



TAYLOR'S UNIVERSITY

Wisdom • Integrity • Excellence

BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE

**ARCHITECTURAL DESIGN STUDIO III
(ARC60106)**

MODULE OUTLINE

March 2017

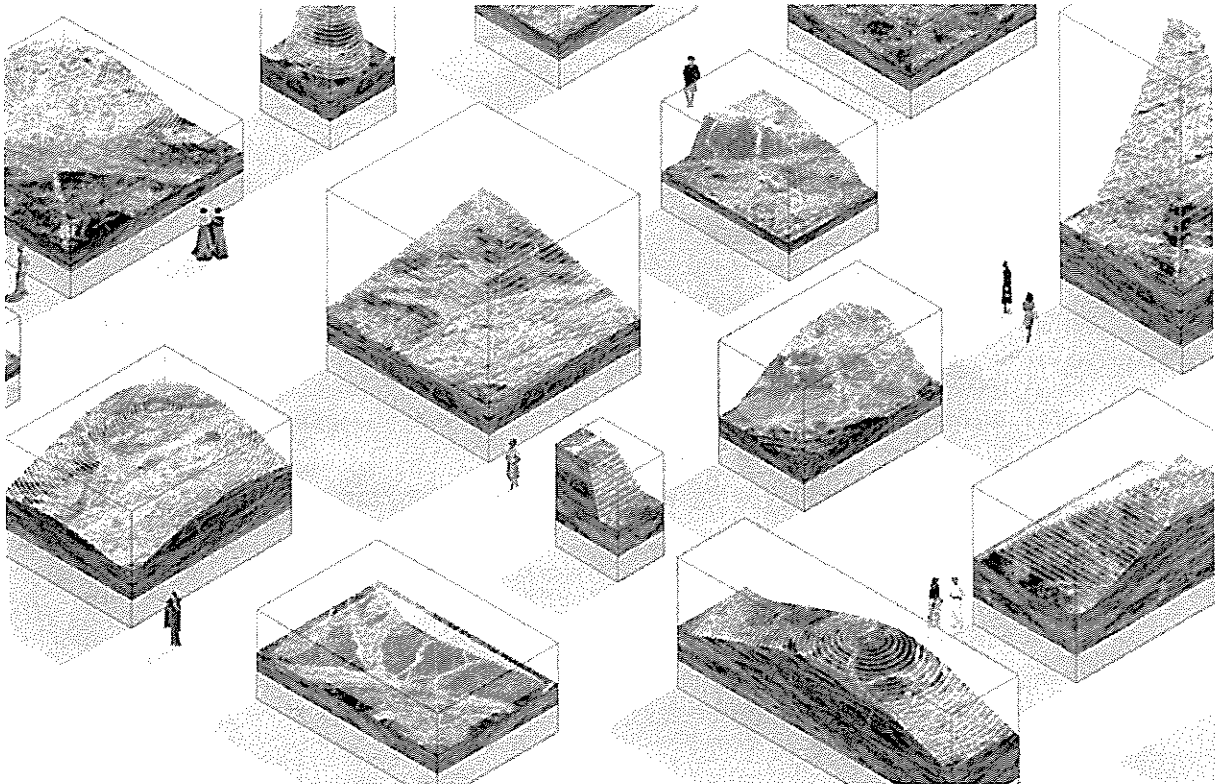


Image: Nemestudio , Museum of Lost Volumes © (2015)

Programme	Bachelor of Science (Honours) in Architecture
Module	ARCHITECTURAL DESIGN STUDIO III (ARC60106)
Prerequisite	Architectural Design Studio II
Credit Hours	6
Classification	Core Module
Instructors	Associate Professor Dr. Veronica Ng (ng.foongpeng@taylorsof.edu.my) Bryan Chee, Chang Yan Yee, Fadzlee Khamis, Nik Kadir Shah, Raihana Zainuddin, Patmaselvi P., Tan Teik Choon, Teoh Way Keat

Module Synopsis

This studio emphasizes on the poetics of place and the experiential qualities of space in architecture. In the module, students are introduced to, firstly, an exploration of spatial typologies and poetics in architecture; and secondly, the concept of neighborhood and community. In their preliminary design work, students engage with literature studies and interpretation as well as translating into design of different spatial typologies (i.e. linear, spiral, spine, centric, etc) which explore the idea of architectural tectonics and experiences. Subsequently, the major project involves the design of a small scale community building (typically a Visitor Interpretive Centre) in the open landscape/suburban condition which engages with the spirit of place inherent within the site, the site topography, history and socio-cultural events. The design work explores the plan-section integration to achieve architectural form that is tectonically expressive, functional and responsive to its site.

Module Teaching Objectives

The teaching objectives of the module are to:

1. To develop awareness of a wider place, a genius loci (town, countryside, coast), and the design response towards the place.
2. To emphasize the importance of site and program in architectural design.
3. To introduce different spatial typologies in architectural design (spatial organization and relationships).
4. To emphasize the importance of section in the design of architectural space.

Module Learning Outcomes (MLO)

The objectives of the module are translated into a number of Module Learning Outcomes (MLO), mapped to Programme Learning Outcomes (PLO) and Taylor's Graduate Capabilities (TGC).

No.	MLO	PLO	TGC
1	Identify and explain different spatial types in architecture, and how they inform spatial use and experience	3	1.1 2.2 3.2
2	Create tectonic expressions of different spatial typologies which impact on the uses and experiential conditions of space	3	2.2 3.1
3	Generate design through conscious consideration of section-plan relationship with considerations of human scale, natural light, materiality and textures	1	3.2
4	Produce site analysis which document, interpret and analyze the physical conditions of the site and 'genius loci' of place and generate design based on the unique character and conditions of the site context	2	3.1 2.2
5	Design and present a small scale community building which responds to the site (site topography, history and socio-cultural events), a functional programme and users' experiences	4	6.1 1.1 3.2

Modes of Delivery and TIMeS

This is an 8 credit hours module conducted over a period of 14 weeks. The modes of delivery will be in the form of lectures, discussion/tutorials, and self-directed study. The breakdown of the contact hours is as follows:

- Lecture: 2 hours per week
- Discussion/Tutorial: 8 hours per week
- Self-directed study: 6 hours per week

TIMeS will be used as a communication tool and information portal for students to access module materials, project briefs, assignments and announcements.

Programme Learning Outcomes (PLO)*

The Bachelor of Science (Honours) in Architecture programme has as its objectives that graduates exemplify the following Programme Learning Outcomes (PLO) that will enable them to:









No.	Programme Learning Outcomes (PLO)
1	Produce designs at appropriate complexity and scales up to the schematic level using appropriate communication tools
2	Demonstrate understanding of cultural, historical and established architectural theories, philosophies and context
3	Demonstrate creativity, innovation and imagination and translate these into an architectural design solution

4	Develop design to a level for regulatory application for Building Plan submission that complies to the requirements of local authorities, including understanding of building regulations, basic building construction and materials, environmental considerations and building services
5	Translate design into construction drawings with appropriate construction details and use established architectural drawing convention
6	Work in a team and participate in the design process

**Source: The Manual of Accreditation for Architecture Programmes, Board of Architects Malaysia, 2013*

Taylor's Graduate Capabilities (TGC)

The teaching and learning approach at Taylor's University is focused on developing the Taylor's Graduate Capabilities (TGC) in its students; capabilities that encompass the knowledge, cognitive capabilities and soft skills of its graduates.

Taylor's Graduate Capabilities (TGC)	
	1. Discipline Specific Knowledge 1.1 Able to put theories into practice 1.2 Understand ethical issues in the context of the field of study 1.3 Understand professional practice within the field of study
	2. Lifelong Learning 2.1 Learn independently 2.2 Locate, extract, synthesize and utilize information effectively 2.3 Be intellectual engaged
	3. Thinking and Problem Solving skills 3.1 Think critically and creatively 3.2 Define and analyze problems to arrive at effective solutions
	4. Communication Skills 4.1 Communicate appropriately in various settings and modes
	5. Interpersonal Skills 5.1 Understand team dynamics and mobilize the power of teams 5.2 Understand and assume leadership
	6. Intrapersonal Skills 6.1 Manage oneself and be self-reliant 6.2 Reflection one's action and learning 6.3 Embody Taylor's core values
	7. Citizenship and Global Perspectives 7.1 Be aware of and form opinions from diverse perspectives 7.2 Understand the value of civic responsibility and community engagement
	8. Digital Literacy 8.1 Effective use of ICT and related technology

Types of Assessment and Feedback

You will be graded in the form of formative and summative assessments. Formative assessment involves participation in discussions and feedback sessions. Summative assessment will inform you about the level of understanding and performance capabilities achieved at the end of the module.

Assessment Plan

No.	Assessment Components	Type	MLO	Weightage
1	Assignment: Journey of the 5 senses	Summative	1, 2	20%
2	Project: Visitor Interpretive Centre			80%
	Genius Loci, Site Response and Design Concept	Formative	4	
	Visitor Interpretative Centre - Sketch Design (Interim)	Formative	2, 3	
	Visitor Interpretative Centre (Final)	Summative	3, 4, 5	
3	Taylor's Graduate Capabilities Portfolio	Summative	1-5	Pass/Fail
Total				100%

Assessment Components

1. Group Assignment: Journey of the 5 senses (20%) (Weeks 1-4)

In groups of 5 students, produce an analysis of one case study relating to spatial typologies and poetics in architecture. Identify and explain different spatial types in architecture, and how they inform spatial use and experience'. Subsequently, create tectonic expressions of different spatial typologies which impact on the uses and experiential conditions of space, and study and express the sectional drawing in relation to use and poetics of space.

2. Project 2 Genius Loci – The Visitor Interpretive Centre (VIC) (80%) (Weeks 5-14)

The major project requires student to individually explore architectural response within the context of the site and programmatic requirements of interpretive centre. The purpose is to showcase interpretive material related to the context/place. Emphasis is given to design resolution integrating site, program and spatial poetics.

The project is phased into key milestones as follows.

- Site Response and Design Concept (Ability to identify and interpret characteristics/response of site into a generating idea)
- Sketch Design (Ability to translate the generating idea into a workable and efficient design in response to site and use)
- Final Presentation (Ability to synthesize site, program and poetics and communicate it through drawings)

3. Taylor's Graduate Capabilities Portfolio (TGCP)

The Taylor's Graduate Capabilities Portfolio is a document that collates all assessments produced in a module and reflects a student's acquisition of the Module Learning Outcomes and Taylor's Graduate Capabilities. Each student is to develop an ePortfolio, a web-based

portfolio in the form of a personal academic blog. The ePortfolio is developed progressively for all modules taken throughout Semesters 1 to 5, and culminates with a final Portfolio in printed form produced in the final semester. The printed Portfolio must encapsulate the acquisition of Programme Learning Outcomes and Taylor’s Graduate Capabilities, and showcase the distinctiveness and identity of the student as a graduate of the programme.

Marks and Grading Table

Assessments and grades will be returned within two weeks of your submission. You will be given grades and necessary feedback for each submission. The grading system is shown below:

Grade	Marks	Grade Points	Definition	Description
A	80 – 100	4.00	Excellent	Evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of module matter; evidence of extensive knowledge base.
A-	75 – 79	3.67	Very Good	Evidence of good grasp of module matter; critical capacity and analytical ability; understanding of relevant issues; evidence of familiarity with the literature.
B+	70 – 74	3.33	Good	Evidence of grasp of module matter; critical capacity and analytical ability, reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	65 – 69	3.00		
B-	60 – 64	2.67	Pass	Evidence of some understanding of the module matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C+	55 – 59	2.33		
C	50 – 54	2.00		
D+	47 – 49	1.67	Marginal Fail	Evidence of nearly but not quite acceptable familiarity with module matter, weak in critical and analytical skills.
D	44 – 46	1.33		
D-	40 – 43	1.00		
F	0 – 39	0.00	Fail	Insufficient evidence of understanding of the module matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
WD	-	-	Withdrawn	Withdrawn from a module before census date, typically mid-semester. [refer to Description 1 below].
F(W)	0	0.00	Fail	Withdrawn after census date, typically mid-semester. [refer to Description 2 below].
IN	-	-	Incomplete	An interim notation given for a module where a student has not completed certain requirements with valid reason or it is not possible to finalise the grade by the published deadline.

P	-	-	Pass	Given for satisfactory completion of practicum.
AU	-	-	Audit	Given for a module where attendance is for information only without earning academic credit.

Description 1: Week 3 to week 7 (inclusive) for long semester, or week 3 to week 5 (inclusive) for short semester. A short semester is less than 14 weeks. Not applicable for audit and internship.

Description 2: After week 7 for long semester, or after week 5 for short semester. A short semester is less than 14 weeks. Not applicable for audit and internship.

Hurdle Assessment Guideline for Architectural Design Studio

A student must achieve at least 50% for the final assessment of design studio, and a final grade of C to pass the module. A student who obtains a minimum of 40% for final assessment and overall grade of D or higher for the module may be allowed to resubmit, to be determined by the Board of Examiners. The maximum passing grade awarded for the resubmission will be a grade C.

A student who obtains 39% and below for the final assessment, will result in failing the module irrespective of the overall marks earned, even though he/she has achieved 50% or more in the overall assessment. He/she will not be allowed to resubmit the final assessment.

Module Schedule (subject to change at short notice)

Date/Week	Lecture/Presentation	Discussion/ Tutorial	Self-directed Study
	Hours	Hours	Hours
Tues, 28 March	Subject Introduction and Assignment Introduction to Module, Selection of groups and Case Studies.	Preliminary research on case study	Assignment
Fri, 31 March	VIC, Spatial Typologies and the Poetics of Space (by CYY) Fieldwork – visit to VIC/gallery/poetic architecture; Depart TU 10am – 1pm	Data recording during fieldwork	
Week 1	2	8	6
Tues, 4 Apr	Analysing Architecture (by VN)	Analysis of Case Studies on Use, Spatial Typology and Poetics	Assignment
Fri, 7 Apr (Last day to add/drop a module)	-		
Week 2	2	8	6
Tues, 11 Apr Fri, 14 Apr	-	Analysis of Case Studies on Use, Spatial Typology and Poetics	Assignment
Week 3	2	8	6

Tues, 18 Apr	Introduction to Project: VIC Methods for Reading the Site (by CYY)	Analysis of Case Studies on Use, Spatial Typology and Poetics (Diagramming and Spatial models as analytical tools)	Assignment
Fri, 21 Apr	<u>Submission & presentation: Assignment</u>		
Sat, 22 Apr – Sun, 23 Apr (Field Trip)	Field trip (to be confirmed)		Preparation for Fieldwork
Week 4	2	8	6
Tues, 25 Apr	Interpreting data from Site (by CYY)	Organising Data (Site Analysis)	Site Analysis-group
Fri, 28 Apr	-	Organising Data (Site Analysis)	
Week 5	2	8	6
Tues, 2 May	-	Organising Data (Site Analysis)	Site Analysis-group
Fri, 5 May	<u>Presentation on "Reading and analyzing the site"</u>		
Week 6		10	6
Tues, 9 May	Designing for Context: The Design Process-From Thought to Creation (by NFK)	Site Response and Concept	Site Response – Individual
Fri, 12 May	-		
Week 7	2	8	6
Midsemester break – 15 – 19 May 2017 (16 hours of self-directed studies)			
Tues, 23 May	Designing in Context: Learning from architects (by TWK)	Concept Development	Concept Development
Fri, 26 May	-		
Week 8	2	8	6
Tues, 30 May	Spatial efficiency – the function of VIC (by TTC)	Sketch Design	Sketch Design
Fri, 2 June	<u>Interim Presentation and Critique</u>		
Week 9	2	8	6
Tues, 30 May	Experiential space (by NK)	Sketch Design	Sketch Design
Fri, 2 June	-		
Week 10	2	8	6
Tues, 13 June	Plan-Section integration through design (by RZ)	Design development: Development of plan-section integration	Section-plan
Fri, 16 June	-		
Week 11	2	8	6
Tues, 20 June	-	Finalising design	Finalising design
Fri, 23 June	-		
Week 12		10	6
Hari Raya – 26 – 30 June 2017			

Tues, 4 July Fri, 7 July	-	Production of presentation (including buildability, materiality, and tactility)	Drawings
Week 13	-	10	6
Tues, 11 July Fri, 14 July (TBC)	- <u>Final presentation</u>	Production of presentation (including buildability, materiality, and tactility)	Drawings
Week 14	-	10	6
17 – 21 July	Study Week/Final Exam Preparation of portfolio		TGC Portfolio
Week 15	-	-	5
28 July	Submission of portfolio		TGC Portfolio
Week 16	-	-	-

Main References:

1. Antoniadis, A. 1992. Poetics of Architecture. Van Nostrand Reinhold.
2. D.K. Ching, F. 1993. Architecture: Form Space and Order (2nd ed.). Van Nostrand Reinhold.
3. Gregory, Rob. 2008. Key Contemporary Buildings. Laurence King Publishing Ltd, London.
4. Franck, Karen A. 2007. Architecture from the Inside Out: From the Body, the Senses, the Site and the Community. Wiley & Sons
5. Holl, Steven. Questions of Perception: Phenomenology of Architecture, eds Steven Holl, Juhani Pallasmaa, Alberto Perez-Gomez, A+U
6. Norberg-Schulz, Christian. 1980. Genius Loci: Towards a Phenomenology of Architecture. Rizzoli, London.
7. Purves, A. 1982. The Persistence of Formal Patterns, in Perspecta, Vol. 19, pp. 138-163.

Secondary Reference

1. Littlefield, D. 2012. Metric Handbook : Fourth Edition. Architectural Press, London
2. Kister, J. 2012. Neufert Architects' Data : Fourth Edition. Wiley-Blackwell

GENERAL RULES AND REGULATIONS

Student-centered Learning

The module uses the Student-centered Learning (SCL) approach. Utilization of SCL embodies most of the principles known to improve learning and to encourage student's participation. SCL requires students to be active, responsible participants in their own learning and instructors are to facilitate the learning process. Various teaching and learning strategies such as experiential learning, problem-based learning, site visits, group discussions, presentations, working in group and etc. can be employed to facilitate the learning process. In SCL, students are expected to be:

- active in their own learning;
- self-directed to be responsible to enhance their learning abilities;
- able to cultivate skills that are useful in today's workplace;
- active knowledge seekers;
- active players in a team.

Attendance and Student Participation

Attendance is compulsory. Any student who arrives late after the first half-hour of class will be considered as absent. The lectures and tutorials will assist you in expanding your ideas and your assessments. A minimum of 80% attendance is required to pass the module and/or be eligible for the final examination and/or presentation.

Students will be assessed based on their performance throughout the semester. Students are expected to attend and participate actively in class. Class participation is an important component of every module. Your participation in the module is encouraged. You have the opportunity to participate in the following ways:

- Your ideas and questions are welcomed, valued and encouraged.
- Your input is sought to understand your perspectives, ideas and needs in planning module revision.
- You have opportunities to give feedback and issues will be addressed in response to that feedback.
- Do reflect on your performance in Portfolios.
- Student evaluation on your views and experiences about the module are actively sought and used as an integral part of improvement in teaching and continuous improvement.

Late Submission Penalty

The School imposes a late submission penalty for work submitted late without a valid reason e.g. a medical certificate. Any work submitted after the deadline (which may have been extended) shall have the percentage grade assigned to the work on face value reduced by 10% for the first day and 5% for each subsequent day late. A weekend counts as one (1) day.

Individual members of staff shall be permitted to grant extensions for assessed work that they have set if they are satisfied that a student has given good reasons.

Absenteeism at intermediate or final presentation will result in zero mark for that presentation.

The Board of Examiners may overrule any penalty imposed and allow the actual mark achieved to be used if the late submission was for a good reason.

Plagiarism

Plagiarism, which is an attempt to present another person's work as your own by not acknowledging the source, is a serious case of misconduct which is deemed unacceptable by the University.

"Work" includes written materials such as books, journals and magazine articles or other papers and also includes films and computer programs. The two most common types of plagiarism are from published materials and other students' works.

1. Published Materials

In general, whenever anything from someone else's work is used, whether it is an idea, an opinion or the results of a study or review, a standard system of referencing should be used. Examples of plagiarism may include a sentence or two, or a table or a diagram from a book or an article used without acknowledgement.

Serious cases of plagiarism can be seen in cases where the entire paper presented by the student is copied from another book, with an addition of only a sentence or two by the student.

While the former can be treated as a simple failure to cite references, the latter is likely to be viewed as cheating in an examination.

Though most assignments require the need for reference to other peoples' works, in order to avoid plagiarism, students should keep a detailed record of the sources of ideas and findings and ensure that these sources are clearly quoted in their assignment. Note that plagiarism also refers to materials obtained from the Internet too.

2. Other Students' Works

Circulating relevant articles and discussing ideas before writing an assignment is a common practice. However, with the exception of group assignments, students should write their own papers. Plagiarising the work of other students into assignments includes using identical or very similar sentences, paragraphs or sections. When two students submit papers that are very similar in tone and content, both are likely to be penalised.

Guide for Writing References:

- http://taylorslibrary.taylors.edu.my/user_skills/user_support_students

Prepared by:
Veronica Ng
Name of Module Coordinator



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Email: ng.foongpeng@taylors.edu.my

Checked by:
See Kwang Li
Name of SC



.....
Date:
Stream Coordinator
(Design Studies)

Approved by:
Mohd Adib Ramli
Name of PD/DD



.....
Date:
Programme Director

Remarks:

1. The Module Outline is to be distributed to the students in the first week of the semester.
2. Any changes to the Module Outline shall be communicated (in writing) to the Programme Director and the approved revised version must be communicated to the students