

## **SCHOOL OF ARCHITECTURE, BUILDING & DESIGN**

Centre for Modern Architecture Studies in Southeast Asia (MASSA)

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### **Foundation in Natural and Built Environments**

**Module:** INTRODUCTION TO DESIGN – ARC 30205

**Prerequisite:** None

**Credit Hours:** 5

**Instructor:** Ms Delliya Mohd Zain (Delliya.MohdZain@taylors.edu.my),  
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#### **Module Synopsis**

Students will undergo series of lectures, tutorial and study trips that inform the basic elements of design and how they can be applied through the understanding of principle of design. Students will become familiar with the use of design principle in developing their design projects. Students will be given 2 and 3 dimensional design projects to develop their skills and understanding of the subject matter. The subject can be divided into three sections: Design Elements, Principles of Design and Development of Work. Students will complete a series of 2 and 3 dimensional design exercises to demonstrate their understanding and skill in recognizing and applying the principles.

#### **Module Teaching Objectives**

The objectives of this module are to encourage the student:

1. To learn the design process and design components such as sketching, drawing conventions, observation, investigation and production of presentation.
2. To form a comprehensive understanding of the basic principles, elements and design process at an appropriate level.
3. To apply skills and basic knowledge acquired to a range of assignments, to which they will be required to deliver visual and verbal reports, production of presentation, observation, and gathering of information

#### **Module Learning Outcomes**

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

1. To recognize and identify design elements and design principles.
2. To apply the design elements and design principles in simple projects.
3. To be able to explain the application of basic design elements and design principles in simple projects.
4. To be familiar with the design process, investigation, observation and interpretation in simple projects

#### **Modes of Delivery**

This is a 5 credit hour module conducted over a period of 18 weeks. The modes of delivery will be in the form of lectures, tutorials, and self-directed study. The breakdown of the contact hours for the module is as follows:

- Lecture: 2 hours per week
- Tutorial: 3 hours per week
- Self-directed study: 7 hours per week

#### **Office Hours**












You are encouraged to visit the instructor/lecturer/tutor concerned for assistance during office hours. If the office hours do not meet your schedule, notify the instructor and set appointment times as needed.

#### **TIMEs**

Times and FB group will be used as a communication tool and information portal for students to access module materials, project briefs, assignments and announcements.

## 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.

Discipline Specific Knowledge		TGCs Acquired Through Module Learning Outcomes
1.0	 Discipline Specific Knowledge	
1.1	Solid foundational knowledge in relevant subjects.	1,2,3,4
1.2	Understand ethical issues in the context of the field of study.	1,2,3,4
Cognitive Capabilities		
2.0	 Lifelong Learning	
2.1	Locate and extract information effectively.	-
2.2	Relate learned knowledge to everyday life.	-
3.0	 Thinking and Problem Solving Skills	
3.1	Learn to think critically and creatively.	1,2,3,4
3.2	Define and analyse problems to arrive at effective solutions.	1,2,3,4
Soft Skills		
4.0	 Communication Skills	
4.1	Communicate appropriately in various setting and modes.	1,2,3,4
5.0	 Interpersonal Skills	
5.1	Understand team dynamics and work with others in a team.	-
6.0	 Intrapersonal Skills	
6.1	Manage one self and be self-reliant.	-
6.2	Reflect on one's actions and learning.	-
6.3	Embody Taylor's core values.	-
7.0	 Citizenship and Global Perspectives	
7.1	Be aware and form opinions from diverse perspectives.	-
7.2	Understand the value of civic responsibility and community engagement.	-
8.0	 Digital Literacy	
8.1	Effective use of information and communication (ICT) and related technologies.	

## **General Rules and Regulations**

### **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.

### **Attendance, Participation and Submission of Assessment Components**

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.

Students must attempt all assessment components. Failure to attempt assessment components worth 20% or more, the student would be required to resubmit or resit an assessment component, even though the student has achieved more than 50% in the overall assessment. Failure to attempt all assessment components, including final exam and final presentation, will result in failing the module irrespective of the marks earned, even though the student has achieved more than 50% in the overall assessment.

### **Plagiarism (Excerpt from Taylor's University Student Handbook 2013, page 59)**

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' Work

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 penalized.

### Student Participation

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 subject 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.

### Student-centered Learning (SCL)

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.

### Types of Assessment and Feedback

You will be graded in the form of formative and summative assessments. Formative assessments will provide information to guide you in the research process. This form of 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.

### Assessment Plan

Assessment Components	Type	Learning Outcome/s	Submission	Presentation	Assessment Weight age
Project 1 – Elements & Principles	Individual 10% + Group 20%	1	Week 4&9	Week 8	30%
Final Project – Project 2 2D – 3D	Group 15% + Individual 25%	2,3	Week 13 & 18	Week 18	40%
Design Process Journal	Individual	4	Every 4 weeks	-	20%
E-Portfolio	Individual	All	Study Week	-	10%
					100%

## Assessment Components

### 1. Project One (Elements & Principles) – TEN ART WORK

– Sketching Elements & 2D Art Work (Group + Individual)

This introduction project is created for the students to understand the basic design elements and design principles. The first part will be about observing existing design elements and principles in nature and the built environment. Students are required to show their understanding **through sketches and diagrams**. The second part students will focus on design principles and compositions by making a series of art works using small daily items.

### 2. Final Project (2D to 3D) – THE HANGING MOBILE DISPLAY STRUCTURE

– The Hanging Mobile Display Structure for The Miniature Lego Character (Group + Individual)

The aim of Project Two is for the students to learn the transformation from 2D elements to 3D element. The first part students will be playing with the shapes, form, colors, and materials and transforming it into a 3D art piece to suite a certain given word or phrase. The second part students will create a hanging structure to display their miniature Lego character.

### 3. The Journal

- Design Process Journal (individual)

The aim of the “The Journal” is as a medium for students to record ideas process, information, their investigation and references. Students will also be given a topic base on topic of in this module. Mind maps, sketches, scribbles, design process, diagrams, magazine/paper cuts are examples of items that will be placed in the Design Process Journal. **There will be a final compilation submission that includes a hard copy portfolio.**

### 4. Taylor’s Graduate Capabilities Portfolio (Online Portfolio) – (Individual)

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 AND 2, and must encapsulates the acquisition of Module Learning Outcome, 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 (Revised as per Programme Guide 2013)

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.
F(W)	0	0.00	Fail	Withdrawn after census date, typically mid-semester.
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.

## Module Schedule

Date		Topic	Lecture Hours	Tutorial Hours	Blended Learning
<u>W1</u>	6/8	<b>Lecture 01: Intro to Design Introduction (DMZ)</b> <b>Release Project One A Brief – grouping</b>	1	-	-
	7/8	Take home worksheet - download			
<u>W2</u>	13/8	<b>Lecture 02: Introduction to Element &amp; Principles of Design (DMZ)</b>	2	2	2
	14/8	Site Visit : KLCC PARK			
<u>W3</u>	20/8	<b>Lecture 03: Elements of Design &amp; Diagrams (DMZ)</b> <b>DPJ 01 Brief</b>	2	2	2
	21/8	Tutorial: Project 1A – Sketching			
<u>W4</u>	27/8	<b>Lecture 04: Principles of Design in Detail Part 1 (DMZ)</b> <b>Project One Part B – Brief</b>	4	4	2
	28/8	Tutorial: Project 1A - Sketching			
<u>W5</u>	3/9	<b>Lecture 05: Principles of Design in Detail Part 2 (DMZ)</b>	2	2	2 Digital upload of P1A
Date	4/9	<b>PROJECT ONE A – SUBMISSION FRIDAY 4/9</b>			
<u>W6</u>	10/9	<b>Lecture 06: Composition (REENE)</b> <b>DPJ 02 Brief</b>	2	2	2 Digital upload of DPJ 01
	11/9	Tutorial: Project 1B + <b>DPJ 01 Submission</b>			
<u>W7</u>	17/9	<b>Lecture 07: Gestalt &amp; CRAP &amp; Grids (REENE)</b>	2	2	2
	18/9	Tutorial: Project 1B			
<u>W8</u>	24/9	<b>Lecture 07: Intro to Design Process &amp; Architecture Forms (DMZ)</b> <b>Project Two Part A – Brief</b>	2	2	2
	25/9	Tutorial: Project 1B			
<u>W9</u>	1/10	No Lecture – Use time for Project One B Submission	2	2	2 Digital upload of P1B
	2/10	<b>PROJECT ONE B – Presentation &amp; Submission</b>			
<u>W10</u>	8/10	<b>Lecture 09: 3D Forms and transformation (REENE)</b> + <b>DPJ 02 Submission</b>	2	2	2 Digital upload of DPJ 02
	9/10	Tutorial: Part One			
<u>W11</u>	15/10	<b>Lecture 09: Model Making and 3D Form (REENE)</b>	2	2	2
	16/10	Tutorial: Part Two			

<b>W12</b>	22/10	<b>Lecture 10: What Is Design &amp; What Makes a Good Design (User Centered Experience Design) (REENE)</b>			
	23/10	<b>Tutorial: Part Three</b>	2	2	2 Digital upload of P2A
<b>W13</b>	29/10	<b>Lecture 11: Design – Design approach (DMZ)</b>			
	30/10	<b>FINAL PROJECT PART A – PRESENTATION</b>	2	2	2
<b>W14</b>	5/11	<b>Lecture 12: Design – Presentation &amp; Drawings (DMZ) + PORTFOLIO BRIEF (DPJ 04)</b>			
	6/11	<b>Tutorial: Pin Up Tutorial Session + DPJ 03 Presentation</b>	2	2	2 Digital upload of DPJ 03
<b>DEEPAVALI BREAK 9<sup>th</sup>-13<sup>th</sup> November</b>					
<b>W15</b>	19/11	<b>Lecture 14: Model Making &amp; Exhibition (REENE)</b>			
	20/11	<b>Tutorial: Pin Up Tutorial Session</b>	2	2	2
<b>W16</b>	26/11	<b>Lecture 14: Design &amp; Architecture (DMZ)</b>			
	27/11	<b>Tutorial: Pin Up Tutorial Session</b>	2	2	2
<b>W17</b>	3/12	<b>Lecture 15: Design &amp; Architecture (DMZ)</b>			
	4/12	<b>Tutorial: INTERIM SUBMISSION – SHOW DRAWINGS &amp; MODEL</b>	2	2	2
<b>W18</b>	10/12	<b>Final Project Presentation and Submission</b>			
			-	-	2
<b>EXAM WEEK</b>		<b>The Design Process Journal Compilation &amp; TGC E-Portfolio Submission</b>			
			-	-	Digital upload of FP Digital upload of ePortfolio

Note: The Module Schedule above is subject to change at short notice.

## References

### Primary:

1. Hashimoto, Alan, 2003. Visual Design Fundamentals : A Digital Approach, Charles River Media / Cengage Learning
2. Lupton, Ellen Phillips, Jennifer Cole, 2008. Graphic Design : The New Basics, Princeton Architectural Press
3. Greet Hannah, Gail, 2002. Elements of Design : Rowena Reed Kostellow and the Structure of Visual Relationships, Princeton Architectural Press
4. Davies, Jo Duff, Leo, 2005. Drawing – The Process, Intellect Ltd.
5. Mike, W. Lin, 1993. Drawing and Designing With Confidence: A Step-By-Step Guide, John Wiley & Sons Inc
6. Ching, Francis D.K., 2002. Architecture: Form, Space and Order, Van Nostrand Reinhold.
7. Ching, Francis D.K., 2000. Drawing: A Creative Process, John Wiley & Sons, Inc, New York.

### Secondary:

8. Wilson, Arnold, 2010, , Photographing Pattern and Design in Nature, A & C Black
9. de Saumarez, F, 1983. Basic Design: the Dynamics of Visual Form, Rev. ed., London, Herbert.



10. Lawson, Bryan, "How Designer Think: The Process Demystified", Bryan Lawson, Architectural Press, London 1980.
11. Lawson, Bryan, 2004. What Designers Know, Architectural Press
12. Richards, James, Wiley. Freehand Drawing and Discovery : Urban Sketching and Concept Drawing for Designers, Wiley
13. Garner, Steve, 2008. Writing on Drawing : Essays on Drawing Practice and Research, Intellect Ltd.