

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

**offered by Department of Architecture and Civil Engineering**  
**with effect from Semester B 2019/20**

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**Part I Course Overview**

<b>Course Title:</b>	Integrated Studio - Small-Scale Buildings (Topic 1)
<b>Course Code:</b>	CA19111
<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>	CA19101 Integrated Studio - Small-Scale Buildings; BST11081 Integrated Studio - Small-Scale Buildings; CA19121 Integrated Studio - Small-Scale Buildings (Topic 2); CA19131 Integrated Studio - Small-Scale Buildings (Topic 3)
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

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## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to enhance students' understanding of architectural design of a small-scale building. The emphasis is on developing a set of analytical and design tools to explore spatial strategies and configurations in design precedents, and apply the findings to inform decisions in the architectural design process. Through a specific topic selected by the studio tutor, students will explore various themes relating to the development of a spatial configuration based on predetermined design intentions.

### 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 information from various sources to facilitate the preparation of design proposals.		✓		
2.	Develop design strategies for architectural design through the study of precedents.			✓	
3.	Combine simple structural systems with the spatial and functional aspects of architectural design into a coherent whole.			✓	
4.	Produce architectural design proposals to satisfy basic social and technical requirements of a small-scale project of a specific topic.				✓
5.	Produce solutions for various problems relating to small-scale building development of a specific topic.				✓
* 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.	✓	✓	✓	✓	✓	8 hrs / week

Semester Hours:	8 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (0); Tutorial (0); Laboratory (0)
	Studio: 8 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. Interim Presentation (Design development sketches and models)	✓	✓				30%	
2. Final Presentation (Synthesis of analysis and development into a design solution)			✓	✓	✓	50%	
3. Portfolio (Documentation of overall design process and outcomes)				✓	✓	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. Interim Presentation (Design development sketches and models)	<p>1.1 Identify relevant information from required plus additional sources. Thorough attempt to classify the various types of information to facilitate the preparation of design proposals.</p> <p>1.2 Clear and comprehensive explanation of the essential information of a problem solution and design proposal. Thorough attempt to explain the various types of information through written, graphic and verbal means.</p>	High	Significant	Moderate	Basic	Not even reaching marginal level
2. Final Presentation (Synthesis of analysis and development into a design solution)	<p>2.1 Demonstrate ability to develop design strategies for architectural design based on in-depth analysis and understanding of precedents.</p> <p>2.2 Thorough and skilful combination of the requirements of simple structural systems with the spatial and functional aspects of architectural design. Comprehensive synthesis of all aspects into a coherent form.</p> <p>2.3 Production of innovative architectural design proposals for a small-scale project. Thorough and skilful integration of all aspects of the design to satisfy basic social and technical requirements.</p>	High	Significant	Moderate	Basic	Not even reaching marginal level
3. Portfolio (Documentation of overall design process and outcomes)	3.1 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.)*

Architectural design: Small-scale building development; single-family house; architectonics; precedent study and analysis; principles of spatial organisation.  
Design integration: Integration of simple structural systems; selection of building materials; basic assembly of building components.  
Communication: Basic graphic 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.	Clark, R.H. and Pause M. (1996). <i>Precedents in architecture</i> (2nd ed). New York: Van Nostrand Reinhold.
2.	Ching, F. (1996). <i>Architecture: form, space, &amp; order</i> (2nd ed). New York: Van Nostrand Reinhold.
3.	Davies, C. (2006). <i>Key houses of the twentieth century: plans, sections and elevations</i> . London: Laurence King.
4.	Foster, J.S. (2007). <i>Structure and fabric part 1</i> (7th ed). New York: Pearson/Prentice Hall.
5.	Laseau, P. (2001). <i>Graphic thinking for architects &amp; designers</i> (3rd ed). New York: J. Wiley.
6.	Pressman, A. (1993). <i>Architecture 101: a guide to the design studio</i> . New York: Wiley.
7.	Unwin, S. (2003). <i>Analysing architecture</i> (2nd ed). New York: Routledge.

**2.2 Additional Readings**

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

1.	Nil
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