TAYLOR'S UNIVERSITY
Wisdom · Integrity · Excellence

BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE

ARCHITECTURE DESIGN STUDIO V
ARC60306

MODULE OUTLINE

August 2018

Source: London Archives, Klang 1949

Programme	Bachelor of Science (Honours) in Architecture
Module	ARCHITECTURE DESIGN STUDIO 5 ARC60306
Prerequisite	Architecture Design Studio 4 ARC60206
Credit Hours	**6**
Classification	Core
Module Coordinator	**Dr Sucharita Srirangam** (sucharita.srirangam@taylors.edu.my)
Instructors	Ar. Patmaselvi Paramarajah, Indrani Vanniasingham, Ar. Hanani Zain, Ar. Alice Lim, Hafiz Amirol , Ar. Kenny Chong, Ar Fadzwin Hashim

Module Synopsis

Architecture Design Studio V focuses on the theme of place-making for the urban community. It aims to explore urban conditions pertaining to movement, events and spaces within urban street context and to provide appropriate architectural solutions in designing a learning centre for the urban community, for the city's inhabitants. Students will begin by conducting preliminary studies in that introduces them to the studies and context of urbanity through the analysis and documentation of the current urban condition through legibility analysis of a selected inner-city site. This will be done in concurrence with the research of urban infill and learning centre precedents, and their architectural responses. By the end of the module, students will have developed an appropriate scheme for an urban contemporary learning centre within a dense inner-city street environment that takes into consideration an understanding of applicable current legislations, building technologies and cultural imperatives of the site and its surroundings. The definition of place-making is seen as a proposal that is sensitive to the context, local character and distinctiveness of the space. The students are to design a learning centre as an attempt to place-making. The studio runs through two projects: stage 1: urban study on place making aspects; stage 2 comprises of architectural strategy and design development. The students are to derive interpretations for a learning centre in order to relate and offer to the community in the urban context.

Module Teaching Objectives

The teaching objectives of the module are:
1. To introduce aspects of the city and urbanity in relation to architectural design
2. To develop an awareness and application of legislative requirements and socio-behavioural patterns of urban environments and communities in architectural design
3. To explore key stages involved in architectural design development

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	Analyze the site character and identify conditions of the urban streetscape and urban behavioural patterns	2	1
2	Analyze case studies to gain understanding of architectural response for urban infill sites and for spatial programming to inform the design project	6	2
3	Demonstrate the fundamental knowledge of Design Codes and Regulations	3	1
4	Explore plan-section and elevational studies to resolve relevant aesthetic, construction and environmental issues in the design development phase	2, 3, 5	3
5	Produce a design outcome that encompasses the appropriate site-specific architectural responses through its formal, cultural, legislative, structural and environmental design solutions for specific urban issues.	1	1, 7
6	Produce drawings (both 2D and 3D), models and presentations to verbally and visually communicate architectural ideas and scheme.	5	4, 8

Modes of Delivery and TIMeS

This is a 6 credit hour module conducted over a period of 14 weeks. The modes of delivery will be in the form of lectures, tutorials, and self-directed study. The breakdown of the contact hours for the module is as follows:

Lecture: 2 hours per week

Tutorial: 8 hours per week

Self-directed study: 6 hours per week

Office Hours

You are encouraged to visit the instructor/lecturer/tutor concerned for assistance during office hours. If the office hours do not meet your schedule, notify the instructor and set appointment times as needed.

TIMeS

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 Assessments 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.

No.	Assessment Components	Type	MLO	Weightage
1	Project 1: Preliminary Studies	Summative (20%)	1, 2	20%
2	Final Project			80%
		Summative (10%)	3, 4	
		Formative feedback	3-5	
		Final Review (70%)	3-6	
3	Taylor's Graduate Capabilities Portfolio	Summative	1-8	Pass/Fail
Total				100%

Assessment Components

1.   Project 1: Preliminary Studies (weeks 1 – 4)

The Preliminary Studies is a preparatory assignment that focuses on investigating basic notions of the city, and learning from examples of urban infill and Learning Centres around the world. This assignment aims to focus on urban study in order to find opportunities to promote a learning centre in the given context. Therefore the project firstly introduce students to the basics in urban design and its relation to architecture, and secondly, studying and determining the programmatic function, societal role and spatial layout of a learning centre and architectural responses for urban infills.

The Preliminary Studies comprises of three components: Site analysis in macro and, more focused to, micro scales and Precedent Studies of Urban Infills and Learning Centres. The Site Documentation and Site Analysis will equip students with a firm understanding of the site they will be working with this semester, while the Precedent Studies will provide an insight into architectural responses for designing an urban infill contemporary learning centre. The students are to make a comprehensive study on urban form, activity and movement-pattern. Ian Bentley's 'Legibility Analysis' (Bentley, 2013) which is a method through the exploration of Kevin Lynch's Elements of legibility (Lynch, 1979) is employed here. The students are to establish possible opportunities (such as routes and attractions) to sustain the learning centre.

The outcome of the Preliminary Studies will include the production of site documentation materials (drawings and models in both digital and physical copy for further use), a comprehensive analysis of the site, and a detailed case study of relevant urban infill and Learning Centres. The course work will integrate to Theories of Urbanism in which the Studio site (the street) will be studied for the spaces between the buildings which will focus on public realm furthering the case studies from the West.

2.   Final Project

For the rest of the semester, students will concentrate on designing a learning centre within an urban infill site. The design of the building consist of appropriate architectural responses that address the aspects of the urban street context and user behavioural patterns as discerned and analysed in the Preliminary Studies. The studio employs content driven design approach in which architecture becomes a solution to relevant issues. The solution is in design as a purposeful narrative to powerful questions relevant to the context (Low, 2010). The final project has two distinctive stages, namely, architectural strategy and architecture for place-making.

Architectural strategy (weeks 5 – 8)
Aim: to deduct a position for sustaining a learning centre in the context.

By this time of the semester, the students should be able to find their positions to develop the learning centre. The students are to individually interpret the idea of 'learning centre' and come up with architectural strategy for the same. This will be in-reflection to the issues and inspirations they found in the Project 1. By the end of the Week 7, students must attain a competency level of producing a schematic design.

Architecture for place-making (weeks 9 – 14)
Aim: to develop an architectural design for place making for the urban community.

Architectural strategy should be resolved for form, activity and circulation. The proposed building should be of an area of 1200 m^2. and 3-5 storeys high in the given infill boundaries of a coner-lot.

Apart from developing an appropriate formal and elevational strategy in response to the character of the street, the design should take into consideration a holistic application of structural, spatial, technical and environmental requirements to address the user needs for an urban learning centre. This will include a focus on lighting design, as well as design of the façade and building envelope that is of a coherent language to the overall design scheme.

3. Taylor's Graduate Capabilities Portfolio

The Taylor's Graduate Capabilities (TGC) 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.

- For students enrolled in the 2011 Programme Structure

The TGC portfolio is an edited A3-size bound document that includes all the assessments produced in the module. Visual diary and process of work (packaged) are to be included as part of the portfolio submission. Students must reflect on their learning through the TGC Portfolio Form.

- For students enrolled in the 2012 Programme Structure onwards

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 showcases 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	
C+	55 – 59	2.33		

C	50 – 54	2.00		Evidence of some understanding of the module matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
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.

Coursework Assessments and Final Examination

A student, who fails to attempt all assessment components worth 20% or more, including final exam and final presentation, will result in failing the module irrespective of the marks earned, even though he/she has achieved 50% or more in the overall assessment. Student will not be allowed to resit the examination (or resubmit an assessment).

Module Schedule (subject to change at short notice)

Date/Week	Lecture/Presentation	Discussion/ Tutorial	Self-directed Study
	Hours	Hours	Hours
Mon, 27 August **Thurs, 30 August**	Module Introduction Project 1 Introduction **Lecture 01: Urban Analysis & Mapping: Spatial and Perceptional Study Tools** **Dr suchi**	Lynchian Exercise & site briefing Site visit	Site Analysis, Documentation & Precedent Studies
Week 1	2	8	6
Mon, 3 September **Thurs, 6 September**	**Lecture 02: Place Making: Asian Streets and Context** **Ar. Alice Lim & Dr suchi**	Data recording – debate on macro Macro inventory presentation Micro: workshop on sense of place	Site Analysis, Documentation & Precedent Studies
Week 2	2	8	6
Mon, 10 September **Thurs, 13 September**	Public holiday: online tutorials **Lecture 03: Diagramming for analysis** **Mr Hafiz Amirrol** **Lecture 04: Precedent studies by Dr suchi**	Micro studies Tutorial: on precedents/micro	Site Analysis, Documentation & Precedent Studies
Week 3	2	8	6
Mon, 17 September **Thurs, 20 September**	Public holiday: online tutorials **Submission of Project 1 20%**	Draft pin up micro/macro/precedents Submission seminar (macro) and pin up (micro/precedent)	Site Analysis, Documentation & Precedent Studies
Week 4	2	8	6
Mon, 24 September **Thurs, 27 September**	**Project Brief 2 Introduction by Dr suchi** **Lecture 5: Design Exploration & Development Strategies** **Indrani Vanniasingham &** **Ar. Fadzwin Hashim** **Lecture 03: Learning Centres by Ar Kenny Chong**	Design strategy Design strategy	Massing explorations
Week 5	2	8	6
Mon, 1 October **Thurs, 4 October**	**Lecture 6: Content Driven Architecture** **Dr Suchi**	WORKSHOP ON: Developing Relevant Questions and Strategies Architectural strategies	Study Models for Massing Exploration
Week 6	2	8	6

Mon, 8 October **Thurs, 11 October**		Design Development **Final Project - Interim 1 Submission (10%)**	Plan-Section Studies
Week 7	2	8	6
Mon, 15 October **Thurs, 18 October**	**Lecture 7: Regulatory Codes & Compliance by Ar. Hanani Zain**	Quiz activity Design Development: the codes	Plan-Section Studies
Week 8	-	10	6
Mon, 22 October **Thurs, 25 October**	**Lecture 8: Façade Design** **Ar. Patmaselvi Paramarajah**	WORKSHOP ON 'CONSTRUCTION DESIGN' Design Development: Facade	Facade Studies
Week 9	2	8	6
Mon, 29 October **Thurs, 1 November**		Design Development: Facade **Final Project - Interim 2** **(Formative assessment)**	Facade Studies
Week 10	2	8	6
Mon, 5 November **Thurs, 8 November**	Reflections on formative feedbacks: online e-learning week	Design Development: Façade Integration	Facade Studies
Week 11	-	10	6
Mon, 12 November **Thurs, 15 November**	**Lecture 9: Presentation Skill – Diagramming for Design Representation** **Hafiz Amirrol** **Final briefing by Dr suchi**	Design Development Design Visualization	Production of Presentation Model and Panels
Week 12	-	10	6
Mon, 19 November **Thurs, 22 November**	Design Visualization Design Visualization	Pre-final Review #1 (progress check) Pre-final Review #2 (progress check)	Production of Presentation Model and Panels
Week 13	-	10	6
26 – 30 November	Production of presentation Final presentation **PIN UP 28 NOVEMEBR 2018** **REVIEW 29 NOVEMBER 2018**	Design Visualization Final Presentation	Production of Presentation Model and Panels
Week 14	-	10	6
3 – 7 December	TGC Portfolio Submission		
-	**STUDY LEAVE**		16
10 – 14 December	-		
-	**EXAMINATION**		

Note: The Module Schedule above is subject to change at short notice.
         Week 02 Friday (7 Sep) Last day to add/drop a module
         Week 07 Friday (12 Oct) Last day for subject/module withdrawal with WD grade
         Week 11 Friday (9 Nov) Last day for subject/module withdrawal with F(W) grade

Main References:

1. Baker, G. 1989. Design Strategies In Architecture (2nd Ed.). New York: Van Nostrand Reinhold.
2. Bentley, I., *et.al.*, 2013, *Responsive Environments: Manual For Designers,* Routledge, London
3. Lynch, K. 1979. The Image Of The City. Cambridge, Massachusetts: The MIT Press.
4. Low, K. M., 2010, *Smallprojects*, Adaptus
5. Llewelyn – Davies, 2001, *Urban Design Compendium 1, Chapter 4 'Facades and Details',*, English Partnerships, the Housing Corporation, London

Additional References:

1. Abu Bakar, H., (2006), Guide to Fire Protection in Malaysia, Malaysia, The Institute of Fire Engineers (UK) Malaysia Branch, Kuala Lumpur.
2. Aureli, P. V., (2011), The Possibility of an Absolute Architecture (Writing Architecture), M.I.T. Press.
3. Aureli, P. V., (2011), The City as A Project, Ruby Press
4. Baker, G. 1989. Design Strategies In Architecture (2nd Ed.). New York: Van Nostrand Reinhold.
5. Gehl, J. 2013, How to Study Public Life, Washington DC, Island Press
6. Hertzberger, H. 1991. Lessons For Students In Architecture. Rotterdam: 010 Publishers.
7. Lehnerer, A., (2014) Grand Urban Rules, 010 Publishers.
8. Tiesdell, S., & Carmona,M. (Ed.), 2006, *Urban Design Reader,* Routledge
9. Whyte, W.H. 1980. The Social Life of Small Urban Spaces (1st Ed.). New York: Project for Public Spaces Inc.
10. Yeang, K., 1987, 'A Plan for Kuala Lumpur as a Tropical Urban Garden', Longman

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:	**Checked by:**	**Approved by:**
....	....	....
Date: 21/08/ 2018	Date: 22/08/2018	Date: 22/08/2018
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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