSTLY LIVE IN LOWER MANHATTAN AND THE LOWER LIVE MOSTLY IN UPPER MANHATTAN. THE DARKER SHADES OF GRAY REPRESENT THE HIGHER ANNUAL INCOME GROUPS AND THE LIGHTER SHADES OF GRAY REPRESENT THE LOWER ANNUAL INCOME GROUPS.



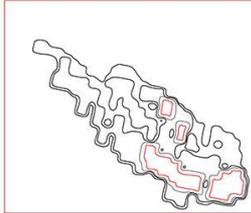
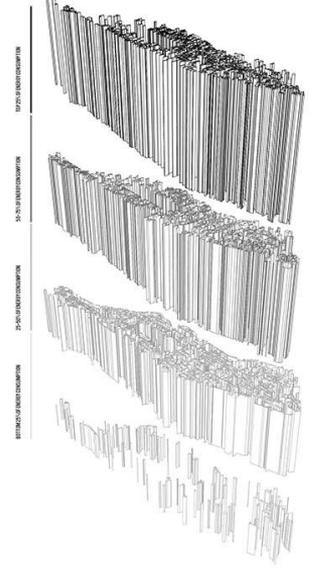
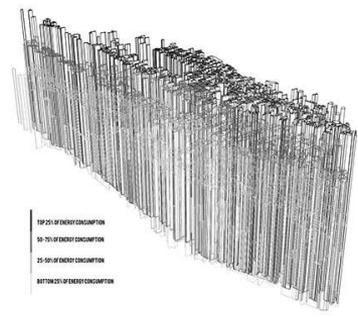
THE DATA OF INCOME CREATED RULES TRANSLATED INTO FORM FOR OUR OUTDOOR SPACE. THE DIFFERENT LEVELS OF INCOME AND WHERE THE PEOPLE RESIDE IN MANHATTAN INFORMED OUR FORM.



02. ENERGY CONSUMPTION

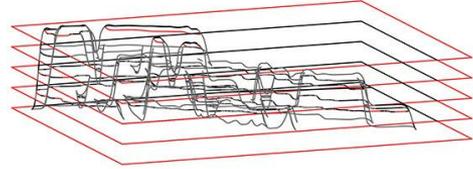
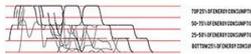
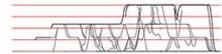


GRAPHIC ILLUSTRATION OF ENERGY CONSUMPTION PER SQUARE METER ON MANHATTAN. DARKER AREAS INDICATE A HIGHER RATE OF CONSUMPTION.

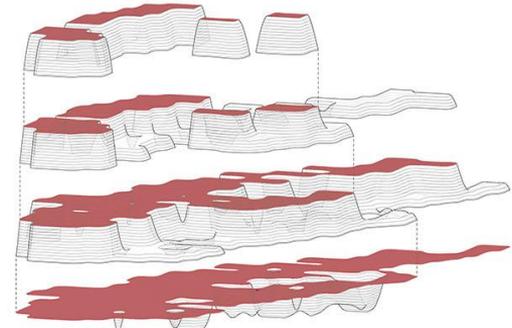


THE INFORMATION FROM 01 AND 02 DATA MAPS SHOW SOME INTERESTING RELATIONSHIPS BETWEEN AREAS THAT USE MORE ENERGY AND AREAS THAT GENERATE MORE WEALTH.

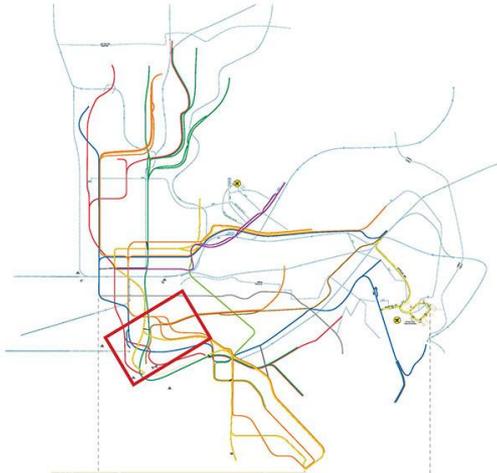
THE DATA FROM THE WEALTH MAP WAS CONVERTED INTO A 3-DIMENSIONAL FORMAT TO SHOW THE SHARP DISCREPANCIES IN WEALTH DISTRIBUTION. GEOSPATIALLY, THEN THIS NEW MAP WAS CUT AT FOUR PLANES REPRESENTATIVE OF THE FOUR MAIN ENERGY CONSUMPTION GROUPS.



THE DATA FROM THE ENERGY MAP GENERATED RULES TO DIVIDE OUR SPACE. DIFFERENT LEVELS OF ENERGY CONSUMPTION OF MANHATTAN REPRESENT DIFFERENT LEVELS THAT THE CREATED SPACE WILL HAVE.



DENSITY CROSS SECTION



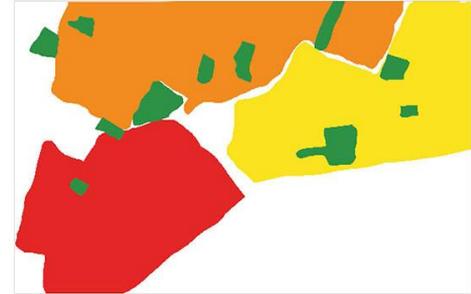
01. MTA Subway lines



02. Lower Manhattan Energy Consumption Map



a. Transit energy



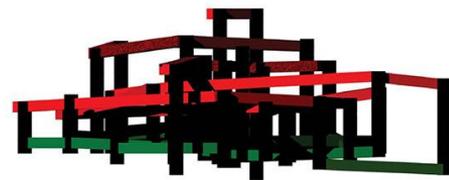
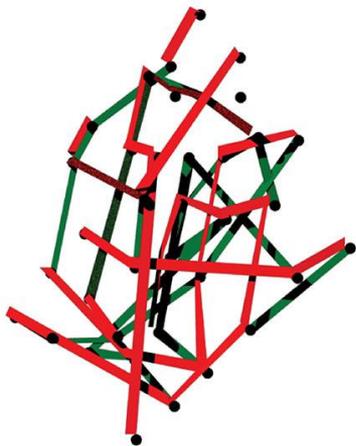
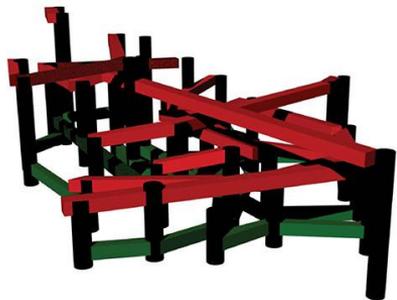
b. Energy consumer Areas



c. Lower Manhattan Grid

## 4 Process Steps

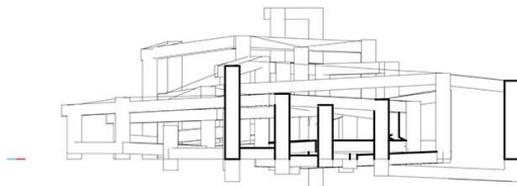
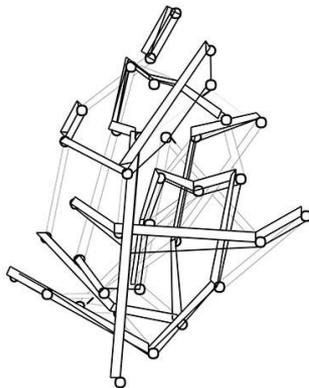
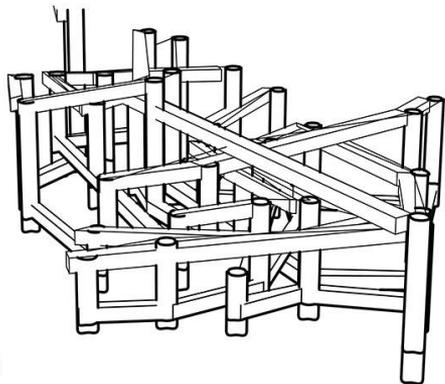
- “Alphabet” stage
- “Data” stage
- **“Syntax” stage**



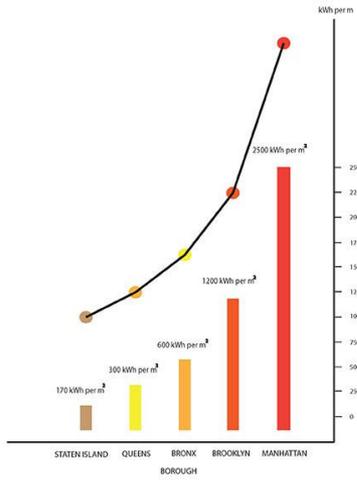
PERSEPECTIVE 3-D

TOP VIEW OF REPRESENTING INTERSECTION OF INCOME AND POPULATION

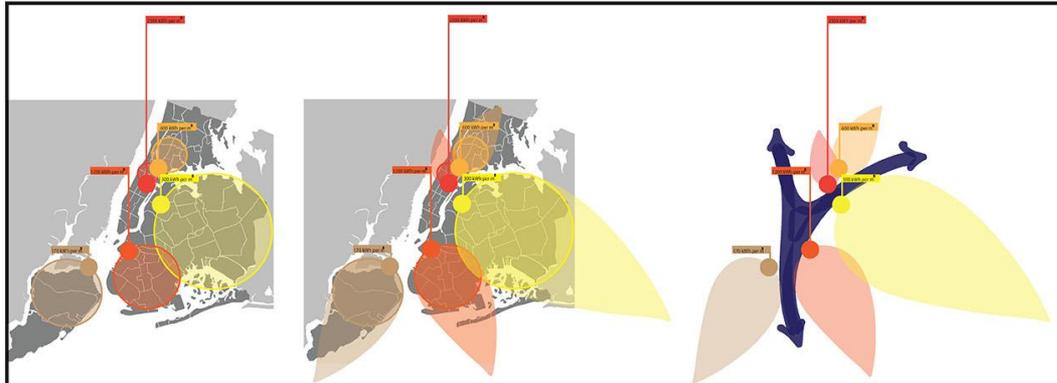
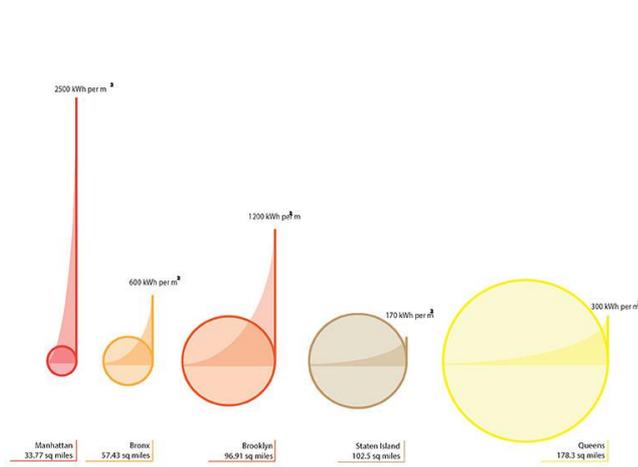
ELEVATION VIEW OF INTERSECTIONS

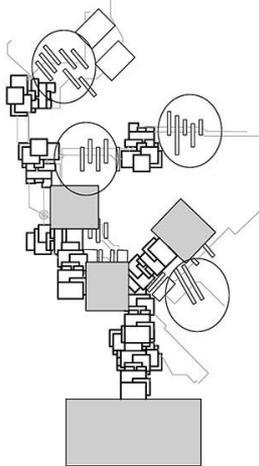


AVERAGE ENERGY CONCENTRATION

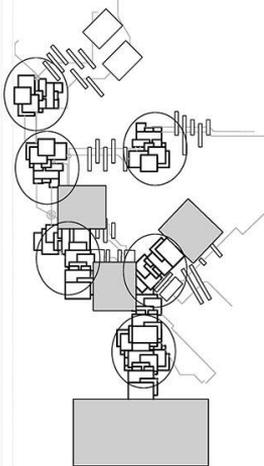


ENERGY CONSUMPTION CONCENTRATION

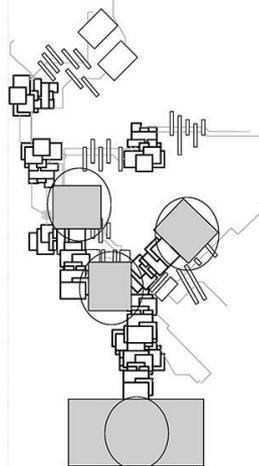




HERE WE HAVE HORIZONTAL CIRCULATION. THIS REPRESENTS TRAIN LINES THAT DIDN'T MEET WITH THE A LINE AT THAT POINT. THIS GAVE THE DESIGN A LOWER LEVEL OF CIRCULATION.

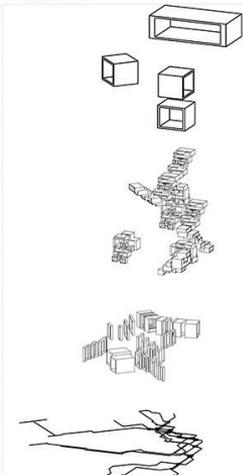


THESE MOMENTS REPRESENT VERTICAL CIRCULATION THEY WERE SPECIFICALLY PLACED WHERE INTERSECTIONS OF TRAIN LINES HAPPENED. THIS GAVE THE DESIGN HEIGHT.



THE BOXES REPRESENT THE FOUR BOROUGHS. THE BOXES ARE PLACED ON DIFFERENT LEVELS BASED ON THE ANNUAL RIDERSHIP DATA. EACH LEVEL GIVES YOU A DIFFERENT VIEW OF THE SITE. THE MAIN BOX BEING MANHATTAN GIVES YOU OVERALL VIEW OF THE WHOLE SITE.

PLAN VIEW



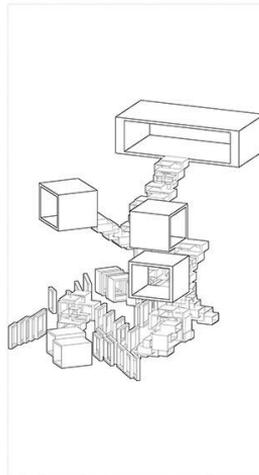
EXPLODED AXON VIEW

STEP 4:  
VIEWING POINTS

STEP 3:  
VERTICAL CIRCULATION

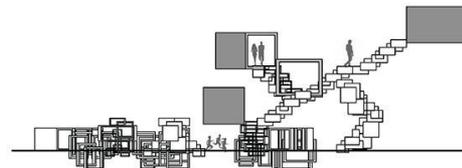
STEP 2:  
HORIZONTAL CIRCULATION

STEP 1:  
SUBWAY MAP DATA

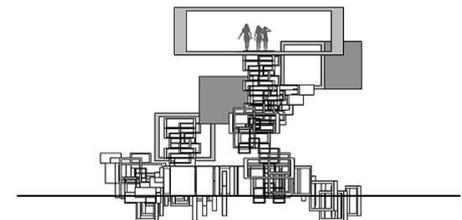


FRONT AXON VIEW

BY MERGING ALL 3 ELEMENTS WE WERE ABLE TO COME UP WITH OUR FINAL DESIGN. USING THE THREE ELEMENTS THAT WE EXTRACTED FROM OUR DATA RESEARCH WE WERE ABLE TO GET WHAT WE SET OUT FOR AND THAT WAS HIERARCHY.

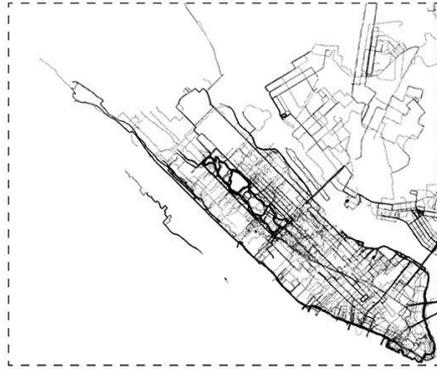


SIDE ELEVATION

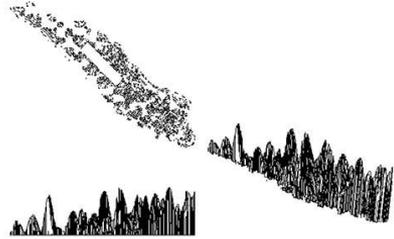


FRONT ELEVATION

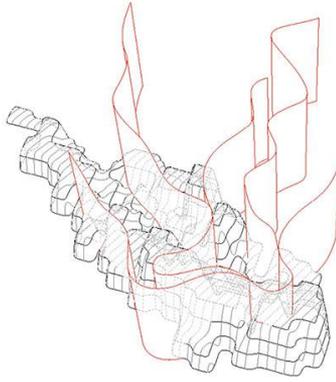
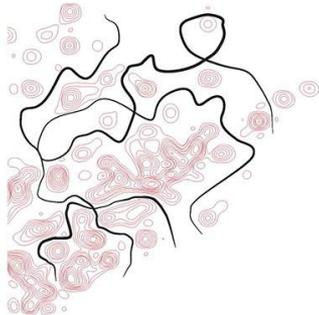
03. JOGGING ROUTES



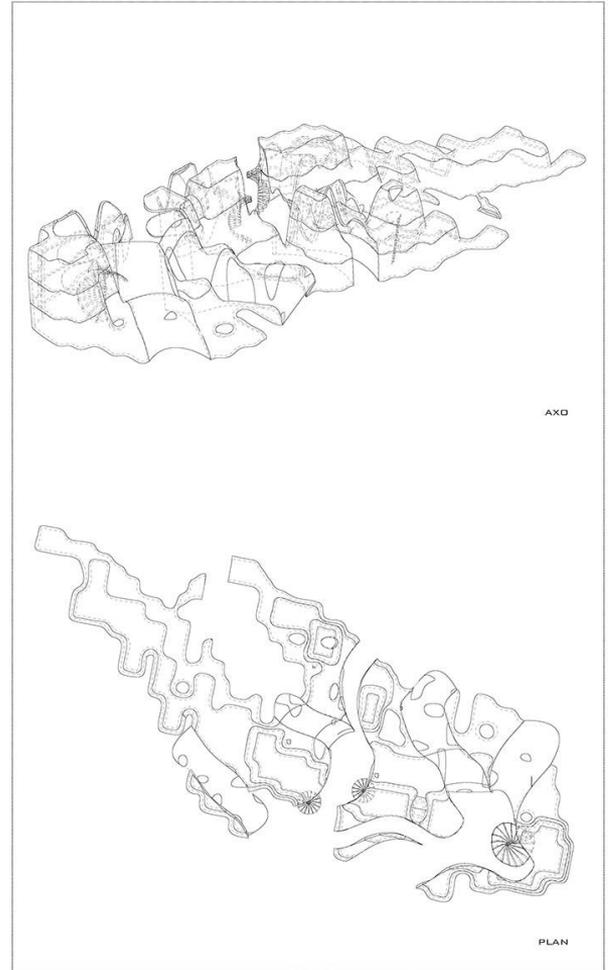
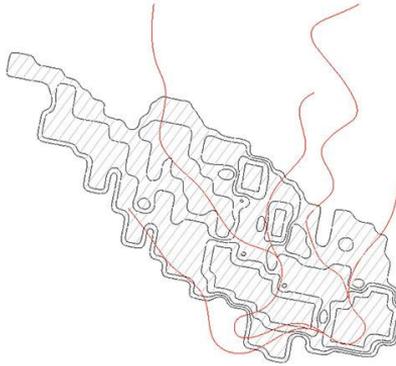
THIS MAP SHOWS THE MOST POPULAR JOGGING ROUTES IN THE CITY. THE DENSER OR THICKER THE LINES THE MORE FREQUENTED ROUTE.



POCKETS OF DENSITY WERE EXTRACTED. EMPLOYING AN ORGANIC LOGIC, PATHS WERE DRAWN ACCORDINGLY.



THE DATA FROM THE RUNNING MAP DICTATED WHERE THE CIRCULATION THROUGHOUT OUR SPACE WOULD BE. IT ALSO SAWE US DIRECTION TO DECIDE WHERE SPACES SUCH AS A ATRIUM WOULD FORM BASED ON THE AMOUNT OF CLUSTERS IN AN AREA.

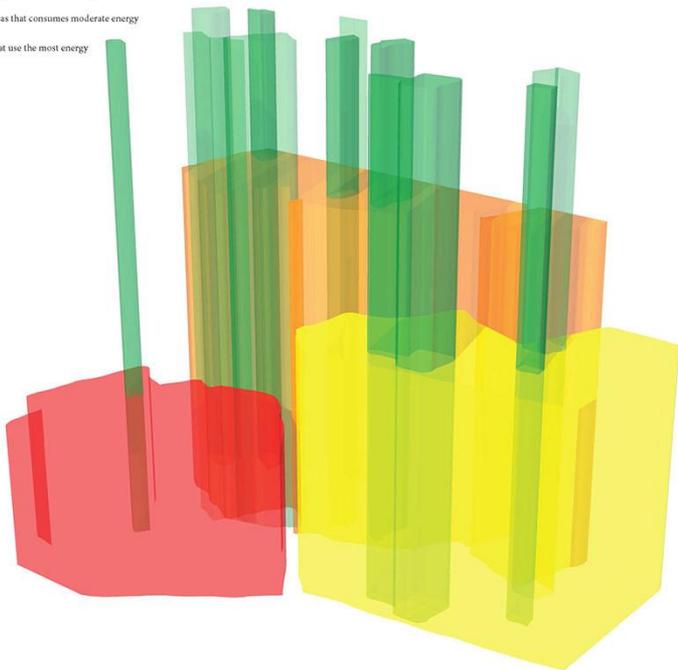


AXO

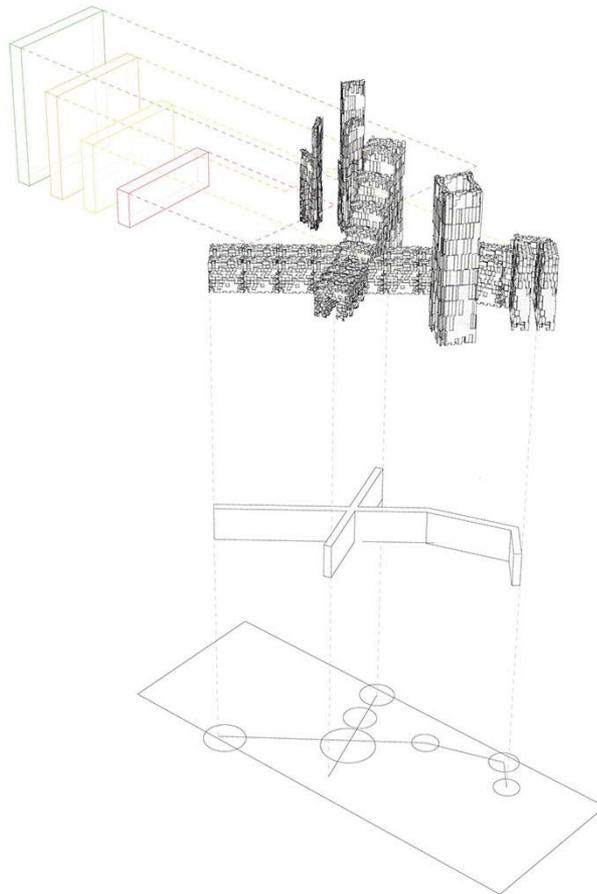
PLAN

DENSITY CROSS SECTION

- Areas With little need for energy
- Areas with low energy consumption
- Areas that consumes moderate energy
- Areas that use the most energy



01. Energy Efficiency

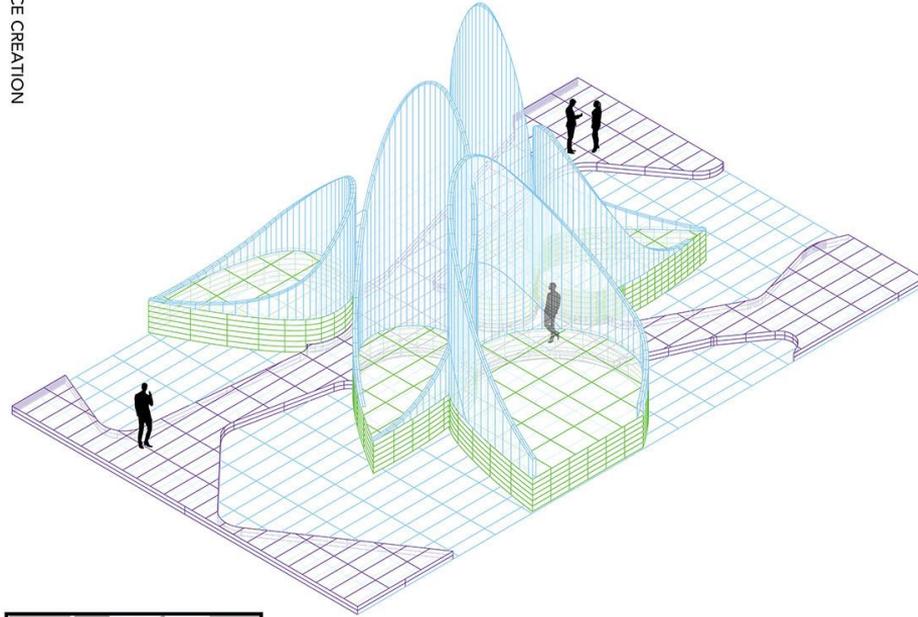


02. Transit Walls

## 4 Process Steps

- “Alphabet” stage
- “Data” stage
- “Syntax” stage
- **“Composition” stage**

# ENERGY CONSUMPTION ARCHITECTURAL FACSIMILE



## WALLS

SITE + AREA + CONCENTRATION + HEIGHT

## BASE

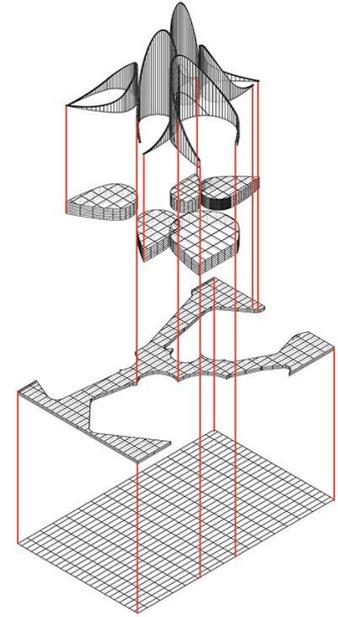
SITE + AREA + CONCENTRATION

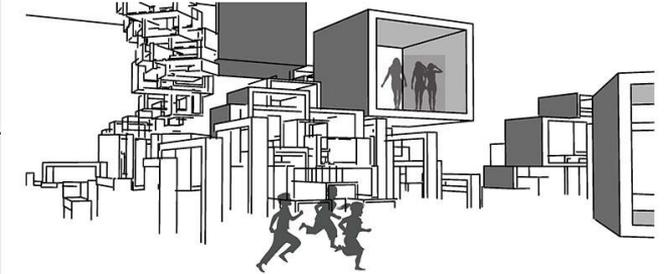
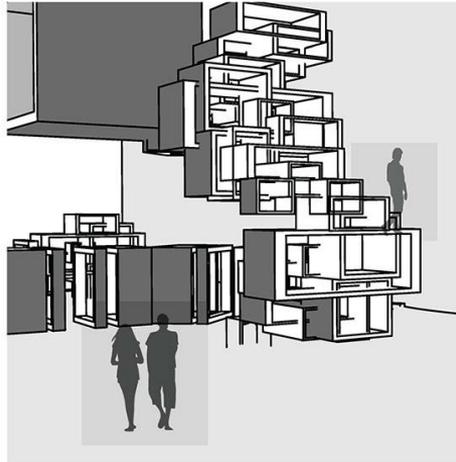
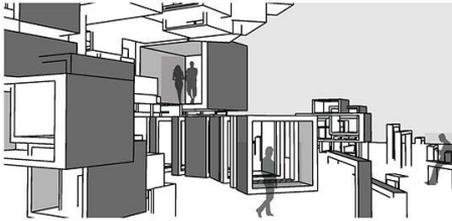
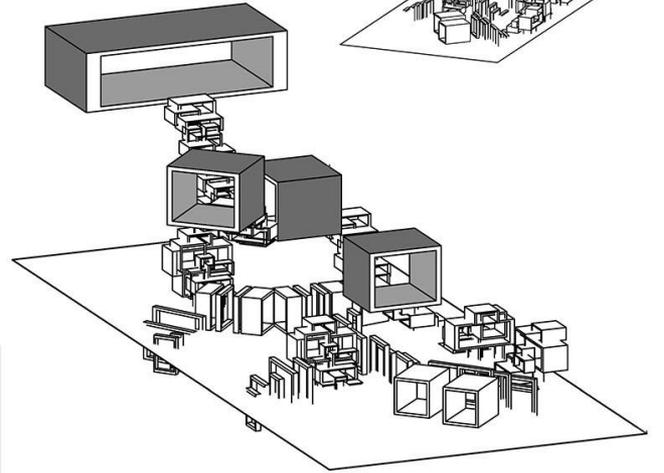
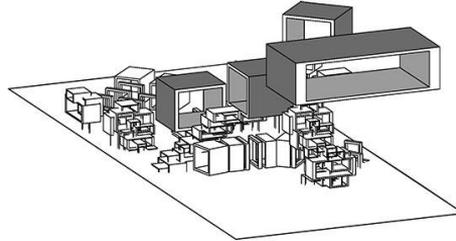
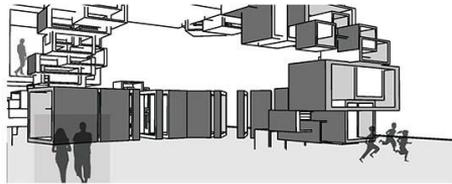
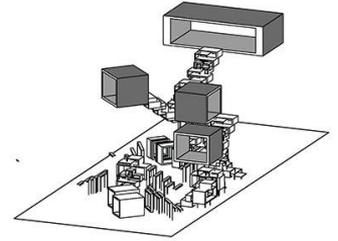
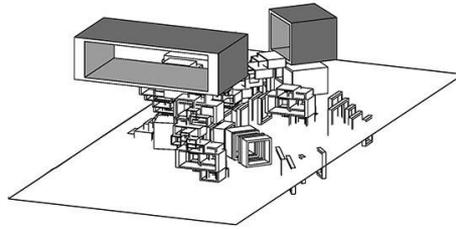
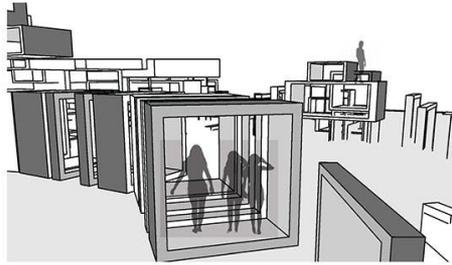
## SUSPENDED PATH

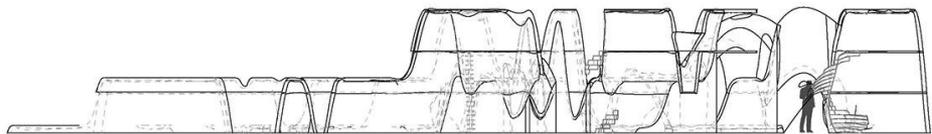
SITE + AREA

## WATER

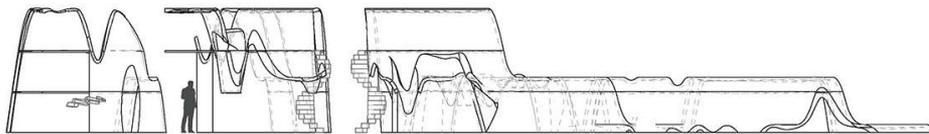
SITE



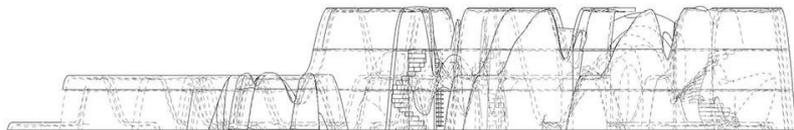
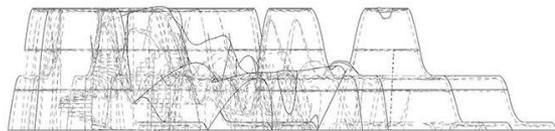
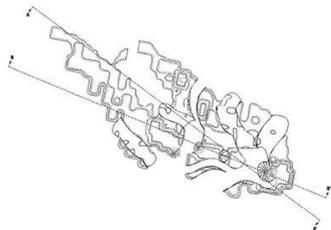




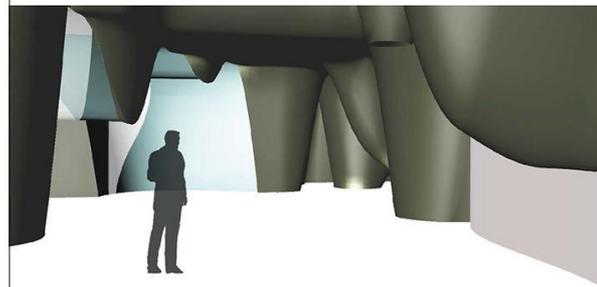
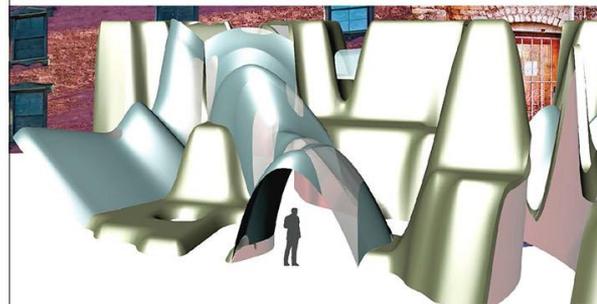
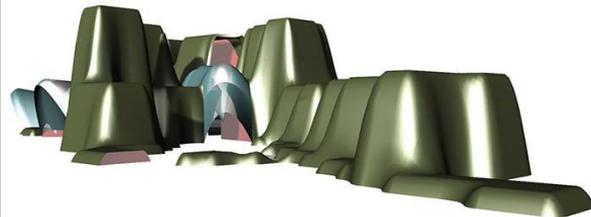
SECTION A-A'



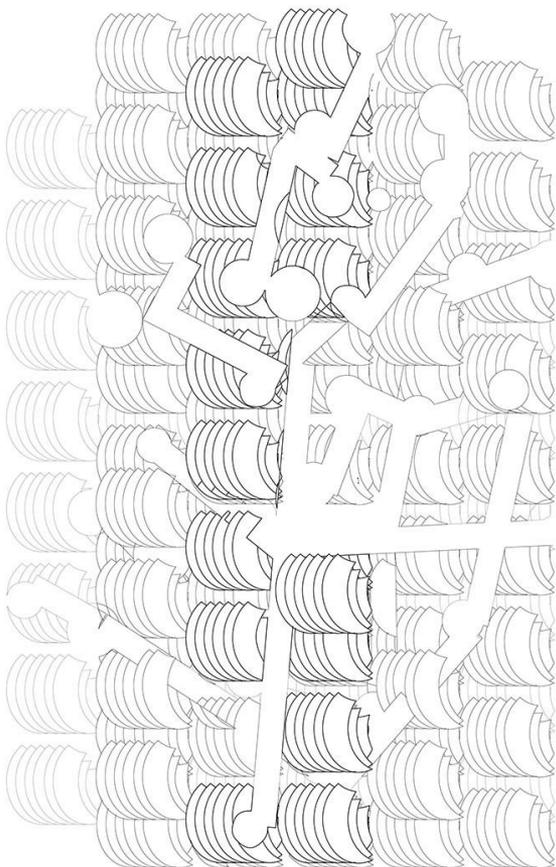
SECTION B-B'



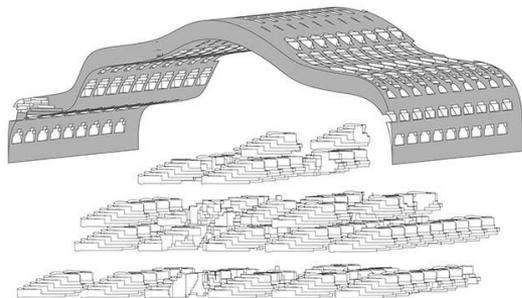
ELEVATIONS



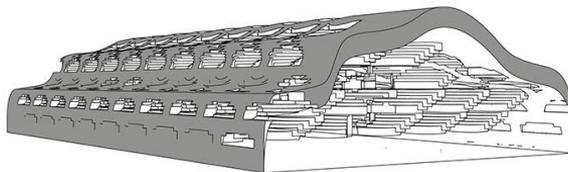
DENSITY CROSS SECTION



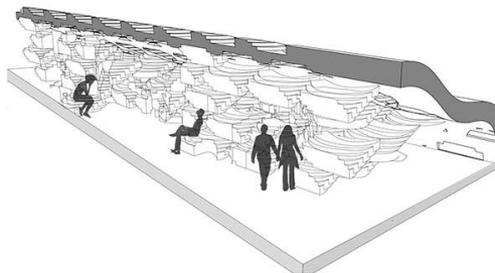
PLAN VIEW



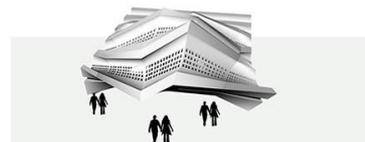
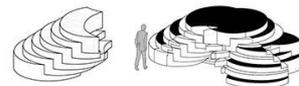
AXON OF COMPONENTS



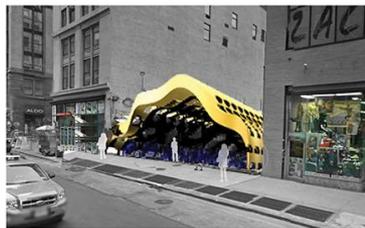
ISOMETRIC VIEW



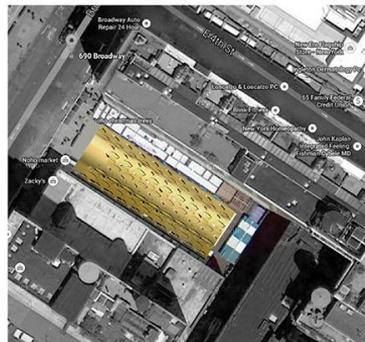
SECTIONAL VIEW



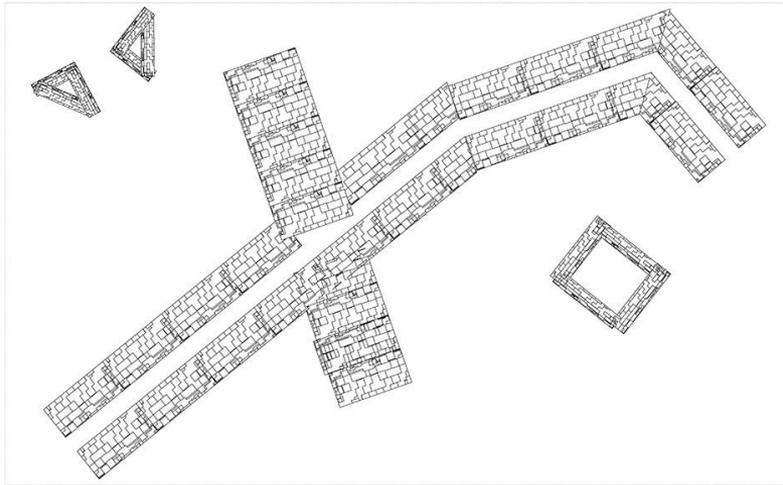
COMPONENTS



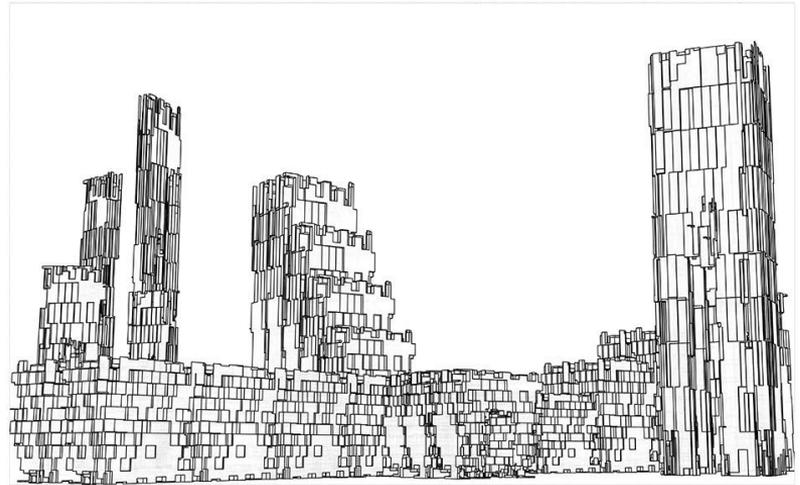
PERSPECTIVE



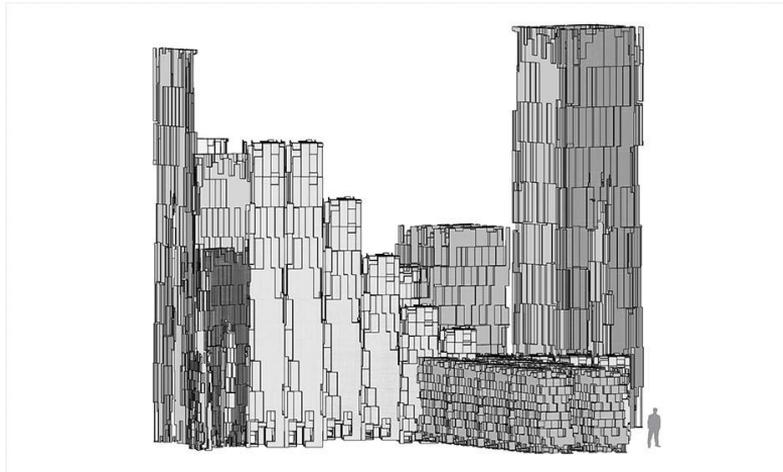
PROPOSED SITE



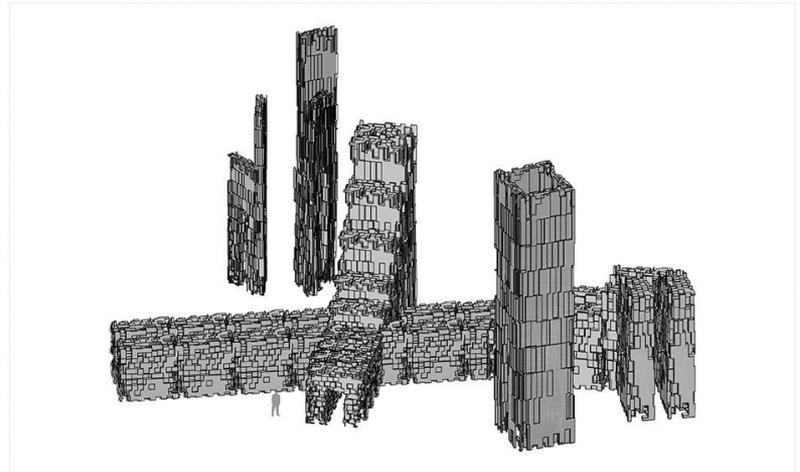
Plan View



South Elevation



Main Entry



Perspective

## **B. Learning Practices**

### **Capstone Courses and Career Preparation**

## Learning Goals

1. Portfolio .....
2. Collaborative work .....
3. Integration of specialized software into all aspects of the architectural profession. ....
4. Develop research, analytical and compositional skills. ....
5. Frequent Presentations .....
6. Online Exhibition of students work .....
7. Continuation past the class period .....

## HIP and Gen. Education SLOs

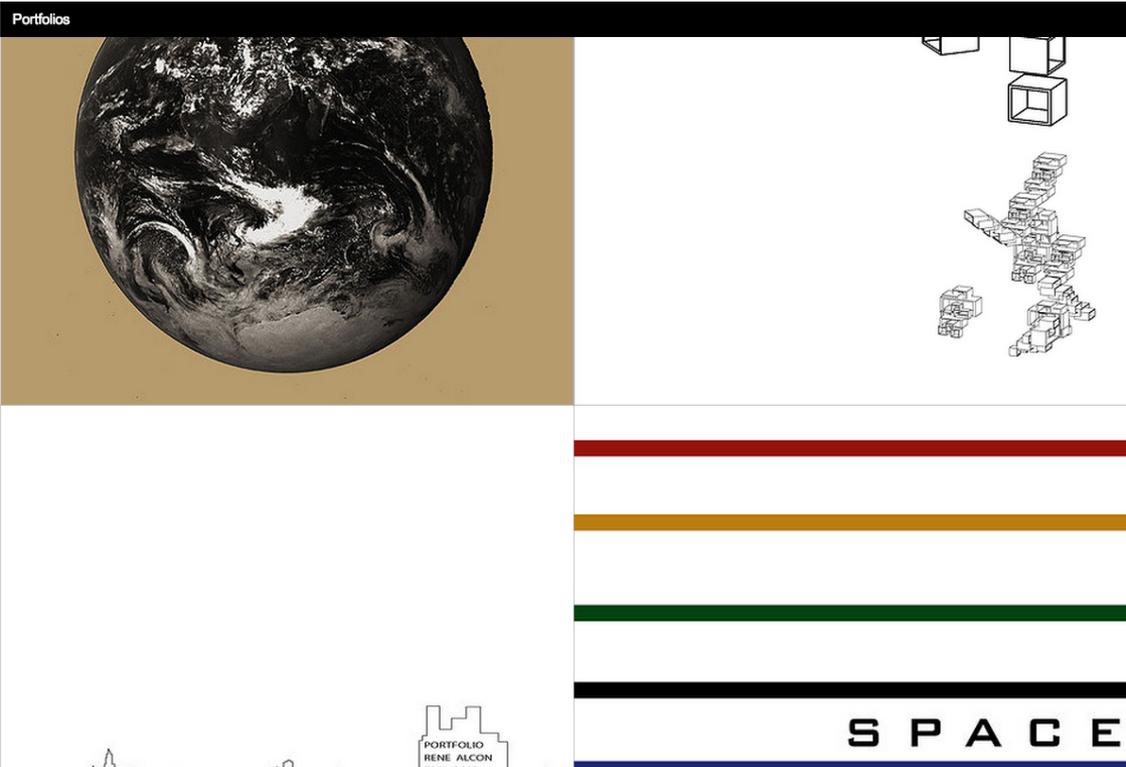
- Capstone courses & Career Preparation
- Collaborative assignments and projects
- Capstone courses & Career Preparation
- Undergraduate research  
Gen. Education Student Learning Outcomes
- Place Based Learning
- Open Digital Pedagogy
- Gen. Education Student Learning Outcomes  
Acquire tools for lifelong learning

## 1. Collaborative Work



## 2. Individual Portfolio

### A. physical book



### B. eportfolio \_ OpenLab \_ Archinect \_ Issuu

afoulia Edit Page

## Loukia Tsafoulia

Just another City Tech OpenLab site

Portfolio Profile Home Teaching Portfolio Scholarly Work Institutional Service Blog

### Welcome.

This is your Faculty Portfolio home page. It is a good place to introduce yourself and explain what visitors will find on this site.

The Faculty Portfolio site is set up to loosely follow the Professional Activity Report and Self Evaluation (PAR-SE) format, but you may use it in any way that suits you. Here are a few ideas:

- Use the Blog section to document your teaching, scholarly, and professional growth to help you formulate your year-end Self Evaluation.
- Organize the Teaching Portfolio section as an online teaching portfolio and listing of the courses taught.
- Populate the Institutional Service section each semester with your roles and responsibilities in the Department, College, and University communities.

Click the Edit button below to delete this text and get started!

[Edit](#)

Search

#### About Me

Write a brief paragraph about yourself.

(Edit this text in the Dashboard under Appearance > Widgets > Main Sidebar > Text: About Me)

#### Contents

- Portfolio Profile
- Home
- Teaching Portfolio
  - Teaching Responsibilities
  - Teaching Philosophy
  - Teaching Methodologies
  - Syllabi and Assignments
  - Student Learning
  - Teaching Effectiveness
    - Student Assessment
    - Peer Assessment
  - Improvement Activities
  - Future Teaching Goals
- Scholarly Work
  - Background
  - Publication & Production

### 3. Integration of specialized software into all aspects of the architectural profession

Classroom simulates the office space complexity

**WEEK 02 / Feb 03-07**

Hours per Task spent by each member of the group	GROUP 1			GROUP 2			GROUP 3		GROUP 4		GROUP 5		GROUP 6	
	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Concept/Brainstorm (Group meetings)														
Research/Precedents (Web Research_GIS_Readings)														
3d Modelling (Rhino & Plug-ins_Autocad)														
Visualization (Illustrator_Rendering_Photoshop)														
Presentation (Indesign Presentations_Printing_Text Preparation)														

**WEEK 03 / Feb 10-14**

Concept/Brainstorm (Group meetings)														
Research/Precedents (Web Research_GIS_Readings)														
3d Modelling (Rhino & Plug-ins)														
Visualization (Illustrator_Rendering_Photoshop)														
Presentation (Indesign Presentations_Printing_Text Preparation)														

**WEEK 04 / Feb 17-21**

Concept/Brainstorm (Group meetings)														
Research/Precedents (Web Research_GIS_Readings)														
3d Modelling (Rhino & Plug-ins)														
Visualization (Illustrator_Rendering_Photoshop)														
Presentation (Indesign Presentations_Printing_Text Preparation)														

**WEEK 05 / Feb 24-28 1/4 \_\_\_ PIN UP**

Concept/Brainstorm (Group meetings)														
Research/Precedents (Web Research_GIS_Readings)														
3d Modelling (Rhino & Plug-ins)														
Visualization (Illustrator_Rendering_Photoshop)														
Presentation (Indesign Presentations_Printing_Text Preparation)														

Total Hours per Member														
Total Hours per Group														
	GROUP 1		GROUP 2		GROUP 3		GROUP 4		GROUP 5		GROUP 6			

#### 4. **Develop Research, Analytical & Compositional skills**

GIS\_Geographic Information System

<https://nycopendata.socrata.com/>

<http://nyc.pediacities.com/Nycopedia>

<http://wirednewyork.com/forum/>

<http://data.fabernovel.com/nyc-subway/>

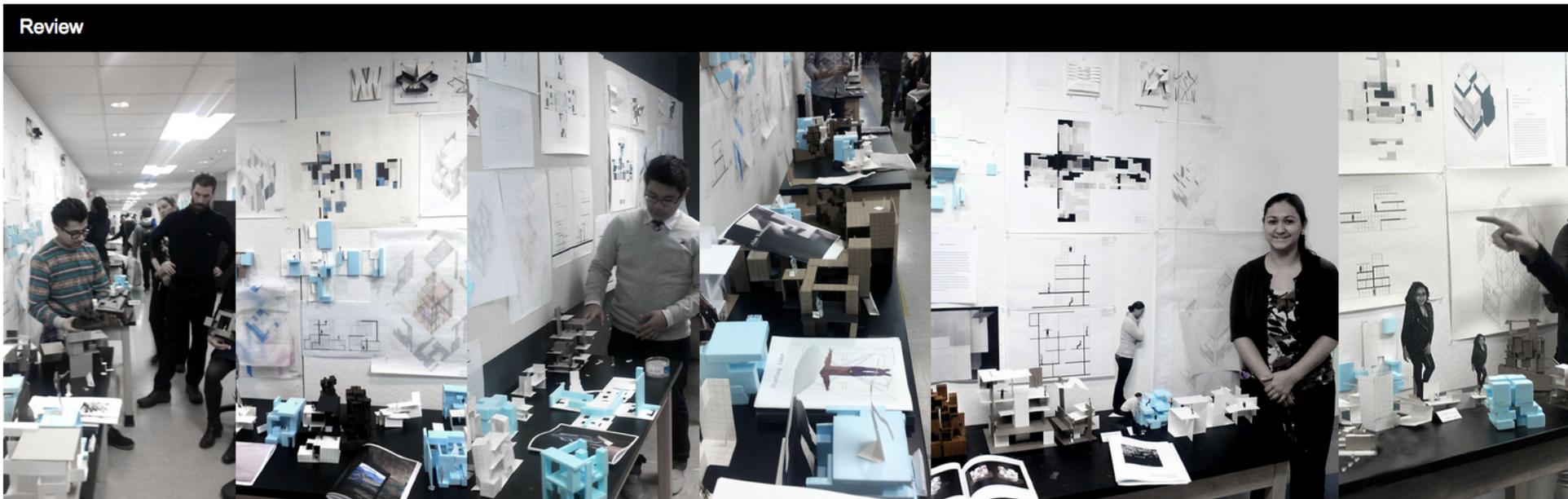
<http://flowingdata.com/>

<http://www.theatlanticcities.com/jobs-and-economy/2013/11/fascinating-look-migration-patterns-among-american-states/7630/>

<http://viz.ged-project.de/>

<http://vizynary.com/2013/11/18/restless-america-state-to-state-migration-in-2012/>

## 5. Frequent Presentations



# Assessment

## **Rubric on Oral Communication:**

### Organization

- Ability to collaborate and present successfully as a group a highly sophisticated project.
- Professionalism in presentation and meeting the given deadlines.
- Followed layout and visualization instructions for the project.

### Quality of Supporting Material:

- Neatness and accuracy of the visuals.
- Quality of written description.
- Quality of city data analysis and data interpretation.
- Quality of final design as defined by the constraints set by the city data each team is analysing.

### Delivery

- Quality of oral presentation. The presentation techniques, speech and posture as well as coordination btw the group members are appropriate and appealing.
- Quality of plotted boards (nicely cut, pinned and in great resolution).

## **Rubric on Weekly Digital Submissions:**

- followed instructions and submission on time
- file composition
- file neatness & accuracy,
- file line weights & resolution
- file presentation.

## 6. Online Exhibition of students work

[plbny.com](http://plbny.com)

[openlab.citytech.cuny.edu](http://openlab.citytech.cuny.edu)

**plb studio** Home Infographics Fabrication Computation Education

Academic Teaching Lectures & Workshops Download back to education next in education

**Bustling Vacancy**  
Loukia Tsafoula  
CUNY / New York City College of Technology / Architectural Technology \_ ARCH 3609\_elective seminar course

**Overview**  
Motus | Mapping | Building Elements Cartography | Behavioral Patterns

The project brings together the Urban and the Architectural scales through a series of data abstractions and the establishment of rules that will define the proposals. The students are asked to come up with a design dictionary of 4 main architectural elements that serves as their "alphabet" for space creation. At the same time, the class focuses on developing a visual language to discuss, collect, measure and quantify city behaviors/patterns. The students will respond to the literal and symbolic notion of "Motus" in the city, and create mappings, diagrams and data visualizations. The projects will ultimately be based on the cartography of the architectural elements in such a way that they relate to the city mapping analysis.

The class we will not take data literally. It will rather depart from conventional definitions and ask what is the city, what is data, and how can they be re-applied in an architectural scale. The students are encouraged to think of new information types that present the idea of "Motus" in the city through the implementation of urban derived patterns thus producing a restless and poetic project.

[full project description](#)

**Bustling Vacancy Projects**

Alphabet	City Data Analysis	Syntax	Composition
Architectural Elements Studies	Behavioral Pattern Research	Rules Creation	Space Creation

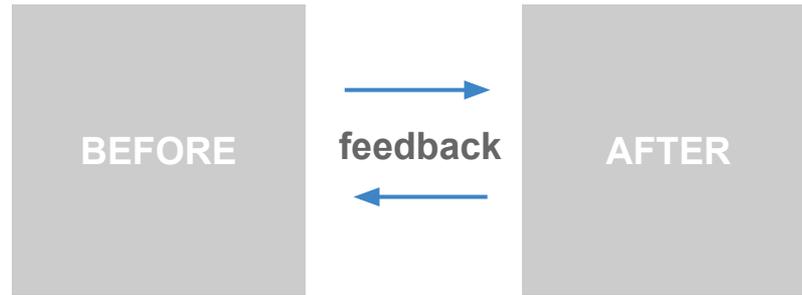
ARCH3609\_Bustling Vacancy Edit Page

Course Profile Home Syllabus **Assignments** Readings Group Project Tutorials

## Assignments

- ARCH3609\_F13\_A01
- ARCH3609\_SP14\_A02
- ARCH3609\_SP14\_A03
- ARCH3609\_SP14\_A04
- ARCH3609\_SP14\_A05
- ARCH3609\_SP14\_A06
- ARCH3609\_SP14\_A07
- ARCH3609\_SP14\_A08
- ARCH3609\_SP14\_W01
- ARCH3609\_SP14\_A09
- ARCH3609\_SP14\_A10
- ARCH3609\_SP14\_A11
- ARCH3609\_SP14\_W02
- ARCH3609\_SP14\_A12

## 7. Continuation past the class period



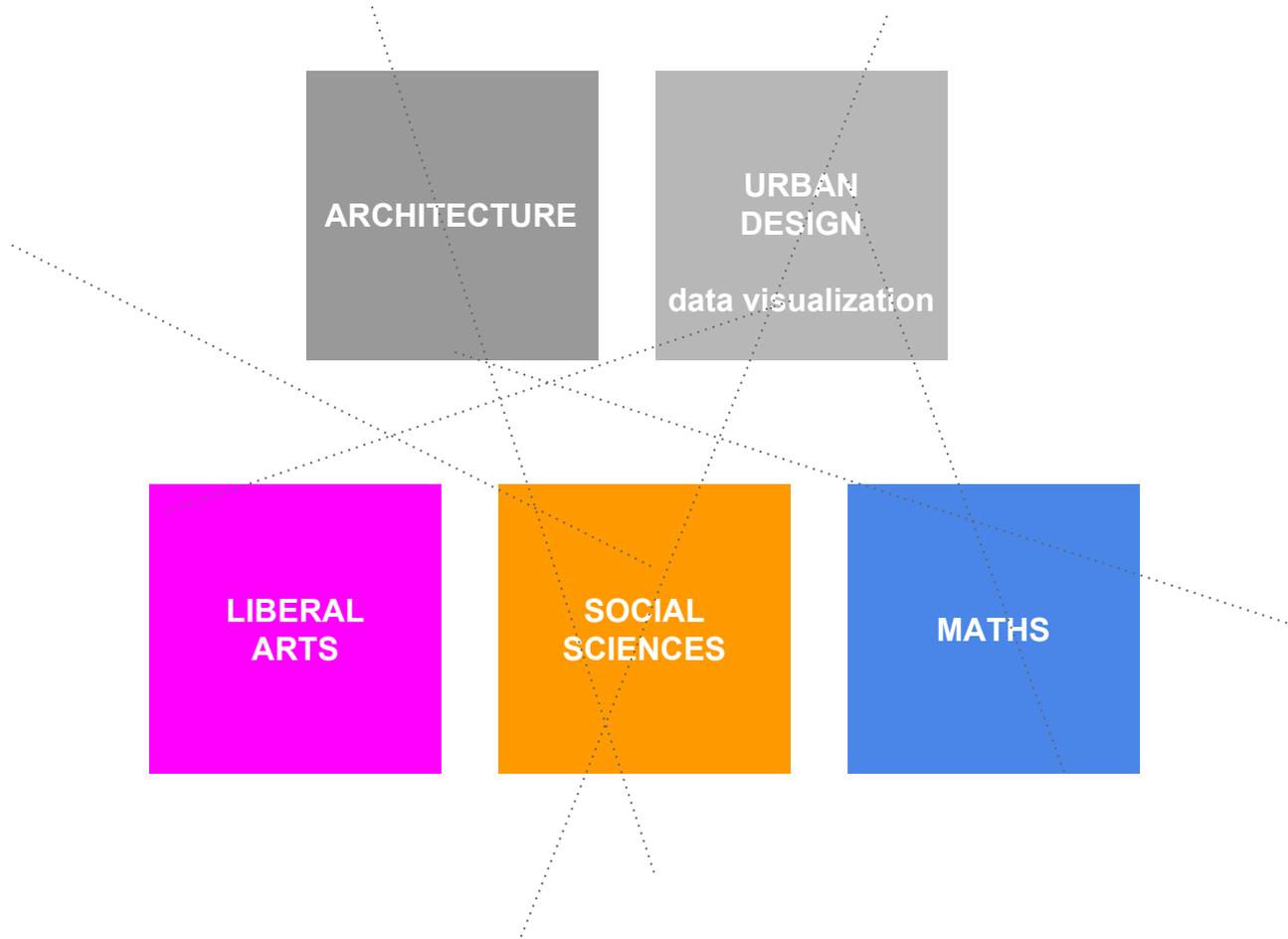
## C. Reflections



Visual downloaded from the USF webpage.

<http://www.coedu.usf.edu/main/IE/InterdisciplinaryEd.html>

# Connection to different disciplines



ARCHITECTURE

URBAN  
DESIGN

data visualization

LIBERAL  
ARTS

SOCIAL  
SCIENCES

MATHS

# DISCUSSION & QUESTIONS



We are happy to continue the discussion further.  
Your feedback is highly appreciated.

Please contact us at:

[LTsafoulia@citytech.cuny.edu](mailto:LTsafoulia@citytech.cuny.edu)

[SAfonso@citytech.cuny.edu](mailto:SAfonso@citytech.cuny.edu)

*CUNY, City College of Technology, Department of Architectural Technology*