

SCHOOL OF ARCHITECTURE, BUILDING & DESIGN
Centre for Modern Architecture Studies in Southeast Asia (MASSA)

**BACHELOR OF SCIENCE (HONOURS)
IN ARCHITECTURE**

ARCHITECTURAL DESIGN STUDIO 1
(AR 60105)

MODULE OUTLINE
March 2016

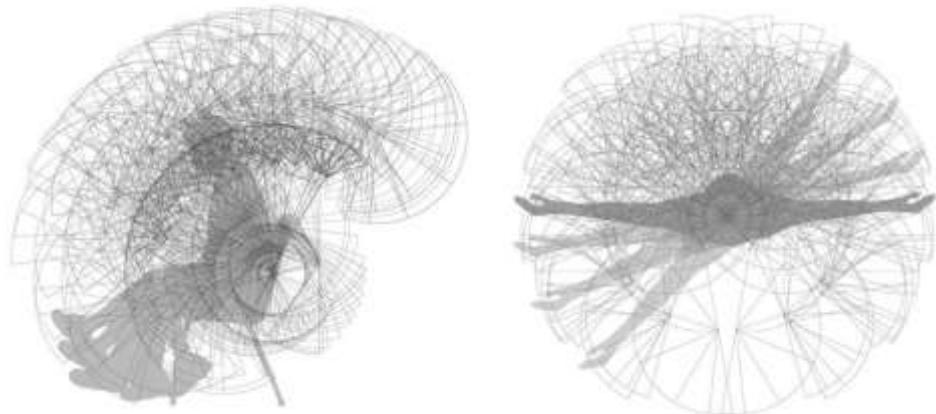


Image courtesy of: <https://matthewcwang.files.wordpress.com/2012/01/radial-diagrams-layout.jpg>

*'Space has always been the spiritual dimension of architecture.
It is not the physical statement of the structure so much as what it contains that moves us'.
Arthur Erickson*

SCHOOL OF ARCHITECTURE, BUILDING & DESIGN

Centre for Modern Architecture Studies in Southeast Asia (MASSA)

Bachelor of Science (Honours) in Architecture



BODY & SPACE

Module : ARCHITECTURE DESIGN STUDIO 1 (ARC 60105)
Prerequisite : None
Credit Hours : 5
Semester : August 2015

Module Lead : Prince Favis Isip (princefavis.isip@taylors.edu.my)
Lecturers : Raihana Zainuddin, Ahmad Nazmi Anuar, Shen Fei Lam,
 Noorul Fadzlee bin Khamis, Way Keat Teoh, Nik Kadir Shah
 Chang Yan Yee, Chong Sue May, Bashira Bahar

Module Synopsis

Architectural Design Studio 1 (ARC60105) is structured as an introduction to architectural design. This preliminary design module aims to present and explains design through the expression of the perception of 'self' and the body. Students will undertake a series of studio-based exercises and assignments that introduces the fundamental methods, principles and approaches in design thinking and basic spatial design.

Module Teaching Objectives

The teaching objectives of the modules are:

1. To explore the generation of ideas and concepts through interdisciplinary modes of art and design.
2. To examine the expression of the 'self' as means of exploring how the 'body' relates to space.
3. To introduce basic architectural design notions such as scale and proportion (human anthropometrics), design principles and materiality.
4. To create an awareness of spatial quality and how it is created through the application and manipulation of the aforementioned design notions.

Module Learning Outcomes

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.	Module Learning Outcomes	PLO	TGC
1.	Generate design concepts through the process of exploring various sources and abstracting ideas.	1	2.1,2.2,2.3, 3.1,3.2,7.1
2	Identify key architectural design elements and principles with the ability to discern how they inform space and form	1	2.3
3	Relate the idea of the individual 'self' and the body' to space and its experiential qualities.	1	3.1,6.2
4	Articulate and apply architectural design elements, principles and materials to create an architectural composition that demonstrates place-making.	1	2.2,3.2
5	Utilize a process-oriented approach involving sketching and model-making as tools for generating and developing design ideas.	1	2.3,3.1, 3.2,6.2
6	Produce legible orthogonal drawings and architectural models to visualize and communicate final design.	1	4.1

Modes of Delivery

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, tutorials and self-directed study. The breakdown of the contact hours for the module is as follows:

- Lecture: 2 hours per week
- Tutorial: 6 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 lecturer and set appointment times as needed.

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TIMeS

Moodle will be used as a communication tool and information portal for students to access module materials such as: project briefs, assignments, module outlines, references, announcements and others.









Programme Learning Outcomes

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

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

General Rules and Regulations

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.

Attendance, Participation and Submission of Assessment Components

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.

Students must attempt all assessment components. Failure 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 the student has achieved more than 50% in the overall assessment.

Plagiarism (Excerpt from Taylor's University Student Handbook 2013, page 59)

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' Work

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.

Student Participation

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 subject 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.

Student-centered Learning (SCL)

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.

Studio-based Learning (SBL)

The module uses Studio Based Learning (SBL) approach. A type of professional education in the school of Architecture, in which students undertake a design project under the supervision of a studio leader and master (tutors and lecturers). This method encompasses better management as the group is divided into smaller groups of 10-15 students. Student will undergo periodic critiques, to receive feedback and gain knowledge about their work. SBL is driven towards hands in your, get it done, revise to perfect it and self or even peer evaluate your results. Student are able to interact in 3 levels, peers, studio tutors/lecturers and publicly (external assessors and guest panelists).

Types of Assessment and Feedback

You will be graded in the form of formative and summative assessments. Formative assessments will provide information to guide you in the research process. This form of 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-' Representing ME'	Individual/Formative	1,2,5	10%
2	Project 2-'Me in Space'	Group/Formative	1-3,5	30%
3	Final Project: 'Space for the Self'	Individual/ Formative	1-6	60%
4	TGC Portfolio	Individual/ Summative	1, 2, 3	Pass/Fail
Total				100%

Assessment Components

Projects 1, 2 and 3 should incorporate the points learned from the various topics presented and discussed during the lecture series.

The following points shall be highlighted during the conceptualization, design development and presentation stage; Use of architectural terminologies and language that they have learned through the course of the lecture series. All projects should incorporate a design narrative, written explanation and conceptual brief that are made clearly, relevant together with a design solution and presentation that have undergone vigorous design thinking processes, creative interpretation through drawings.

1. Project 1 Self-Expression through Object 'REPRESENTING ME'

This ice-breaking design project is an introduction of the basic methods and approaches in generation of ideas and conceptual narratives.

This shall be achieved through the exploration and creative representation of one self. Students will be exposed to various means of exploring ideas by translating it through an expression on various art forms worn on the face, hand or head (parts of the body which are most involved in thinking, expressing & creating). Based on student's personality or personalities, each will be given freedom to communicate and express form and come up with an abstracted form of one self.

The final outcome of the project can take shape either as a piece of an **artwork worn on the body** (a mask, a hand glove or a helmet)

Submission Requirements:

One (1) Panel of A-3 Board

(Poster type/(Creatively arranged to be based on either concept or self-identity)

- Written Summary / Explanation/Essay (50-100 words)
- Diagrams or image mapping
- Initial and preliminary ideas (sketches)

Actual Artwork

- Materials (refer to project 1 brief)

2. Project 2 Representing Self in Architectural Space 'ME IN SPACE'

Project 2 consists of two phases to be carried out in teams of 6-8 members. First students shall translate and explore space and form in relation to human body in a series of conceptual sketched and study models. Final stage would be a 1:1 (full scaled) installation of their final developed idea/design.

The main aim of Project 2 is to expand on the interpretation of the self (or multiple self) by exploring the relationships between the human body and designed form. This involves designing a 'furniture' for the specific use of the user or users. Furniture by definition is a creative, well thought of permanent and highly functional piece maybe use for multiple or specific purpose: to sit on, lying down, exercise or explore body through various movements. The user or the users will define the use of the space and its form based on their personality, intention, activities and human body dimension.

In this project students will also be introduced to basic design principles such as rudimentary ways in which each how each component dictates the form. Further develop an understanding of Scale and proportion with relation to the human body.

Submission Requirements:

(3-4) Panel of A-3 (Presentation board)

(Creatively arranged to be based on either concept or self-identity)

- **Design Narrative** (100 words maximum)
- Diagram (showing user activity & anthropometrics studies)
- Initial design and conceptual sketches (design exploration)

- **Orthographic Drawings**
 - a. Floor Plan
 - b. (1) Elevation (front)
 - c. (1) Section
- Assembly diagram (assembly method step by step)

3. Final Project 'Dream space for the User – 'SPACE FOR THE SELF'

For the final project, students are required to design a space for the self by attaching it to the walls/surfaces of an imagined 'city' in an empty abandoned lot in between two buildings. The space is to fit a specific use (as a hideout, space for viewing, space for contemplating, space for self-exploration, space for exercising, space for dreaming, space showcasing and so to speak a dream space for the user). As the user of the space you can make your personality more interesting, an effective well thought of theme and written narrative is essential.

This understanding is to be architecturally translated into spaces (2-3) that successfully establish the quality of the interior and articulation of exterior. Concept shall evidently show the experiential and spatial quality. Students are also to consider how well design conforms to both the physical and non-physical requirements of the user.

Final project will be in 3 stages, first is narrative writing wherein student will explain the personality of user and the theme of the plot. Task 2 explorations of space and form using elements and principles of design and Task 3 (finalization) is exploring how to organize the 2-3 spaces which encompasses design principles in spatial relationships and organization. In addition to that, we will also explore the notions and experiential effects of materials and the senses in the final design.

Submission Requirements

Three to Four (3-4) Panel A-2 (Presentation board)

(Creatively arranged to be based on either concept or self-identity)

- **Narrative and conceptual board** (100 words)
- **Conceptual Sketches/Studies** (Initial ideas & design)
- **Orthographic drawings** (scale 1:50)
 - Floor plans
 - (1) Elevation
 - (1) Section
 - (1) Interior Perspective or axonometric view showing interior space
(To ask tutor advise for appropriate scale to be used)
 - Other supplemental drawings
- **Scale Model (1:50)**
(Interior to be shown by removable roof or open to one side)

4. Taylor's Graduate Capabilities (TGC) 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 e-Portfolio, a web-based portfolio in the form of a personal academic blog. The e-Portfolio 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 (Revised as per Programme Guide 2013)

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

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 (March-July 2016)

Week/Date	Topics/Readers/Reminders	Lecture hours	Tutorial hours	Self-directed Study hours
Week 0R 23-25 March	Freshman Orientation & Icebreaking activity Introduction to Architecture & Lecturers Project Overview/Module & Project Brief :Download Module Outline, Project1 Brief and Tutorial Log Sheet in Times/Facebook Group	-	Module briefing and Assessment Plan (projects) Overview.	Read Module outline and Project 1 brief
Week 1 28 March	-Module Introduction -Briefing on Project 1: 'Representing Me'	Briefing 1	In-class discussion Formulating Concept & Abstraction & Expression of ideas	-Finalizing Narration of 'self' -Generating ideas + expressing / abstracting self-identity
30 March	Writing Narrative of the 'Self' :Download Module Project 1 Marking Sheet in Times/Facebook Group			
Week 2 4 April	Lecture 1: Generating and Abstracting Ideas	Lecture 1	In-class Discussion Finalizing ideas & art work	Finishing Model & Board for presentation Reading: Introduction to Architecture: DK Ching
6 April	Work in Progress: Finalize A-3 board & Model			
Week 3 11 April	<u>Submission + Presentation of</u> Project 1: Representing Me 'Artwork'	Briefing 2 Brief + Lecture 2 & Project 1 Feedback	In-class Discussion Anthropometrics, Ergonomics and non-physical needs of the user	Exploring User-based architecture. Reading: Form, Space and Order by: DK Ching
13 April	Introduction & Briefing 2: Project 2: 'Me in Space' Lecture 2: 'Self in Space' :Download Project 2 Brief in Times/Facebook Group			

Week 4 18-Apr	Lecture 3: Introduction Elements and Principles of Architecture Lecture 4: Understanding Elements and Principles Of through the works of Architects	Lecture 3 & 4 Project 1 Feed back	In-class Discussion Anthropometrics, Ergonomics and non-physical needs of the user	Exploring User-based architecture. Reading: Human Dimension & Interior Space by: J. Panero & M. Zelnik
Week 5 25 Apr	<u>Submission</u> Project 2a: Narrative 27 Apr Lecture 5: Prototyping, Fittings & Assemblies Lecture 6: Design Process and Exploration	Lecture 5 & Lecture 6	In-class discussion Elements and Principles of Architecture and how can it be applied to design	Further exploration of space, form, movement and use. 1. Reading: Form, Space and Order by: DK Ching 2. Designing with models: John Wiley & Sons
Week 6 2 May	<i>Public Holiday</i> <i>Labor Day</i> 4 May Work in Progress: Model Installation 1:1 and finalize presentation drawing panels		In class Discussion: progress of Model Installation and Drawing panels	Finalization and execution of drawings and Actual scale model Reading: 1. Architectural Model Making by: Nick Dunn 2. Designing with models: John Wiley & Sons
Week 7 9 May	Work in Progress: Model Installation 1:1 and finalize presentation drawing panels 11 May <u>Submission and Presentation</u> Project 2: 'Me in Space- Pavilion' For public exhibition(outdoors)		Final presentation and exhibition of 1:1 model installation (2-3 days exhibition)	Finalization and execution of drawings and Actual scale model
16-20 May (Non-contact Week)	Mid-Semester Break & Activity Week			

<p>Week 8 23 May</p> <p>Project 3: 'Dream space for the User-Hideout'</p> <p>Lecture 7: Effective Story Board & Design Narrative</p> <p>Narrative Writing & Idea generation</p> <p>25 May</p> <p><u>Submission and Presentation</u> Project 3a (Interim) Design Narrative</p> <p>Download Project 3 Brief and Interim Assessment Sheet in Times/Facebook Group</p>	<p>Briefing 3 Lecture 7 & Project 2 Feed back</p>	<p>Writing Final Project Narrative and exploring concept/ideas</p>	<p>Research work & Generating Concept for Form though initial sketches and study models Reading: Architectural Drawing – A Visual Compendium By. Rendow Yee</p>
	2	6	6
<p>Week 9 30 May</p> <p>Lecture 8: Topic: Architecture The Art of Experience</p> <p>1 June</p> <p>Idea generation and Design Exploration Thru sketches and study model</p>	<p>Lecture 8</p>	<p>In-class discussion: architecture as the art of experience. How it can design has this.</p>	<p>Research work and exploration of spaces and forms thru models and sketches. Designing for Emotion by: Aaron Walter</p>
	2	6	6
<p>Week 10 6 June</p> <p>Lecture 9: Topic: Materiality in Architecture Design Exploration thru models & sketches</p> <p>8 June</p> <p>Work in Progress: Allotted time for Finalization of Design & Presentation (drawing panels & model)</p> <p>Download Interim Assessment Sheet in Times/Facebook Group</p>	<p>Lecture 9</p>	<p>In-class exercise; Explore on Design Principles and Materiality in architecture and design. Presentation to respective tutor</p>	<p>Start finalizing design from Interim comments and suggestions. Reading: Material, Form and Architecture By: Richard Weston</p>
	2	6	6
<p>Week 11 13 June</p> <p><u>Submission & Presentation</u> Project 3b: (Draft/Mock up)</p> <p>15 June</p> <p>Work in Progress: Revisions from Interim</p>	<p>Interim Feed back</p>	<p>In-class Discussion: Final Tips for presentation</p>	<p>Finalization and execution of presentation drawings boards and scaled model</p>
	0	8	6

Week 12 20 June	Work in Progress: Allotted time for Finalization of Design & Presentation (drawing panels & model)		In-class Discussion: Final Tips for presentation	Finalization and execution of presentation drawings boards and scaled model
22 June	Public Holiday Nuzul Al Quran	-	8	6
Week 13 27 June	Work in Progress: Allotted time for Finalization of Design & Presentation (drawing panels & model)		Final Tutorial To check 90-100% completion	Finalization and execution of presentation drawings boards and scaled model
29 June	:Download Final Project Marking sheet, Schedule of Presentation and Studio pin-up layout in Times	-	-	-
Week 14 11 + 12 July	<u>Submission of Final Project (pin-up)</u> <u>Presentation to External Judge</u>			
		-	-	-
Week 15 18-22 July	Portfolio Preparation			
		-	-	-
Week 16 25 July	Portfolio Submission : post link in Facebook Group Page			
		-	-	-

Note: The Module Schedule above is subject to change at short notice.

Reminder

Week 02 Friday (08 Apr)	Last day to add /drop module.
Week 06 Friday (06 May)	Last day for subject/module withdrawal with WD grade
Week 07 Friday (13 May)	Online Student Registration
Week 10 Friday (10 June)	Last day for Online Student Registration
Week 11 Friday (17 June)	Online Course Evaluation & last day for subject/module Withdrawal with F (W) Grade
Week 12 Friday (24 June)	Last day for completion of Online Course Evaluation

References

Main References:

1. D.K. Ching, F. Eckler, J.F. 2013. *Introduction to Architecture*. New Jersey: Wiley & Sons.
2. D.K. Ching, F. 2014. *Architecture: Form Space and Order (4nd ed.)*. Van Nostrand Reinhold.
3. Agrest, Diana. 1993. *Architecture from Without*. The MIT Press
4. Antoniades, A. 1992. *Poetics of Architecture*. Van Nostrand Reinhold.

Secondary References:

1. Eckler, J.F. 2012. *Language of Space and Form: Generative Terms for Architecture*. New Jersey: Wiley & Sons
2. Tanizaki, J. 1977. *In Praise of Shadows*. Connecticut: Leetes's Island Books.
3. Pressman, A. 2011 *Designing Architecture: The Elements of Process*. Routledge.
4. Heatherwick, T. 2012. *Thomas Heatherwick: Making Ideas*. Thames & Hudson.
5. Unwin, S. 2011. *Exercises in Architecture: Learning to Think as an Architect*. Routledge
6. Richardson, Phyllis. 2001. *S: Big Ideas, Small Buildings*. Universe Publishing.