

# CA3341A: ARCHITECTURAL DESIGN: CONTEXT (TOPIC 1)

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Architectural Design: Context (Topic 1)

### Subject Code

CA - Civil and Architectural Engineering

### Course Number

3341A

### Academic Unit

Architecture and Civil Engineering (CA)

### College/School

College of Engineering (EG)

### Course Duration

One Semester

### Credit Units

9

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

CA3340A Architectural Design: Integration (Topic 1); or CA3340B Architectural Design: Integration (Topic 2)

Students must have attempted (including class attendance, coursework submission, and examination) the precursor course(s) so identified.

### Equivalent Courses

CA3341B Architectural Design: Context (Topic 2)

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to enhance students' understanding of architectural design as an integral part of a context. The emphasis is on developing a set of analytical and design tools to explore spatial strategies and configurations, 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 that respond to neighborhood social and ecological dynamics.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and explore contextual elements of a building project; including social, cultural, and physical.		x	x	
2	Analyse and illustrate information from various sources to facilitate the preparation of a comprehensive project development.		x	x	
3	Understand and formulate contextual responses and generate strategies to address issues to link the building, site and the neighbourhood.		x	x	
4	Articulate a comprehensive design proposal to draw linkages between architecture and the context.				x
5	Develop architectural design proposal to incorporate the contextual responses.				x

#### 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 real-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.

**Teaching and Learning Activities (TLAs)**

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4, 5
2	Lecture/Seminar	Knowledge pertaining to the topic to facilitate the acquisition of theoretical tools for design development.	1, 2, 5

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Assignments	1, 2, 3	50
2	Final Presentation	3, 4, 5	50

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Assignments

**Criterion**

- 1.1 Ability to identify contextual elements of a building project; including social, cultural, and physical;
- 1.2 Comprehensive analysis and skilful illustration of various information to facilitate the preparation of building design;
- 1.3 Formulate sensible contextual responses and generate appropriate strategies to address issues to link the building, site and neighbourhood.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal level

**Assessment Task**

Final Presentation

**Criterion**

2.1 Formulate sensible contextual responses and generate appropriate strategies to address issues to link the building, site and neighbourhood;

2.2 Articulate a innovative and comprehensive design proposal to link architecture and context;

2.3 Develop and communicate a comprehensive architectural design proposal to incorporate the contextual responses.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal level

## Part III Other Information

**Keyword Syllabus**

Architecture and Urbanism; City form and urban design; Urban morphology, circulation and way-finding; Site potentials and contextual design; Site planning considerations; Street patterns and configurations; Spatial configurations, organization and relationships.

**Reading List****Compulsory Readings**

Title	
1	Nil

**Additional Readings**

Title	
1	Alexander, C., Neis, H., Anninou, A. and King, I. (1987). A new theory of urban design. New York: Oxford University Press.
2	Banerjee, T. and Loukaitou-Sideris, A. (Eds.) (2011). Companion to urban design. New York: Routledge.

3	Lynch, K. (1960). <i>The image of the city</i> . Cambridge: MIT Press.
4	Moughtin, C. (2003). <i>Urban design: Street and square</i> (3rd ed). Boston: Architectural Press.
5	Marshall, S. (2005). <i>Streets &amp; patterns</i> . London: Spon.
6	Soderstrom, M. (2008). <i>The walkable city: from Haussmann's boulevards to Jane Jacobs' streets and beyond</i> . Montreal: Véhicule Press.
7	Geoffrey Makstutis. (2018) <i>Design process in architecture: from concept to completion</i> . London, UK: Laurence King Publishing Ltd. 2018.