

BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE

**ARCHITECTURAL DESIGN STUDIO 2
(ARC60205/ARC1126)**

MODULE OUTLINE

August 2016



Image: Serpentine Gallery Pavilion 2001 – “Eighteen Turns” – Designed by Daniel Libeskind with Arup © Helene Binet (2001)

SCHOOL OF ARCHITECTURE, BUILDING AND DESIGN
Centre for Modern Architecture Studies in Southeast Asia

Programme	Bachelor of Science (Honours) in Architecture
Module	ARCHITECTURAL DESIGN STUDIO 2 (ARC60205/ARC1126)
Prerequisite	Architectural Design Studio 1
Credit Hours	5
Classification	Core Module
Instructors	Nurul Alia Ahamad (603-56295399; NurulAlia.Ahamad@taylors.edu.my) Ahmad Nazmi Anuar Bashira Mohd Bahar Bryan Chee Kok Seng Cheryl Ngiam leo Ellie Chee Shi Yin Nicholas Tan Prince Favis Siti Balkish Roslan Zahra Namavar

Module Synopsis

This module introduces the principles and methods of analysis, abstraction, and synthesis in design thinking that are common to many design fields, including building and architecture. The key emphasis of the studio is “User and Context”, which investigates the relationship between user and natural environment. Students will undertake a series of studio-based exercises, beginning from prototype studies to a small freestanding building. This module is integrated with Building Construction 1, to introduce basic understanding of build ability in design.

Module Teaching Objectives

The teaching objectives of the module are to:

1. To introduce spatial architectonics in the creation of architectural space and form/ understanding of building as an assembly of parts
2. To introduce the abstraction of 2-dimensional and 3-dimensional compositions of space
3. To explore design processes through different types of drawing and making methods.
4. To emphasize the importance of space planning as a response to specific function and human needs.
5. To examine the basic awareness that user’s need and simple context have on design decisions.

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	Generate design possibilities through the use of architectonics in a simple architectural form space and function	6	5.1 3.1 4.1
2	Explore architectural design through the abstraction of 2-dimensional and 3-dimensional compositions of space	1	2.2 3.1
3	Interpret and analyze simple site context, client's character and needs in relation to the design of a small building	3	2.2 3.1 3.2
4	Translate design ideas into habitable architectural spaces through drawing and making	1	3.1 3.2 4.1
5	Design a simple building type that meets user requirements and respects site context that balances both internal (architectural spaces/layout/circulation) and external (aesthetics and forms) design values.	3	2.2 3.1 3.2

Modes of Delivery and TIMeS

This is a 5 credit hour 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: 6 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 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	Famous People, Familiar Faces	Coursework	1,2	20%
2	Pavilion	Coursework	1,2,3,4,5	30%
3	Weekend Lodging	Coursework	1,2,3,4,5	50%
4	Taylor's Graduate Capabilities Portfolio	Summative	1, 2, 3	Pass/Fail
Total				100%

Assessment Components

1. Famous People, Familiar Faces

The first project you are required to 'learn from precedents' by interpretation and exploration of solids, planes, lines and frames in architectural design. Emphasis is given to the elements of architecture and architectonics that generate architectural form and space, produced by drawing and making.

Your task is to investigate how spaces are created from the making of architectural elements: architectonics. Upon completion of the project, you should be able to achieve a level of understanding on the works assigned and will be able to apply the idea and concept to Project 2. The idea of using pure and diagrammatic drawing to express the architectural idea would also be in cooperated into this assignment.

2. Pavilion

You are required to understand the concept of simple space planning requirement of a pavilion (with a maximum volume of 30m^3) in relations to the architectural languages from Project 1. You are also required to conduct simple site analysis of the physical context both at macro and micro level of the site.

3. Weekend Lodging

This project requires you to further explore the idea of the pavilion into a more complex program. You are required to understand your client's needs and the spatial requirement (with maximum area 150m^2) of a special lodging and translate them onto architectural program that includes public and private spaces for relaxing, dining, cooking, washing and etc. Emphasis is given to the interpretation and synthesis of the user, site and function in architectural design.

4. 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.

Architectural Design Studio Assessments

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
30 August	Introduction to Architectural Design Studio 2 Module Outline Briefing on Project 1: Famous People, Familiar Faces	Briefing on Project: Famous People, Familiar Faces	Project: Famous People, Familiar Faces
1 September	Presentation: Master Architect + Masterpiece	Presentation: Master Architect + Masterpiece	Project: Famous People, Familiar Faces
Week 1	2	6	6
6 September (Last day to add/drop a module)	Lecture 1 : Precedents in Architecture	Architectural Plans Analysis + Diagramming models	Architectural Plans Analysis + Diagramming models
8 September	Interim submission	A3 Drawings Pin-up	Architectural Plans Analysis + Diagramming models
Week 2	2	6	6
13 September		Final Models & Drawings	Drawings Analysis + Diagramming models
15 September	<u>Project 1 - Submission</u> Pin up & Presentation	Submission	Drawings Analysis + Diagramming models
Week 3	2	6	6
20 September	Briefing on Project 2: Pavilion Lecture 2 : Site Analysis	Research Activity	Research Activity
22 September	Research	Research Activity	Site Analysis
24 September	SITE VISIT	Site Visit	Site Analysis
Week 4	2	6	6
27 September	Lecture 3 : Architectural Conceptual Development	Site Analysis Presentation	Site Analysis
29 September		Conceptual Models	Conceptual Models
Week 5	2	6	6
4 October	Lecture 4 : Contextual & Vernacular Architecture	Development of conceptual models + sketches	Development of conceptual models + sketches
6 October	Interim Submission	Drawings + Models	Development of conceptual models + sketches
Week 6	2	6	6
11 October (Last day for subject/module withdrawal with WD grade)		Final presentation preparation	Drawings + Models
13 October	<u>Project 2 - Submission</u> Pin up & Presentation	Submission	Drawings + Models
Week 7	2	6	6

Date/Week	Lecture/Presentation	Discussion/Tutorial	Self-directed Study
	Hours	Hours	Hours
18 October (Online Student Registration)	Briefing on Project 3: Weekend Lodging	Conceptual Models + Sketches	Conceptual Models + Sketches
20 October		Conceptual development	Conceptual development
Week 8	2	6	6
25 October (Last day for Online Student Registration (OSR))	Lecture 5 : Architectural Space Planning	Spatial Configuration + Floor Plans	Spatial Configuration + Floor Plans
27 October		Floor Plans + Models	Floor Plans + Models
Week 9	2	6	6
31 Oct – 6 Nov Non-contact Week	Mid-semester Break & Activity Week	-	-
8 November	Lecture 6 : Architectural Tectonics	Plans, Sections, Elevations + Models	Plans, Sections, Elevations + Models
10 November	Pinup & presentation	Plans, Sections, Elevations + Models	Plans, Sections, Elevations + Models
Week 10	2	6	6
15 November	Lecture 7 : Materials and Texture in Space Making	Plans, Sections, Elevations + Models	Plans, Sections, Elevations + Models
17 November	Interim Submission	Drawings + Models	Drawings + Models
Week 11	2	6	6
22 November		Plans, Sections, Elevations + Models	Plans, Sections, Elevations + Models
24 November		Final Drawings + Models	Final Drawings + Models
Week 12	2	6	6
29 November		Final Drawings + Models	Final Drawings + Models
1 December		Presentation Boards	Presentation Boards
Week 13	2	6	6
5 December	<u>Project 3 - Submission</u> Pin up		
6 December	<u>Project 3 - Submission</u> Presentation		
13 December	Submission: TGC Portfolio		
Week 14	2	6	6

Main References:

1. Ching, F. 1993. *Architecture, form, space & order* (2nd ed.). New York: Van Nostrand Reinhold.
2. Clark, R. & Pause, M. 2012. *Precedents in architecture analytic diagrams, formative ideas, and partis* (4th ed.). Hoboken, N.J.: John.
3. Porter, T. & Neale, J. 2000. *Architectural supermodels: Physical design simulation*. Oxford: Architectural Press.
4. Rasmussen, S. 1962. *Experiencing architecture* (2d United States ed.). Cambridge Mass.: M.I.T. Press, Massachusetts Institute of Technology.
5. Ullmann, F. 2011. *Basics architecture and dynamics*. Vienna: Springer Wien New York.
6. Unwin, S. 2014. *Twenty-Five Buildings Every Architect Should Understand*. Routledge.

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. Plagiarizing 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 penalized.

Guide for Writing References:

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

Prepared by:

Nurul Alia Ahamad


Date: 25.8.2016
Email: nurulalia.ahamad@taylors.edu.my
Office No.: 0356295399
Office Location: Academic Suite C5

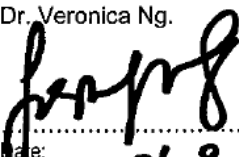
Checked by:

Mohd Adib Ramli


Date: 26/8/16
Programme Director

Approved by:

Associate Professor
Dr. Veronica Ng.


Date: 26.8.2016
Deputy Dean

Remarks:

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