

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2018 /19**

Part I Course Overview

Course Title: Historical Buildings and Preservation

Course Code: CAH2507

Course Duration: 1 semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course is an introduction to historical buildings and the protection of those valuable buildings physically. It is a study of tangible heritage in architectural perspectives, aiming to guide students to understand styles and features of historical buildings in various culture and different periods, and the principle, procedure, method and technology of building preservation. Such knowledge will enable students to discuss and relate existing built heritage to preservation practice.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Undertake basic skills and methodology in the profession of historical building preservation.	25%	√	√	
2.	Identify key features of iconic building styles in history and their cultural meanings.	25%	√	√	
3.	Interpret architectural heritage and its value, role and function in our modern society.	25%	√	√	
4.	Evaluate and draft a reasonable schematic proposal for rehabilitating a particular old building according to the concept, theory and technique of preservation practice.	25%		√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures & In-class activities	Besides the scheduled lectures, in order to promote active and discovery learning, students will be engaged in in-class group activities, e.g. group discussion, simple quizzes and debate.	√	√	√				
Reading	Books, articles and websites related to the topic.	√	√	√				
Field Study	Students are required to form small study groups and visit historical buildings or preservation projects, for completing group oral presentations and case-study reports upon on-site investigations.	√	√	√				
Tutorial Presentation & Discussion	All tutorials are topic oriented. Students are expected to study the recommended readings in advance, and all will have a chance to act as presenter and discussant throughout the course. Teachers will assess students' analytical skills and their understandings of assigned readings. Tutorials ensure that sufficient opportunities for teacher-learner's interaction and peer discussion are provided. Group presentations and discussion will be conducted into the tutorials. The tutorial will also help students to develop course assignments such as the field study and the case-study report. Based on the teacher's feedback, students' progressive improvement in different stages of assignment developing will be the evidence for assessment.			√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
Group Oral Presentation Students are required to form small study groups and to make a presentation of the investigation/research part of their case-study based on the field study. This task will assess students' understanding of a particular historical building physically.	√	√	√	√		35%	
Final Report Each student will submit an individual written proposal of the evaluation/planning part of the case-study based on the field study. This task will assess a student's ability of applying preservation knowledge on a particular historical building practically.			√	√		20%	
Participation and Discussion in class Motivate students' spirit in learning and enhance their awareness in discovering new points of discussion.	√	√				15%	
Test 1 - Mid-term Test 2 - Term-end In the two tests, students will be tested on topics and study material, and related preservation principles discussed in the course.	√	√	√	√		30%	
Examination: - (duration: -)							
* The weightings should add up to 100%.						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Oral Presentation	-Information and discovery derived from the field-study; -Skill of oral communication; -Teamwork spirit.	Strong evidence of -Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; -rigorous organization, coherent structure, balanced composition; -critical analysis, convincing statement and creative comment; -superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. -close collaboration.	Some evidence of -Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; -rigorous organization, coherent structure, balanced composition; -critical analysis, convincing statement and creative comment; -superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. -close collaboration.	Limited evidence of -Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; -rigorous organization, coherent structure, balanced composition; -critical analysis, convincing statement and creative comment; -superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. -close collaboration.	Weak evidence of -Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; -rigorous organization, coherent structure, balanced composition; -critical analysis, convincing statement and creative comment; -superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. -close collaboration.	Lack of evidence of -Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; -rigorous organization, coherent structure, balanced composition; -critical analysis, convincing statement and creative comment; -superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. -close collaboration.
2. Final Report	-The knowledge to evaluate feasibilities of rehabilitating a particular historical building technically and economically; -The creativity to propose a reasonable program for revitalizing	Strong evidence of -rich content, ability to integrate various resources into primary and secondary levels based on demand ; -rigorous	Some evidence of -rich content, ability to integrate various resources into primary and secondary levels based on demand ; -rigorous	Limited evidence of -rich content, ability to integrate various resources into primary and secondary levels based on demand ; -rigorous organization, coherent	-Fragmented content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; -loose organization; -ability to express	-Vague and devoid of content, weak ability to integrate limited resources ; -loose organization, without distinct primary and secondary levels; -unsystematic ideas

	<p>the building functionally, socially and culturally; -The skill to employ methods of preservation practice.</p>	<p>organization, coherent structure, systematic composition; -clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; -sufficient and organized references which can be utilized in accordance with the topic. -exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</p>	<p>organization, coherent structure, systematic composition; -clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; -sufficient and organized references which can be utilized in accordance with the topic. -exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</p>	<p>structure, systematic composition; -clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; -sufficient and organized references which can be utilized in accordance with the topic. -exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</p>	<p>relevant points to the subject matter; -references are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; -sentence fluency and diction is acceptable.</p>	<p>which cannot express the subject matter or relevant themes; -summary of references, no personal idea and/ or unreasonable comment; -seriously insufficient/ no reference; -over use of existing quotations and relevant research.</p>
<p>3. Participation & Discussion in class</p>	<p>-Completion of reading assignments; -Participation in group discussion; -Expression of critical thinking.</p>	<p>Strong evidence of: -Active pre-class preparation and in-class participation, positive and interactive learning. -Adequate ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials.</p>	<p>Some evidence of: -Active pre-class preparation and in-class participation, positive and interactive learning. -Ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials.</p>	<p>Limited evidence of: -Active pre-class preparation and in-class participation, positive and interactive learning. -Ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials.</p>	<p>Marginally satisfies the basic requirements of participation in classes and tutorials.</p>	<p>Fails to meet minimum requirements of participation.</p>

4. Test	-Understanding of essential terminologies, styles and features of historical buildings; -Understanding of basic concepts, principles, and theories of building preservation; -Understanding of the subject matter of lecture topics.	85% to 100% correct answers to all test questions.	70% to 84% correct answers to all test questions.	55% to 69% correct answers to all test questions.	40% to 54% correct answers to all test questions.	Less than 40% correct answers to all test questions.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Architecture, architectural styles, features;

Building methods, materials;

Historical building, tangible heritage;

Preservation, revitalization, rehabilitation, adaptive reuse, restoration, renovation, reconstruction;

Authenticity, integrity;

Preservation philosophy, the history of the movement, the role of national, state, and local government, the designation and documentation of historic structures, establishing a historic district, sensitive architectural design and planning, preservation technology, the economics of building rehabilitation.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Norman Tyler. <i>Historic Preservation: An Introduction to Its History, Principles, and Practice</i> (W. W. Norton & Company; 2 edition, 1999)
2.	Robert E. Stipe. <i>A Richer Heritage: Historic Preservation in the Twenty-First Century</i> (The University of North Carolina Press; New edition, 2003)
3.	Cyril M. Harris. <i>Illustrated Dictionary of Historic Architecture</i> (Dover Architecture, 1983)
4.	Stephen Calloway, Elizabeth Cromley. <i>The Elements of Style: A Practical Encyclopaedia of Interior Architectural Details from 1485 to the Present</i> (Simon & Shuster, 1991)
5.	Liang Ssu-cheng. <i>A Pictorial History of Chinese Architecture: a Study of the development of its Structural System and the Evolution of its Types</i> (MIT Press, 1984)
6.	The Hong Kong Institute of Architects. <i>Guide to Architecture in Hong Kong</i> (Pace Publishing Ltd., 1998)
7.	Ho Puay-Peng, <i>100 Traditional Chinese Buildings in Hong Kong</i> (AMO, Leisure and Cultural Services Department, Hong Kong SAR, 2009)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Virginia O. Benson. <i>Historic Preservation for Professionals</i> (The Kent State University Press, 2008)
2.	Spiro Kostof. <i>A History of Architecture</i> (Oxford University Press, 1985)
3.	James Marston Fitch. <i>Historic Preservation: Curatorial Management of the Built World</i> (University Press of Virginia, 1990)