

City University of Hong Kong
Course Syllabus

offered by Department of Architecture and Civil Engineering
with effect from Semester B 2019/20

Part I Course Overview

Course Title:	Experiencing Our Built Environment: Appreciation of Contemporary Architecture
Course Code:	GE2110
Course Duration:	1 Semester (Some courses offered in Summer Term may start a few weeks earlier than the normal University schedule. Please check the teaching schedules with CLs before registering for the courses.)
Credit Units:	3
Level:	A2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> [1] Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	None
Precursors: <i>(Course Code and Title)</i>	None Students must have attempted (including class attendance, coursework submission, and examination) the precursor course(s) so identified.
Equivalent Courses: <i>(Course Code and Title)</i>	None
Exclusive Courses: <i>(Course Code and Title)</i>	None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces students to contemporary architecture as a major feature of the urban built environment. Taking Hong Kong's architecture in the context of local social, political and economic developments and of the contemporaneous architecture scene worldwide, students will explore questions of what 'architecture' is, what its impact might be, how architects may think about and justify their designs, and how we might begin to evaluate architectural quality. Students will also develop transferable skills in independent critical thinking, research, teamwork, communication, and self-reflection, this last in relation to their personal experience of architecture.

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.	Describe architectural experiences of spaces.		✓	✓	
2.	Critically discuss the nature and scope of architecture.		✓		
3.	Discuss how architects work and think, and how they may approach design, with reference to key architectural movements.		✓		
4.	Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders.				✓
5.	Demonstrate critical thinking skills and an ability to work effectively in diverse team.			✓	✓
6.	Reflect on the interdisciplinary relationship among various fields of knowledge and architecture.			✓	
* If weighting is assigned to CILOs, they should add up to 100%.		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	5	6	
Lecture	Large-class activity involving the whole class mainly consisting of oral presentations by instructors intended to present information on a particular subject. Other forms of large-class teaching and learning activities will also be used to stimulate your participation during a lecture.	✓	✓	✓	✓			
Case study discussion	Collaborative learning activity, which engages you in the study of a problem case as a member of a small team (around 5-6 students). Teaching and learning are conducted through individual research and regular problem case discussions, in which you will discuss and share information on case studies among your team members under the facilitation of a tutor.			✓	✓	✓	✓	
Field study visit	Off-campus activity to allow you to experience in person the various aspects of building and architectural design. You will record your experience through notes, sketches, photographs, etc. and share your views among a small learning group during the visit.	✓	✓	✓				

Semester Hours:	3 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (-); Tutorial (-); Laboratory (-)
	3 hour mix of Lecture and Tutorial

4. Assessment Tasks/Activities

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

Assessment Tasks / Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 70%								
Case study		✓	✓	✓	✓	✓	30%	
Essay	✓	✓	✓	✓	✓	✓	40%	
Examination: 30% (duration: 2 hour(s))								
Examination	✓	✓	✓	✓	✓	✓	30%	
* The weightings should add up to 100%.							100%	

To pass a course, a student must obtain minimum marks of 30% in both coursework and examination components, and an overall mark of at least 40%.

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)/ Pass (P) on P/F basis	Failure (F)
Case study	Describe architectural experiences of spaces. Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders.	High	Significant	Moderate	Basic	Not even reaching marginal level
Essay	Describe architectural experiences of spaces. Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders.	High	Significant	Moderate	Basic	Not even reaching marginal level
Examination	Describe architectural experiences of spaces. Critically discuss the nature and scope of architecture. Discuss how architects work and think, and how they may approach design, with reference to key architectural movements. Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders. Demonstrate critical thinking. Reflect on the interdisciplinary relationship among various fields of knowledge and architecture.	High	Significant	Moderate	Basic	Not even reaching marginal level

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.)

Origins of architectural movements; human needs; key aspects of architecture; evolution of architecture and its concepts.

Contemporary architectural theory: Pioneers of modern architecture; functionalism; organic architecture; late-modernism; post-modernism; high-tech architecture; deconstruction; architecture in the digital age; free-form architecture; iconic building.

Experiencing architecture: Definition of architecture; human behaviour in buildings; architecture and identity; built environment; environmental psychology; environmental design.

Evaluation of architecture: Appreciation of architecture; key aspects of architecture; merits of architecture; evaluation of architecture in socio-cultural terms.

Appreciating architectural design language of architecture.

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.	Nil
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2.2 Additional Readings

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

1.	Abel, C. (1997). Architecture & identity - responses to cultural and technological changes. Oxford: Architectural Press.
2.	Betsky, Aaron (1998) "Beyond 89 degrees" in Hadid, Zaha (1998) Zaha Hadid: the complete buildings and projects. London: Thames and Hudson. p6-14.
3.	Bognar, B. (1985). Contemporary Japanese architecture. New York: Van Nostrand Reinhold Company.
4.	Ching, D. K. F. (2002). Architecture: space, form and order. New York: Wiley and Sons.
5.	Ching, F. D. K., Jarzombek, M. and Prakash, V. (2007). A global history of architecture. New York: Wiley and Sons.
6.	Dunster, D. (1985). Key buildings of the twentieth century. Oxford: Architectural Press.
7.	Frampton, K. (1992). Modern architecture: a critical history. London: Thames & Hudson.
8.	Furneaux, J. R. (1969). A concise history of western architecture. London: Thames and Hudson.
9.	Glusberg, J. (ed.) (1991). Deconstruction: a student guide. London: Academy Editions.
10.	Goessel, P. and Leuthauser, G. (2001). Architecture in the twentieth century, Koln: Tashen.
11.	Graham, V. (1998). Key moments in architecture - the evolution of the city, London: Hamlyn.
12.	Heath, T. (1984). Method in architecture. New York: John Wiley & Son Ltd.
13.	Jencks, C. (1984). Language of post-modern architecture. London: Academy Edition.
14.	Jencks, C. (1995). The architecture of the jumping universe. London: Academy Edition.
15.	Lang, J. (1987). Creating architectural theory: the role of the behavioural sciences in environmental design. New York: Van Nostrand Reinhold.
16.	Leach, N., Turnbull, D. and Williams, C. (ed.) (2004). Digital Tectonics. Chichester: Wiley-Academy.

17.	Libeskind, D. (1991). "Between the lines" in Noever, Peter (1991) Architecture in transition. Munich: Prestel. p125-132.
18.	Lynn, G. (1999). Animate form. New York: Princeton Architectural Press.
19.	Mitchell, W. (1990). The logic of architecture. Cambridge: The MIT Press.
20.	Norburg-Schulz, C. (1975). The meaning of western architecture. New York: VNR.
21.	Nuttgens, P. (1983). The story of architecture. Oxford: Phaidon.
22.	Rapoport, A. (2005). Culture, architecture and design. Chicago: Locke Science Publication Co.
23.	Rapoport, A. (1969). House form and culture. New York: Sage.
24.	Wolfgang, P. (1988). Post-occupancy evaluation. New York: Van Nostrand Reinhold.
25.	Rowe, P. G. (2005). East Asia modern - shaping the contemporary city. London: Reaktion Books Ltd.
26.	Weston, R. (2004). Plans, sections and elevations: key buildings of the twentieth century. New York: W.W. Norton.
27.	ocw.mit.edu/courses/architecture/
28.	www.greatbuildings.com
29.	www.worldarchitecturenews.com
30.	www.dezeen.com
31.	www.designboom.com

Annex (for GE courses only)
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A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	1, 2, 3
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	3, 4, 5
PILO 3: Demonstrate critical thinking skills	5
PILO 4: Interpret information and numerical data	4
PILO 5: Produce structured, well-organised and fluent text	1, 2, 3, 4
PILO 6: Demonstrate effective oral communication skills	4, 5
PILO 7: Demonstrate an ability to work effectively in a team	5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	1

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
