

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

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

---

**Part I Course Overview**

<b>Course Title:</b>	Integrated Studio - Medium-Scale Buildings (Topic 1)
<b>Course Code:</b>	CA29112
<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>	A2
<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>	CA19111 Integrated Studio - Small-Scale Buildings (Topic 1); or CA19121 Integrated Studio - Small-Scale Buildings (Topic 2); or CA19131 Integrated Studio - Small-Scale Buildings (Topic 3); or CA19101 Integrated Studio - Small-Scale Buildings; or BST11081 Integrated Studio - Small-Scale Buildings
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	CA29102 Integrated Studio - Medium-Scale Buildings; BST21082 Integrated Studio - Medium-Scale Buildings; CA29122 Integrated Studio - Medium-Scale Buildings (Topic 2); CA29132 Integrated Studio - Medium-Scale Buildings (Topic 3)
<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 develop your understanding of building design and technology, with emphasis on an integrated approach to the problems of design relating to medium-scale building development. 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.	Organise information from various sources to facilitate the solving of preparation of design proposals.		✓		
2.	Incorporate environmental and sustainable technologies into the design of a medium-scale building project.			✓	
3.	Integrate structural and facade systems with the spatial and functional aspects of a medium-scale project.			✓	
4.	Develop architectural design proposals to satisfy the environmental and technical requirements of a medium-scale project.				✓
5.	Formulate solutions for various problems relating to medium-scale building development.				✓
* 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 Organise 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 and illustrate 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 incorporation of innovative environmental and sustainable technologies into the design of a medium-scale building project.</p> <p>2.2 Thorough and skilful combination of the requirements of structural and facade systems with the spatial and functional aspects of a medium-scale project. Comprehensive synthesis of all aspects into a coherent form.</p> <p>2.3 Production of innovative architectural design proposals for a medium-scale project. Thorough and skilful integration of all aspects of the design to satisfy the environmental and technical requirements.</p>	High	Significant	Moderate	Basic	Not even reaching marginal level
3. Portfolio (Documentation of overall design)	3.1 Compile a comprehensive document that presents clearly the synthesis and design process of the creative solution	High	Significant	Moderate	Basic	Not even reaching marginal level

process and outcomes)	using text, graphics and other presentation techniques.					
-----------------------	---	--	--	--	--	--

**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: Medium-scale building development; institutional buildings; incorporation of environmental factors in design; basic architectural programming.

Design integration: Environmental and sustainable strategies in design; integration of structural and facade systems.

Communication: Intermediate 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.	Foster, J.S. (2007). Structure and fabric Part 1 (7th ed). New York: Pearson/Prentice Hall.
2.	Kumlin, R. (1995). Architectural programming: creative techniques for design professionals. New York: McGraw-Hill.
3.	Laseau, P. (2001). Graphic thinking for architects & designers (3rd ed). New York: J. Wiley.
4.	Neufert, N. (2000). Architects' data (3rd ed). Malden, MA: Blackwell Science.
5.	Tutt, P. and Adler, D. (1988). New metric handbook (Rev. ed). London: Butterworth Architecture.

**2.2 Additional Readings**

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

1.	Nil
----	-----