

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

**ARCHITECTURE, CULTURE AND HISTORY 1  
(ARC60103/ARC1313)  
MODULE OUTLINE**

**March 2016**

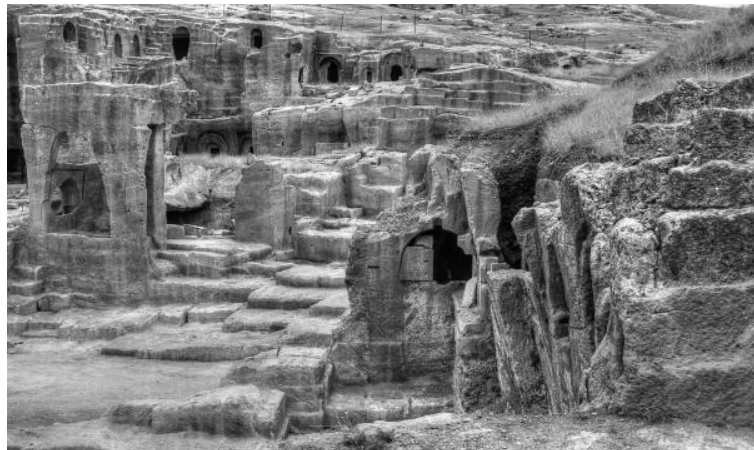


Image: The Mesopotamian Ruins of Dara Near the Syrian Border: © Natalie Sayin, (2014)

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

<b>Programme</b>	Bachelor of Science (Honours) in Architecture	
<b>Module</b>	ARCHITECTURE, CULTURE & HISTORY 1 (ARC60103/ARC1313)	
<b>Prerequisite</b>	None	
<b>Credit Hours</b>	3	
<b>Classification</b>	Core	
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## Module Synopsis

A chronological survey of the developments of Western architecture from the beginning of time to the period of Enlightenment, with consideration of the intellectual, aesthetic, technological, political and economic factors which have influenced the design of buildings. These issues are explored with reference to major contemporary examples and the work and philosophy of significant exponents.

## Module Teaching Objectives

In developing students' historical and architectural criticism skills the teaching objectives for the module are:

1. **To develop introduce** basic architectural theory through a consideration of intentions, concepts, patterns, disciplines, architectural language and contextual relationships.
2. **To examine** architecture history through a chronological survey of the developments of Western architecture from the beginning of time to the Enlightenment, looking at the intellectual, aesthetic, technological, political and economic factors which have influenced architectural design.

## 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).

Upon successful completion of the module, students will be able to:

No.	MLO	PLO	TGC
1	<b>Recognize</b> and <b>recall</b> the appropriate <b>verbal</b> and <b>visual</b> architectural vocabulary when referring to building types, styles and periods.	2	2.1
2	<b>Exemplify, classify</b> and <b>compare</b> the <b>sequence of historical periods</b> and how they are represented architecturally.	2	1.2 2.0 3.1 7.1
3	<b>Differentiate</b> the way in which many varied factors contribute to the development of form.	2	1.2 2.0 3.1 7.1

## Modes of Delivery and TIMeS

This is a 3 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: 2 hours per week
- Self-directed study: 5 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)	
	<b>1. Discipline Specific Knowledge</b> 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
	<b>2. Lifelong Learning</b> 2.1 Learn independently 2.2 Locate, extract, synthesize and utilize information effectively 2.3 Be intellectual engaged
	<b>3. Thinking and Problem Solving skills</b> 3.1 Think critically and creatively 3.2 Define and analyze problems to arrive at effective solutions
	<b>4. Communication Skills</b> 4.1 Communicate appropriately in various settings and modes
	<b>5. Interpersonal Skills</b> 5.1 Understand team dynamics and mobilize the power of teams 5.2 Understand and assume leadership

	<b>6. Intrapersonal Skills</b> <b>6.1</b> Manage oneself and be self-reliant <b>6.2</b> Reflection one's action and learning <b>6.3</b> Embody Taylor's core values
	<b>7. Citizenship and Global Perspectives</b> <b>7.1</b> Be aware of and form opinions from diverse perspectives <b>7.2</b> Understand the value of civic responsibility and community engagement
	<b>8. Digital Literacy</b> <b>8.1</b> 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	Precedent Study & Analysis: WIKI TIMEs On-line Discussion Forum Precedent Study & Analysis Sketch Journal (Comparative Analysis Sketches & Report) A2 Presentation Board	Formative Formative Summative	2	50% (10%) (20%) (20%)
2	On-line Mid Term Exam	Formative	1	20%
3	Final Exam	Summative	1, 2, 3	30%
4	Taylor's Graduate Capabilities Portfolio	Summative	1, 2, 3	Pass/Fail
Total				100%

## Assessment Components

### 1. Project: Precedent Study & Analysis

This project focuses on investigating historical works to enrich architectural design and ideas. Through the study of existing buildings, students are able to communicate and expand their own architectural vocabulary and develop design concepts. In a group of 5, students are required to conduct precedent study analysis on specific building through on-line forum discussion, analysis drawings, verbal and board presentations. This precedent study analysis should help clarify the research question of **"why"** that specific building is historically, culturally and architecturally importance; and **"how"** the design concepts derived from that particular building can be developed and expanded to be creatively and innovatively integrated into future design project.

## 2. Online Tests

Test questions will be based on the recommended text book and readings for this module and will be given topically to extend students' vocabulary in architecture history.

## 3. Final Examination

This final examination is designed to assess the ability of the students to clarify *why* a specific building is historically, culturally and architecturally importance; and *how* the design concepts can be developed and expanded to be creatively and innovatively integrated into contemporary 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.

### **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
	<b>Orientation Week</b>		
		-	-
<b>30 March</b> <i>(last week to add/ drop a module)</i>	<b><u>Intro Lecture</u></b> <b>i. Introduction to Architecture History 1</b> Subject Introduction Overview of Subject Outline (Yati) <b>ii. Overall Project Briefing</b> (Yati)	Briefing: Project Group	Project: Precedent Study & Analysis
Week 1	2	2	8
<b>06 April</b>	<b><u>Lecture 1</u></b> <b>i. Early Beginnings: Primitive and Prehistoric Architecture/Ancient Prehistoric Cities</b> (Anne) <b>ii. WIKI TIMEs On-line Discussion Forum</b> (Yati)	<b>i. Allocation &amp; Confirmation of buildings</b> <b>ii. Data collections, sketches, diagrams and WIKI TIMEs On-line Discussion Forum Progress</b> <b>iii. Precedent Study &amp; Analysis Sketch Journal (Sketches &amp; Report)</b>	Project: Precedent Study & Analysis
Week 2	2	2	8
<b>13 April</b>	WIKI TIMEs Housekeeping <b>i. WIKI TIMEs On-line Discussion Forum</b> (Yati)	<b>i. Data collections, sketches, diagrams and WIKI TIMEs On-line Discussion Forum Progress</b> <b>ii. Precedent Study &amp; Analysis Sketch Journal (Sketches &amp; Report)</b>	Project: Precedent Study & Analysis
Week 3	-	2	8
<b>20 April</b>	<b><u>Lecture 2</u></b> <b>i. Egyptian Architecture</b> (Nicholas) <b>ii. Precedent Study &amp; Analysis Sketch Journal</b> (Yati)	<b>Presentation: Interim Assessment</b> of WIKI TIMEs On-line Discussion Forum	Project: Precedent Study & Analysis
Week 4	2	-	8



<b>27 April</b>	<b>Lecture 3</b> i. Greek Architecture (Patma)	<b>Final Assessment</b> of WIKI TImeS On-line Discussion Forum <b>(10%)</b> i. Precedent Study & Analysis Sketch Journal (Sketches & Report) ii. A2 Presentation Board Draft	Project: Precedent Study & Analysis
Week 5	2	2	8
<b>4 May</b> <b>(Final week to withdraw from module(s) with a Withdrawn (WD) notation in the transcript)</b>	<b>Lecture 4</b> i. Roman Architecture (Nicholas)	i. Precedent Study & Analysis Sketches Journal (Sketches & Report) ii. A2 Presentation Board Draft <b>Feedback on Assessment</b> of WIKI TImeS On-line Discussion Forum	Project: Precedent Study & Analysis
Week 6	2	2	8
<b>11 May</b>	<b>Lecture 5</b> i. Early Christian and Byzantine & Romanesque Architecture (Anne) ii. Precedent Study & Analysis Sketch Journal (Sketches & Report) (Yati)	iii. Precedent Study & Analysis Sketch Journal (Sketches & Report) iv. A2 Presentation Board Draft <b>Feedback on Assessment of WIKI TImeS On-line Discussion Forum</b>	Project: Precedent Study & Analysis
Week 7	2	2	8
16–20 May	Semester Break		
<b>25 May</b>	<b>Lecture 6</b> i. Gothic Architecture (Shen) ii. Final A2 Presentation Board (Yati)	<b>Submission: Precedent Study &amp; Analysis Sketch Journal (20% = Sketches 10% + Analysis Report 10%)</b> Progress Development of Final A2 Presentation Board	Project: Precedent Study & Analysis
Week 8	2	2	8
<b>1 June</b>	<b>Lecture 7</b> Renaissance Architecture (Nazmi)	<b>On-line Test (20%)</b> (Lecture1,2,3,4,5,6)	Project: Precedent Study & Analysis
Week 9	2	2	8
<b>8 June</b>	<b>Lecture 8</b>	i. Progress Development of	Project:

	Baroque, Rococo, Mannerist Architecture and Palladianism (Shen)	Final A2 Presentation Board ii. <a href="#">Feedback on Assessment Precedent Study &amp; Analysis Sketch Journal</a>	Precedent Study & Analysis	
Week 10	2	2	8	
<b>15 June</b>	-	Progress Development of Final A2 Presentation Board (On-line Tutorial)	Project: Precedent Study & Analysis	
Week 11	-	-	8	
<b>22 June</b>	<b>Revision</b> i. <b>Final examination revision</b> (Yati) ii. Final A2 Presentation Board	Progress Development of Final A2 Presentation Board	Project: Precedent Study & Analysis	
Week 12	2	2	8	
<b>29 June</b>	<b>Project Submission</b> Final Presentation Board	<b>Submission of Final Presentation Board (20%)</b>		
Week 13	-	-	-	
<b>8 July</b>	<b>Submission: TGC E-Portfolio</b>			
Week 14	-	-	-	
SL/FE Week	<b>Study Week/ Exam Week: Final Examination (30%)</b>			
SLT	20	20	80	120 hrs

### Recommended Main References:

1. Denna Jones 2014. *Architecture: The Whole Story*. Thames and Hudson
2. Emily Cole 2002. *Architectural Details. A Visual Guide to 5000 years of Building Styles*. Ivy Press
3. Andrew Ballantyne. 2012. *Key Buildings from Prehistory to the Present: Plans, Sections and Elevations*. Lawrence King Publishing Ltd.
4. Fletcher, Sir Banister and Winsgrove, J. (Ed). 1987 (19th Ed). *Sir Banister Fletcher's a History of Architecture*. London: Butterworth (720.9 KOS)
5. Clark, R. H., Pause, M. 1996. *Precedents in Architecture* (2nd edition). New York: Van Nostrand Reinhold (729.CLA)
6. Unwin, S. *Exercises in Architecture Learning to Think as an Architect*. 2012. London & New York. Routledge Taylor & Francis Group.
7. Unwin, S. *Analysing Architecture*. 2002. Glasgow: Bell and Bain Ltd. (720.1 UNW)
8. Kostoff, S (1995). *A History of Architecture: Settings and Rituals*. Oxford: Oxford University Press (720.9 KOS)

## Secondary References:

1. Norberg-Schulz, C. 1986 (Rev. Ed). *Meaning in Western Architecture*. London: Studio Vista (Lecturer's copy)
2. Roth, Leland M. 1993. *Understanding Architecture: Its Elements, History and Meaning*. London: The Herbert Press (720.1 ROT)
3. Borden, D., Elzanoswski, J., Lawrenz, C., Miller, D., Smith, A. and Taylor, J. 2008. *Essential Architecture: The History of Western Architecture*. London: Herbert Press (720.9 ESS)
4. Conway, H. and Roenisch, R. 1994. *Understanding Architecture: An Introduction to Architecture and Architectural History*. London: Routledge (720 CON)
5. Nuttgens, P. 2001. *The Story of Architecture*. New York: Phaidon (720.9 NUT)
6. Strickland, Carol. 2001. *The Annotated ARCH*. Kansas City: Andrews McMeel Publishing (720.9 STR)
7. Sutton, I. 1999. *Western Architecture*. London: Thames and Hudson (720.9 SUT)
8. Vickers, G. 1998. *Key Moments in Architecture*. Hamlyn (720.91821 WAT)
9. Wittkower, R. 1998. *Architectural Principles in the Age of Humanism*. London: Academy Editions.
10. Braun, M. S. and Galindo, M. 2012. *Atlas of World Architecture*, Braun Publish.
11. Ballantyne, A. 2012. *Key Building from Prehistory to the Presents: Plans, Sections and Elevations*. Laurence King Publishing.
12. Fazio, M., Moffett, M. and Wodehouse, L. 2008. *A World History of Architecture*. McGraw-Hill

## 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](http://taylorslibrary.taylors.edu.my/user_skills/user_support_students)

