

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Architecture and Civil Engineering**  
**with effect from Semester A in 2021/22**

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**Part I Course Overview**

<b>Course Title:</b>	Design Exploration – Process
<b>Course Code:</b>	CA19110
<b>Course Duration:</b>	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.)
<b>Credit Units:</b>	6
<b>Level:</b>	A1
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to enhance students' understanding of design as an exploration process. The emphasis is on introducing visual expression and other design tools to guide students to explore design as a process. Through multiple small-scale design tasks, students will develop skills and tools for future design exploration.

### 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.	Identify and apply elements and organizing principles of visual expressions in design.		✓	✓	
2.	Explore relations between design idea and form making.			✓	
3.	Understand space defining elements and the mechanism of space marking.			✓	
4.	Understand elements of materials, forms and composition.			✓	
5.	Formulate design solution to respond to design problems or brief.		✓		✓
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

#### 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	5	
Design Project	Design Project engages students in the production of an integrated proposal for a building design of a specific topic in response to a set of constraints and requirements. Teaching and learning are conducted through regular studio classes in which students will develop their individual design proposals under the facilitation of a studio tutor.	✓	✓	✓	✓	✓	6 hrs / week

Semester Hours:	6 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (0); Tutorial (0); Laboratory (0)
* The weightings should add up to 100%.	Studio: 6 hrs / week

### 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	5		
Continuous Assessment: 100%							
1. Assignments	✓	✓	✓	✓	✓	80%	
2. Portfolio	✓	✓	✓	✓	✓	20%	
Examination: 0%							
* The weightings should add up to 100%.						100%	

Students must attain a minimum mark of 30 in all assessment components AND an overall mark of 40 to pass the course.

## 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)
1. Assignment	<p>1.1 Demonstrate understanding and application of elements and organizing principles of visual expressions in design.</p> <p>1.2 Ability to formulate design idea and transform that into coherent form(s).</p> <p>1.3 Ability to adopt space defining elements and the mechanism of space marking to define space.</p> <p>1.4 Demonstrate the understandings of elements of materials, forms and composition.</p> <p>1.5 Formulate design solution to respond to design problems or brief.</p>	High	Significant	Moderate	Basic	Not even reaching marginal level
2. Portfolio	2.1 Compile a comprehensive document that presents clearly the synthesis and design process of the creative solution using text, graphics and other presentation techniques.	High	Significant	Moderate	Basic	Not even reaching marginal level

**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.)*

Design: Concept and expression; Elements of composition; Organizing principles; Solid, void and space; Materials and forms;

Design integration: Form making; Define Space; Material and composition.

Communication: Basic graphics, models and oral presentation.

**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.	Pressman, A. (1993). Architecture 101: a guide to the design studio. New York: Wiley.
2.	Laseau, P. (2001). Graphic thinking for architects & designers (3rd ed). New York: J. Wiley.
3.	Mo Zell. (2018). Architectural drawing course: Tools and Techniques for 2-D and 3-D Representation (2 <sup>nd</sup> ed). New York: Barron’s Educational Series, Inc.
4.	Ching, F. (2015). Architecture: form, space, & order (4th ed). New Jersey: John Wiley & Sons, Inc.
5.	Ching, F. (2015). Architectural graphics (6 <sup>th</sup> ed). New Jersey: John Wiley & Sons, Inc.
6.	Lorraine Farrelly (2012). The fundamentals of Architecture. Lausanne: Bloomsbury Publishing PLC.

**2.2 Additional Readings**

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

1.	Nil
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