City University of Hong Kong
Course Syllabus

offered by Department of Architecture and Civil Engineering
with effect from Semester A 2017/18

Part I Course Overview

Course Title:	Built/Natural Environmental Harmony
Course Code:	CA6828
Course Duration:	1 Semester (Some courses offered in Summer Term may start a few weeks earlier than the normal University schedule. Please check the teaching schedules with CLs before registering for the courses.)
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	BC6828 Built/Natural Environmental Harmony
Exclusive Courses: *(Course Code and Title)*	Nil

Part II Course Details

1. Abstract

To inspire the students with the importance of the art of living in harmony with the land and the built environment and to appreciate the importance of harmony in our built environment and sustainability. To equip students with an understanding of scaling, symmetry, scale invariance, color, pattern, lighting, ventilation and etc.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	analyze a modern built environment from the principles of the harmony between the natural and built environments critically;		✓	✓	
2.	explore building quality homes sensitive to our environment; classic architectural design; built to last a lifetime;			✓	
3.	identify and devise the modifications to improve the harmony for the benefit of occupants;			✓	
4.	distinguish the impact of scaling law, color, pattern and etc on built environment harmony.		✓		
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours / week (if applicable)
		1	2	3	4	
Lectures	On topics related to natural and built environment.	✓	✓	✓	✓	2 hrs / wk
Tutorials	In class discussions and activities on problems related to lecture themes.	✓	✓	✓		1 hr / wk

Semester Hours:	3 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (2); Tutorial (1); Laboratory (0)

4. Assessment Tasks/Activities
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks / Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
Research Summary	✓	✓	✓		20%	
Mid-term Test	✓	✓	✓	✓	20%	
In-class Discussions / Activities	✓	✓	✓		20%	
Term Project	✓	✓	✓	✓	40%	
Examination: 0%						
					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)/ Pass (P) on P/F basis	Failure (F)
Research Summary	ABILITY to UNDERSTAND, ANALYZE, and DISCUSS research articles on the topics related to natural and built environment	High	Significant	Moderate	Basic	Not even reaching marginal levels
Mid-term Test	ABILITY to UNDERSTAND and APPLY theories and knowledge to topics related to natural and built environment	High	Significant	Moderate	Basic	Not even reaching marginal levels
In-class Discussions / Activities	CAPACITY to DISCUSS, ANALYZE, INNOVATE on given problems or scenarios in natural and built environment	High	Significant	Moderate	Basic	Not even reaching marginal levels
Term Project	CAPACITY to EXPLORE, INVESTIGATE, and ORGANIZE knowledge and ideas in an independent fashion in topics pertaining to natural and built environment	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus
(An indication of the key topics of the course.)

Explore the principles of harmonious environmental and how it relates to the ecological built environment; how harmony relates to beauty; basic concepts related to setting of cities and buildings in the past and modern environment; the effect of scaling law, symmetry, scale invariance, color and pattern; sustainability and harmonious built environment.

2. Reading List

2.1 Compulsory Readings
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Nil

2.2 Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)

1.	Fullmer, Donna Lynne. Design basics / Donna Lynne Fullmer. Publisher New York : Fairchild Books, c2012
2.	Yeang, Ken, Designing with nature : the ecological basis for architectural design / Ken Yeang. Publisher New York : McGraw-Hill, c1995.
3.	Architectural theory / edited by Harry Francis Mallgrave. Publisher Malden, MA : Blackwell Pub., 2006
4.	http://en.wikipedia.org/wiki/Design_principles_and_elements
5.	http://daphne.palomar.edu/design/contents.html
6.	http://char.txa.cornell.edu/first.htm