# 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

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| **Course Title:** | Integrated Studio - Medium-Scale Buildings (Topic 3) |
| **Course Code:** | CA29132 |
| **Course Duration:** | 1 Semester<br>(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:** | 6 |
| **Level:** | A2 |
| **Proposed Area:**<br>*(for GE courses only)* | [] Arts and Humanities<br>[] Study of Societies, Social and Business Organisations<br>[] Science and Technology |
| **Medium of Instruction:** | English |
| **Medium of Assessment:** | English |
| **Prerequisites:**<br>*(Course Code and Title)* | 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 |
| **Precursors:**<br>*(Course Code and Title)* | Nil |
| **Equivalent Courses:**<br>*(Course Code and Title)* | CA29102 Integrated Studio - Medium-Scale Buildings; BST21082 Integrated Studio - Medium-Scale Buildings; CA29112 Integrated Studio - Medium-Scale Buildings (Topic 1); CA29122 Integrated Studio - Medium-Scale Buildings (Topic 2) |
| **Exclusive Courses:**<br>*(Course Code and Title)* | 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 / wk |

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| 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) | 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.<br><br>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. | High | Significant | Moderate | Basic | Not even reaching marginal level |
| 2. Final Presentation (Synthesis of analysis and development into a design solution) | 2.1 Demonstrate ability to develop design strategies incorporation of innovative environmental and sustainable technologies into the design of a medium-scale building project.<br><br>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.<br><br>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. | 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. | | | | | |
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**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.)*

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| 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.)*

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| 1. | Nil |