CA3341B: ARCHITECTURAL DESIGN: CONTEXT (TOPIC 2)

Effective Term
Semester B 2024/25

Part I Course Overview

Course Title
Architectural Design: Context (Topic 2)

Subject Code
CA - Civil and Architectural Engineering
Course Number
3341B

Academic Unit
Architecture and Civil Engineering (CA)

College/School
College of Engineering (EG)

Course Duration
One Semester

Credit Units
9

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
CA3340A Architectural Design: Integration (Topic 1); or CA3340B Architectural Design: Integration (Topic 2)

Students must have attempted (including class attendance, coursework submission, and examination) the precursor course(s) so identified.

Equivalent Courses
CA3341A Architectural Design: Context (Topic 1)

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to enhance students' understanding of architectural design as an integral part of a context. The emphasis is on developing a set of analytical and design tools to explore spatial strategies and configurations, and apply the findings to inform decisions in the architectural design process. Through a specific topic selected by the studio tutor, students will explore various themes relating to the development of a spatial configuration that respond to neighborhood social and ecological dynamics.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and explore contextual elements of a building project; including social, cultural, and physical.		x	x	
2	Analyse and illustrate information from various sources to facilitate the preparation of a comprehensive project development.		x	x	
3	Understand and formulate contextual responses and generate strategies to address issues to link the building, site and the neighbourhood.		x	x	
4	Articulate a comprehensive design proposal to draw linkages between architecture and the context.				x
5	Develop architectural design proposal to incorporate the contextual responses.				x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Design Project	Design Project engages students in the production of an integrated proposal for a building design of a specific topic in response to a set of constraints and requirements. Teaching and learning are conducted through regular studio classes in which students will develop their individual design proposals under the facilitation of a studio tutor.	1, 2, 3, 4, 5	
2	Lecture/Seminar	Knowledge pertaining to the topic to facilitate the acquisition of theoretical tools for design development.	1, 2, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Assignments	1, 2, 3	50	
2	Final Presentation	3, 4, 5	50	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Assignments

Criterion

1.1 Ability to identify contextual elements of a building project; including social, cultural, and physical;
1.2 Comprehensive analysis and skilful illustration of various information to facilitate the preparation of building design;
1.3 Formulate sensible contextual responses and generate appropriate strategies to address issues to link the building, site and neighbourhood.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal level

Assessment Task
Final Presentation

Criterion
2.1 Formulate sensible contextual responses and generate appropriate strategies to address issues to link the building, site and neighbourhood;
2.2 Articulate a innovative and comprehensive design proposal to link architecture and context;
2.3 Develop and communicate a comprehensive architectural design proposal to incorporate the contextual responses.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal level

Part III Other Information

Keyword Syllabus
Architecture and Urbanism; City form and urban design; Urban morphology, circulation and way-finding; Site potentials and contextual design; Site planning considerations; Street patterns and configurations; Spatial configurations, organization and relationships.

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Alexander, C., Neis, H., Anninou, A. and King, I. (1987). A new theory of urban design. New York: Oxford University Press.
2	Banerjee, T. and Loukaitou-Sideris, A. (Eds.) (2011). Companion to urban design. New York: Routledge.
3	Lynch, K. (1960). The image of the city. Cambridge: MIT Press.

4	Moughtin, C. (2003). Urban design: Street and square (3rd ed). Boston: Architectural Press.
5	Marshall, S. (2005). Streets & patterns. London: Spon.
6	Soderstrom, M. (2008). The walkable city: from Haussmann's boulevards to Jane Jacobs' streets and beyond. Montreal: Véhicule Press.
7	Geoffrey Makstutis. (2018) Design process in architecture: from concept to completion. London, UK: Laurence King Publishing Ltd. 2018.