TAYLOR'S UNIVERSITY

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BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE

ARCHITECTURE DESIGN STUDIO IV (ARC60206)

MODULE OUTLINE

August 2017

Image: Nosara Recycling Center, by sLAB
http://www.vozdeguanacaste.com/sites/default/files/styles/carousel_display_main_image/public/3771.jpg?itok=InragPFd

SCHOOL OF ARCHITECTURE, BUILDING AND DESIGN

Centre for Modern Architecture Studies in Southeast Asia

Programme Bachelor of Science (Honours) in Architecture
Module ARCHITECTURE DESIGN STUDIO IV (ARC60206)
Prerequisite Architecture Design Studio III
Credit Hours 6.0
Classification Core
Instructor Ahmad Nazmi Anuar (AhmadNazmi.MohamedAnuar@taylors.edu.my)
Ar. Alina Choong
Ar. Alvin Lim Hai Seah
Ar. Ari Methi
Mr. Bryan Chee Kok Sing
Ar. Fadzwin Hashim
Mr. Izwan Nor Azhar
Ar. Lau Kim Too
Mr. Liu Ngee Song
Ms. Raihana Zainuddin
Ar. Shahira Shaharuddin

Module Synopsis

In Semester 4, themed "engaging environment and community", the studio explores design by harnessing environmental qualities and conditions for human and environment sustainability through a project with a specific community of users within a given context. The projects involve studies of precedence on design projects that are responsive to the environmental conditions and sustainable issues. Using the precedent studies, students explore the environment poetics of the building enclosure that respond to the basic natural context such as the sun, wind, heat, cold, energy issue and existing building context (which has clustered built forms for example community center, nature appreciative center, research center). Considerations should be given to the complexity of the program, site topography and vegetation, socio-cultural events, and variety of passive strategies for sustainable design. The design work should contribute to and merge harmoniously with environment and the site, and provide the best of experiences for the community of users. Students are required to demonstrate applications of knowledge gained from Environmentally Sustainable Design and Building Science 1 modules from prior semesters.

Module Teaching Objectives

The teaching objectives of the module are:

1. To develop awareness of environmental sustainability in architectural design
2. To develop the student's ability to meet the imperative and inter-related environmental and social needs, as well as make poetry with the buildings
3. To emphasize on space planning of clusters of buildings

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 analyze environmental qualities and contextual needs of a site	2	3.1 3.2
2	Apply ideas of environmental sustainability (gained from precedent studies, ESD and Building Science 1 in architectural design	1,3	3.1 3.2
3	Design and create architectural spaces with consideration of environmental poetics in relation to the basic natural context and existing built context (harness environmental qualities of the site to inform design) which impact on users' experiences	1,2,3	3.1 3.2
4	Combine the environmental needs, the site (site topography, history and socio-cultural events), and the users' experiences within simple building design in the open landscape/suburban context.	2	3.1 3.2
5	Produce drawings (both 2D and 3D), modeling and verbal presentation to communicate and visualize architectural design and ideas based on clustered spatial typology	3	4.2 8.1

Modes of Delivery and TIMeS

This is an 8 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: 8 hours per week
- Self-directed study: 8 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	Project 1	Formative & Summative	1, 2, 3	20%
2	Project 2 Component A: Site Analysis	Summative	3, 4, 5	10%
3	Project 2 Component B: Design Proposal	Summative	3, 4, 5	20%
4	Project 2 Component C: Final Presentation	Summative	3, 4, 5	50%
5	Taylor's Graduate Capabilities Portfolio	Summative	1,2,3,4,5	Pass/Fail
Total				100%

Assessment Components

1. Project 1: RE: Play – Children's Outdoor Playscape (20%)

Project 1 deals with the understanding of repurposed materials and their relationship to the crafting of spaces for user experience. Students will be required to design an OUTDOOR PLAYSCAPE for children, which is intended to showcase specific material(s) for a proposed set of activities. It is to develop awareness of environmental sustainability through the responsible and innovative use of reclaimable and repurposed materials in relation to user needs. Project 1 will prepare students for the programmatic requirements in Project 2.

2. Project 2 : Community Recycling, Repurposing and Reclaiming Center (80%)
   Component A: Site Analysis (10%)
   Component B: Design Proposal (20%)
   Component C: Final Presentation (50%)

The project calls for a design of a COMMUNITY RECYCLING, REPURPOSING AND RECLAIMING CENTER in a suburban park area with some complexity that includes the complexity of site topography and vegetation and socio-cultural events. Students are required to provide full design proposal incorporating precedent study and site analysis at appropriate level of presentation. It explores design solution that responds to the program, context of the site and conditions for human and environment sustainability. In this project, students should explore design solutions that reduce environmental impact utilizing clustered spatial typology and passive energy. The design should contribute to and merge harmoniously with nature and the site, and provide the best of experiences for the users.

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.

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).

Hurdle Assessment Guideline for Architectural Design Studio

Hurdle assessments are compulsory requirements within individual modules that must be met in order to achieve satisfactory results in those modules. The hurdle assessment for final submission of Architectural Design Studio modules is set at 40%. Students who obtain a D grade (40- 49) for final submission and overall D grade or higher for the module will be permitted a resubmission assessment. Students are required to obtain a minimum C grade in the resubmission to pass the module. Students who obtain a Fail grade (0-39) for the final submission will fail the module, regardless of his/her overall grade for the module. Failure of the module may impede student progression.

Module Schedule (subject to change at short notice)

Date/Week	Lecture/Presentation	Discussion/ Tutorial	Self-directed Study
	Hours	Hours	Hours
28 August Monday	Subject Introduction Introduction to Module outline **PROJECT 1 BRIEFING : RE:Play - Outdoor Children's Playscape** **Lecture 1: Architecture of Play** (Nazmi)	Discussion on Reusable Materials & User Experience	Research on Reusable Materials & User Experience
31 August Thursday	**PUBLIC HOLIDAY**		Research on Reusable Materials & User Experience
Week 1	2	8	8
4 September Monday	**Guest Lecture 1 (TBC)**	Tutorial- Reusable Materials & User Experience	Design (Drawings + Models)
7 September Thursday	**Project 1 Interim Presentation**	Presentation	Design (Drawings + Models)
Week 2	2	8	8
11 September Monday	-	Tutorial – Design development and Presentation Preparation	Design (Drawings + Models)
14 September Thursday	**Project 1 Final Presentation & Submission (20%)**	Presentation	Design (Drawings + Models)
Week 3	2	8	8
18 September Monday	**PROJECT 2** **BRIEFING: Community Recycling, Repurposing and Reclaiming Center** **Lecture 2: Site Analysis** (Alvin)	Tutorial - Site Visit Preparation	Research on Program
21 September Thursday	**Project 2 Site Visit**	Data Collection	Data Collection
Week 4	2	8	8

25 September Monday	-	Site Analysis	Site Analysis
28 September Thursday	**Project 2 Component A: Site Analysis Presentation (10%)**	Presentation	Precedent Study
Week 5	2	8	8
2 October Monday	**Lecture 3: Concept And Programming** (Kim) **Lecture 4: Precedent Study** (Shahira)	Tutorial - Conceptual Development from Response to Site and Program / Discussion on Precedents	Precedent Study / Conceptual Development (Drawings + Models)
5 October Thursday	-	Tutorial - Conceptual Development from Response to Site and Program / Discussion on Precedents	Precedent Study / Conceptual Development (Drawings + Models)
Week 6	2	8	8
9 October	**ACTIVITY WEEK**		Conceptual Development
12 October Thursday	**ACTIVITY WEEK**		Conceptual Development
Week 7	2	8	8
16 October to 20 October	(Non-contact Week) Mid-Semester Break	16 hours of self-directed study	Conceptual Development (Drawings + Models)
23 October Monday	**Lecture 5: Cluster Spatial Typology** (Alina) **Guest Lecture 2 (TBC)**	Tutorial - Conceptual Development from Response to Site and Program	Conceptual Development (Drawings + Models)
26 October Thursday	**Interim Presentation – Design Proposal**	Presentation – Finalization of Concept	Conceptual Development (Drawings + Models)
Week 8	2	8	8

30 October Monday	**Lecture 6: Contextual Architecture** (Raihana)	Tutorial – cluster planning, environment consideration	Design Development (Drawings + Models)
2 November Thursday	-	Design development: building science design consideration	Design Development (Drawings + Models)
Week 9	2	8	8
6 November Monday	**Lecture 7: Form vs Function** (Ari Methi)	Design Development Tutorial	Design Development (Drawings + Models)
9 November Thursday	-	**Progress Check** Design development: building science design consideration	Design Development (Drawings + Models)
Week 10	2	8	8
13 November Monday	**Project 2 Component B: Design Proposal Presentation (20%) (Group A)**	Presentation: Finalization of design scheme	Design Development (Drawings + Models)
16 November Thursday	**Project 2 Component B: Design Proposal Presentation (20%) (Group B)**	Presentation: Finalization of design scheme	Design Development (Drawings + Models)
Week 11	2	8	8
20 November Monday	**Lecture 9 : 'WOW' Factor** (Izwan)	Design Development Tutorial	Design Development (Drawings + Models)
23 November Thursday	-	Design Development Tutorial	Design Development (Drawings + Models)
Week 12	2	8	8

27 November Monday	**Presentation Workshop**	Final Presentation Tutorial	inal Production of Drawings & Model
30 November Thursday	-	Final Presentation Tutorial	Final Production of Drawings & Model
Week 13	2	8	8
6 December Wednesday (TBC)	**Submission of Final Presentation**	-	-
7 December Thursday (TBC)	**Project 2 Component C: Final Presentation (50%)**	-	-
Week 14		4	8
	Submission of e-portfolio		
Week 15		-	-
	Exam Week		
Week 16		-	-

Reminder:

Week 02	8 September 2017	Last day to add/drop a module
Week 07	13 October 2017	Last day for subject/module withdrawal with WD grade
Week 11	7 November 2017	Online Course Evaluation
		Last day for subject/module withdrawal F (W) grade
Week 12	24 November 2017	Last day for Online Course Evaluation

Main References:

1. Architecture for Humanity (ed).2006. *Design Like You Give a Damn*. Metropolis Books, New York.
2. De Kay, Mark (2014). *Sun, Wind, and Light: Architectural Design Strategies 3rd Edition*, John Wiley & Sons, Inc. New Jersey, USA.
3. Hertzberger, Herman.2009. *Lessons for Students in Architecture*, 010 Publishers, Rotterdam.
4. Kishnani, Nirmal. 2012. *Greening Asia: Emerging Principles of Sustainable Architecture*, BCI Asia Construction Information Pte Ltd. Singapore.
5. Muller, B. 2014. *Ecology and the Architectural Imagination*. Routledge, New York.
6. Williams, Daniel E. 2007. *Sustainable Design Ecology, Architecture and Planning*, John Wiley & Sons, Inc. New Jersey, USA.

Recommended References:

1. Awan, N., Schneider, T., and Jeremy Till. 2011. *Spatial Agency: Other Ways of Doing Architecture*. Routledge, London and New York.
2. Battle, Guy. 2001. *Sustainable Ecosystems and the Built Environment*. John Wiley & Sons, Great Britain.
3. Bell, B. and Katie Wakeford (ed). 2008. *Expanding Architecture: Design as Activism.* Metropolis Books, New York.
4. *El Croquis 177-178: Lacaton & Vassal 1993-2015*. Post Media Horizon (English and Spanish Edition)
5. Frampton, K. Correa, C. and David Robson. 2001. *Modernity and Community: Architecture in the Islamic World*. Thames & Hudson, London.
6. Franck, Karen A. and Bianca Lepori.2007.*Architecture from the Inside Out. From the Body, the Senses, the Site, and the Community*. Wiley-Academy, Great Britain
7. Hawkes, Dean. 2002. *Energy Efficient Buildings, Architecture, Engineering and Environment*. WW Norton, New York

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.

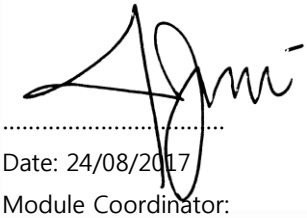
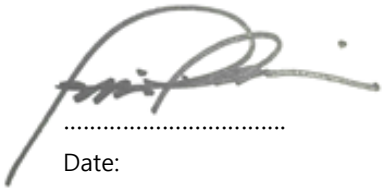
Though most assignments require the need for reference to other peoples' works, in order to avoid plagiarism, students should keep a detailed record of the sources of ideas and findings and ensure that these sources are clearly quoted in their assignment. Note that plagiarism also refers to materials 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:**
Ahmad Nazmi Anuar	**Prince Favis Isip**	**Mohd Adib Ramli**
		
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Date: 24/08/2017	Date:	Date: 28/8/17
Module Coordinator:	Stream Coordinator	Programme Director
Email: AhmadNazmi.MohamedAnuar@taylors.edu.my	(Design Studies)	

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