

CA3350B: ARCHITECTURAL DESIGN: CONTEXT (TOPIC 2)

New Syllabus Proposal

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Architectural Design: Context (Topic 2)

Subject Code

CA - Civil and Architectural Engineering

Course Number

3350B

Academic Unit

Architecture and Civil Engineering (CA)

College/School

College of Engineering (EG)

Course Duration

One Semester

Credit Units

6

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 (Topic2); or CA3349A Architectural Design: Building Integration (Topic 1); or CA3349B Architectural Design: Building Integration (Topic 2)

Equivalent Courses

CA3350A Architectural Design: Context (Topic 1)

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 neighborhood.		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 skillful 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 neighborhood.

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). The image of the city. 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 & 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.