

# OFFICE OF MINORITY STUDENT AFFAIRS

## UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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## UPWARD BOUND

Project Upward Bound works to increase minority student enrollment at major universities across the country by providing high school students with the academic requirements and skills necessary to compete in a major academic institution.

This program is one of the oldest federally funded programs in the country and has existed on the UIUC campus since 1966. OMSA's Project Upward Bound serves high school students throughout the academic year and during an intensified summer component that includes courses in reading, writing, mathematics and science. Very often, UIUC students are the tutors and summer instructors for Project Upward Bound students. In addition, during the summer component, Project Upward Bound students are provided both room and board Monday through Friday on the University of Illinois campus. Project Upward Bound places more than 90 percent of its graduates at major universities.

For more information, call the Upward Bound Program at (217) 333-1889.

### New Report:

School of Architecture Upward Bound Internship - Summer 2007 


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## School of Architecture Upward Bound Internship – Summer 2007

Faculty

Professor Robert I. Selby, FAIA

Professor Carl Lewis

Darwin Valenzuela

Dr. Sandra Kato  
Director, Upward Bound  
Assistant Dean of Students  
Office of Minority Student Affairs

Dear Dr. Kato:

We had a great summer internship with these bright and talented students:



Tiffany Green, Freshman, Urbana High School



Deontre Melton, Freshman, Centennial High School



Tesha Spires, Freshman, Urbana High School



Lyndell Clemons, Freshman, Central High School



Quinton Elam, Sophomore, Urbana High School



Carolyn Harrington, Sophomore, Centennial High School



Anthony Taylor, Sophomore, Centennial High School



Marcell Kelly, Junior, Centennial High School

We began the internship with this statement of goals and objectives;

### Goals and objectives

After this six-week internship is completed you should be able to:

- Describe what kind of projects architects engage in
- Understand basic principles of neighborhood planning and design
- Understand the basic principles of programming and design of a small project such as a house
- Understand that design is a process utilizing concepts of 2-D and 3-D representation
- Understand basic principles of how buildings stand up using different structural systems
- Recognize the importance of sustainable design
- Know what it means to be a Licensed Architect and why architects are licensed.
- Recognize the names of prominent professional organizations and who their constituents are.

Our typical week schedule was:

Monday and Tuesday in studio

Wednesday, (business attire) “movie day”

Thursday, field trip or in studio

One field trip was to the new College of Business Instructional Facility, under construction a block away from Buell Hall.

We began the summer with this pretest; an identical test was given at the end of the summer:

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Can you name any famous architects?
2. What kind of projects do architect engage in?
3. What methods do architects use when they design a project? In other words, how do they figure out how the building will look and how it will work before it is built?
4. Who decides what your neighborhood should have in it and what it should look like? Who should decide?

5. Do you know how a building stands up?
6. Do you know the name of any minority architects?
7. Do you know what it takes to become a Licensed Architect?
8. Do you know why Architects are licensed?
9. What does "AIA" stand for?
10. What does "NOMA" stand for?

### **Project One: Self Portrait**

Professor Carl Lewis created their first project: to do a self portrait using scraps of pages from architecture magazines. Carolyn's on the left and Lyndell's is on the right.



These projects were 2-D representations of a creative design.

### **Project 2: 2-D Ink and Color Pencil and Marker Sketching**

Interns next did two projects where they added trees and color to a plan and elevation of Mies van der Rohe's Farnsworth House in Plano (the name of a famous architect most remembered in the post test). Images of these projects are visible in black mattes in this exhibition photo. These were further examples of 2-D representations of an architectural design.



Their next project was to “program” and design a house using a 2-D paper model on a corrugated cardboard site. Projects are clearly visible in the exhibition photo shown above.

### **Project 3: House Programming and Design**

Goals and objectives

After this six-week internship is completed you should be able to:

- Understand the basic principles of programming and design of a small project such as a house
- Understand that design is a process utilizing concepts of 2-D and 3-D representation

**List what do you or what would you like to do at home in an “Ideal House”?**

Eat  
Sleep  
Personal Hygiene  
Watch TV

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. .  
. .  
. .  
. .  
**What rooms do you need in your Ideal House to do the things you want to do?**

Dining Room? Do you need one? How often will you use it?

Bedroom

Bath

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.

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#### **Project 4: Structural Design**

Our TA, Darwin Valenzuela, a civil engineer, created a project where the interns could assemble a “kit-of-parts” of balsa wood to produce a model of a building’s structural system to show interns how a building stands up. The parts were a “slot and tab” design allowing students to build this project in one session without waiting for glue to dry. Carolyn’s model may be seen in the lower right of the exhibition photo above.

#### **Project 5: Neighborhood Planning and Design**

For their final project the interns “planned” an ideal neighborhood and studied precedents as a guide. They built a neighborhood model and each intern inserted his or her house model therein. Deontre’s house is shown here.



#### **Project 6: End of Session Exhibition**

Interns selected the projects they wanted to exhibit on the last day of the internship. They spent the final week matting small drawings and self portraits and mounting the exhibit in the West Gallery of Temple Buell Hall.



Architecture students, faculty, and Upward Bound leadership, including Dr. Sandra Kato, Director of Upward Bound, attended the exhibition and reception with refreshments.



Interns were introduced by name, year they will be attending high school, and name of their high school. It is very interesting to note that four of the eight interns in this program are *going to be* freshmen!

Professor Carl Lewis, TA Darwin Valenzuela, and I were all pleased with the talent and abilities of this young group of interns, perhaps our best group yet. Because of Carl's and Darwin's creative planning for this summer's projects the interns had more "take away" work products than in any other previous internship. Accordingly, we believe they had more "fun" while learning important principles about creating the built environment.



Anthony Taylor, Marcell Kelly, Quentin Elam, Lyndell Clemons, Deontre Melton  
Alexiss Davis (UB TA), Tiffany Green, Tesha Spires, Carolyn Harrington  
Prof. Robert Selby, Prof. Carl Lewis, Darwin Valenzuela (Arch. TA)