

BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE

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

March 2016

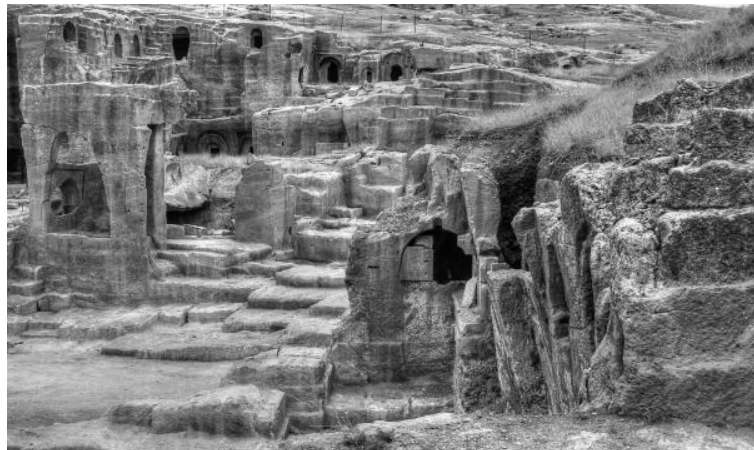


Image: The Mesopotamian Ruins of Dara Near the Syrian Border: © Natalie Sayin, (2014)

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

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| Programme | Bachelor of Science (Honours) in Architecture | |
| Module | ARCHITECTURE, CULTURE & HISTORY 1 (ARC60103/ARC1313) | |
| Prerequisite | None | |
| Credit Hours | 3 | |
| Classification | Core | |
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PROJECT BRIEF: PRECEDENT STUDY & ANALYSIS (50%)

DUE:

- | | | | |
|--|---------|---------------|-------|
| 1. WIKI TIMEs Online Discussion Forum: | | | |
| i. Interim Presentation | Week 4 | 20 April 2016 | (10%) |
| ii. On-line Final Assessment | Week 5 | 27 April 2016 | (10%) |
| 2. Precedent Study & Analysis Sketch Journal (Comparative Analysis Sketches 10% & Report 10%) | | | |
| Presentation | Week 8 | 25 May 2016 | (20%) |
| 3. Final Presentation Board Submission | Week 13 | 18 July 2015 | (20%) |

Introduction

This project focuses on investigating historical works to not just enrich student proficiency in architectural language, design and ideas but most importantly able to develop and hone students' historical and architectural criticism skills. 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, sketch analysis journal, verbal and board presentations. The precedent study analysis project should help clarify questions of "why" the case study is historically, culturally and architecturally importance; and "how" the design concepts derived from the case study can be developed and expanded to be creatively and innovatively integrated into prospect design project.

Objectives

In developing students' historical and architectural criticism skills the objectives of the project are:

- To introduce basic architectural theory through a consideration of intentions, concepts, patterns, disciplines, architectural language and contextual relationships.
- To creatively and innovatively develop and expand the design concept derived from the precedent study analysis.

Learning outcome:

- To produce building analysis which document intentions, concepts, patterns, disciplines, architectural language and contextual relationships.

2. To produce graphical development, expansion and elaboration of intentions, concepts, patterns, disciplines, architectural language and contextual relationships in developing architectural critics' skill.

Background:

A precedent study is one of an effective approach in learning architectural history as well as an essential research stage to any architectural design project. To be a good architect it is crucial that one thoroughly understand what came before a success architectural creation. Precedent studies provide understanding of these contributing factors. The information learned from this process will give architects wisdom to create architecture that is at par or even better than what have been created before. In addition, precedent studies might also reveal reasons for a design failure and thus gives designer the understanding so as not to repeat the same mistakes.

Assessment:

Part A. WIKI TIMeS On-line Discussion Forum (10% = Individual-80% and Group-20% Assessment)

On-line group forum is used in this exercise as an effective virtual learning discussion platform for students to work as a team to help each other in exploring the precedent studies of a chosen building with cultural, historical and architectural significances.

Through the active on-line discussion forum, students even outside class session will be able to exchange views, share and debate the knowledge derived from the precedent studies to best grasp as well as to encourage a comprehensive analysis of the underlying conceptual ideas of the building. This on-line forum discussion will also prepare them for their verbal presentation during Studio critic session.

The study of precedent required students to gather architectural information, so that they truly appreciate the essence of the building; have in-depth understanding of the building systems at work, as well as recognize the series of important elements that realize design aspects of the building.

On-line Group Forum Task:

Each group is required to collectively address the questions below via TIMES WikiSpace discussion forum. As such each student in the group needs to only select just one set of questions. All discussion must be posted in TIMES Wiki Space in the form of:

- a. clear and legible photographs and scanned sketches
- b. short brief /write-up.

Brief General/Background Questions:

1.
 - i. Who was the architect or founder of the building?
 - ii. What was the concept or philosophy of the architect or founder that makes the building historically significant / meaningful?
2.
 - i. Where and when was the building built?
 - ii. How the context, building period and evolution makes the building historically significant and meaningful?
3.
 - i. What is the form, or shape of the building?
 - ii. How the form or shape of the building contributes in making the building historically significant and meaningful?
4.
 - i. What is the function or purpose of the building?
 - ii. How the function or purpose of the building makes the building historically significant and meaningful?

5. i. What were the materials and construction technology or method used?
- ii. How the materials and construction technology or method help making the building historically significant and meaningful?

**Part B. Precedent Study & Analysis Sketch Journal (Individual)
(Comparative Analysis Sketches 10% & Report 10%)**

The Precedent Study and Comparative Analyses sketches and Comparative Analysis Report of 500 words form the **Precedent Study & Comparative Analysis Journal**. This journal consists of illustrative and abstractive diagrams, and annotations, which includes clarity drawings of actual and conceptual design ideas of floor plans, building sections, analyses diagrams and sketches expressing and in-depth comparative investigation of a selected case study. All sketches are to be drawn on at least 80 gram A4 drawing papers and upon submission must be creatively bond with front cover depicting information about the owner, project and logos of Taylor's University, SABD and MASSA. **Sketches should be** (but not limited to) **hand-drawn and hand-written as exploration of creative mixed media presentation is also highly recommended.**

Using the information gathered in Part A: On-line Forum provides precedent study and comprehensive comparative sketch analyses of the case study. You are required to generate in-depth precedent analyses that include the accounts listed below:

1. Related illustrative Architectural Historical Timeline in chronology order that highlights and explains the standing of the case study in Architecture History.
2. With reference to the timeline generates comparative analyses of the case study with the before and after architectural style.
3. With reference to the timeline explain the technology development and advancement related to the case study.

Part C. Analysis Presentation Board (20%) (Individual)

The A2 presentation board consists of illustrative and abstractive diagrams, drawings and annotations of the precedent study and comparative analysis of the selected case study. The drawings should include actual and conceptual design ideas of floor plans, building sections, analysis diagrams and sketches expressing clarity and in-depth investigation of the precedent studies. Precedent study and the analysis presentation board should be on an **A2 board** only and **strictly hand-drawn and hand-written.**

You should find as much information on your assigned building as possible. Some projects have more information available than others. Your assignment is to provide an in-depth analysis of the building and provide thorough reflections of the questions listed in the subsequent section.

Analyses should include:

A. Answers to the Precedent Study Analysis questions below:

1. How does the building reflect the spirit of the time and place for which it was built?
2. What are the initial ideas and the design concept?
3. How the initial ideas and the design concept affecting the architecture?

B. Illustration of Precedent Study Analysis in relation to the series of building conceptual elements listed below – each student is to select and conduct analysis of one element from # 1 to 5 and to synthesize the design concept *Parti* of # 6.

1. Concept and Architecture analysis (i. Architect and/or Building concepts, ii. Architecture/Style/Identification of Place, iii. Person-Container-Social relationship)
2. Building massing analysis (i. Material and Structure- geometry of making, ii. Geometry - alignment/anthropometry/social geometry/ideal geometry)
3. Circulation Analysis (i. Circulation to Use-Space, ii. Natural ventilation)

4. Spatial Organization analysis (i. Spatial planning & Landscape/Site Siting, ii. Building sequence and process, iii. Public vs. private, iv. Axis, v. Symmetry/Asymmetry & balance, vii. Repetitive to unique, viii. Additive and subtractive, ix. Hierarchy)
5. Building plan-section/elevation analysis (i. Plan to Section or Elevation, ii. Natural light penetration, iii. Significant architectural element)
6. *Parti* - Culminates and Summarizes (i. gesture, ii. essence, iii, dominant idea, iv salient characteristic of the building)

Review and assessment/submission dates

This project carries 50% of the total marks for the subject

| Assessment Components | Type | Learning Outcomes | Presentation/ Formative Assessment | Final / Summative Assessment | Submission / Formative Assessment | Assessment Weightage |
|--------------------------------------|------------|-------------------|---|---|---|----------------------|
| Project : Precedent Study & Analysis | Group | 1-5 | Week 4: 20 April (Interim) Presentation of WIKI TIMEs On-line Discussion Forum | Week 13: 29 June Final A2 Presentation Board Submission (20 %) | Week 5: 27 April (10%) Week 8: 25 May Precedent Study & Analysis Sketch Journal: Comparative Analysis Sketches (10%) & Report (10%) | 50% |
| Online Test | Individual | 1,2,3 | Week 9: 1 June | - | - | 20% |
| Final Examination | Individual | 1-5 | - | Refer to Examination Schedule | - | 30% |
| TGC Portfolio | Individual | 1-5 | - | Week 14: 8 July | - | Pass/ Fail |

*** It is COMPULSARY for you to scan All your Tutorial Progression Log Sheet, Sketch Journal and presentation board, and post them all in your TIMEs Wiki-Space page for the purpose of progress marking and e-portfolio preparation, before you submit the works to your tutorial group's tutor.**

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. *Analyzing 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