Course Outline

Arch 5102: Design Studio IX

Part A

1	**Course No./Course Code**	**Arch 5102**
2	**Course Title**	**Design Studio IX**
3	**Course Type (GED/Core Course/Electives)**	**Core Course**
4	**Year/Semester and Section**	**5th/Odd**
5	**Academic Session**	
6	**Course Instructor**	**Nadia Monzur, Nazia Afrin Trina**
7	**Prerequisite (If any)**	**Arch 4202: Design Studio VIII**
8	**Credit Value**	**10.5**
9	**Contact Hours**	**21.00**
10	**Total Marks**	**100**
11	**Rationale of the Course**	A realistic approach to building design exercise with detailed drawings for construction, including preliminary drawings, presentation drawings, working drawings, detail drawings, etc. Prepare construction documents based on building construction rules for a given site. Emphasis is given to design quality in terms of formal, functional, and structural aspects to attain a professional level of achievement within a given socio-economic context.
12	**Course Objectives**	1. To teach students a realistic approach to building design, and help them develop the skills necessary to create detailed drawings for construction, including preliminary drawings, presentation drawings, working drawings, and detail drawings. 2. To provide students with a deep understanding of building construction rules, and help them develop the ability to prepare construction documents that meet these standards. 3. To emphasize the importance of design quality, and teach students how to consider formal, functional, and structural aspects when designing buildings. 4. To challenge students to think creatively and critically, and to explore innovative approaches to building design that take into account the socio-economic context of the project with the opportunity to collaborate with other professionals, stakeholders, and communities.
13	**Course Learning Outcomes (CLOs)**	After completing this course students will be able to - 1. Develop a comprehensive understanding of the design process, including preliminary drawings, presentation drawings, working

		drawings, detail drawings, etc., and utilize this knowledge to create professional-level construction documents based on building construction rules. 2. Apply a realistic approach to building design, taking into account formal, functional, and structural aspects to achieve a high level of design quality, and create buildings that meet the needs of the given socio-economic context. 3. Develop the ability to analyze and interpret site conditions and context, and incorporate this information into the design process. 4. Effectively communicate design ideas through various mediums, such as sketches, models, and digital representations. 5. Collaborate with other professionals involved in the construction process, including engineers, contractors, and other stakeholders, to ensure that the design is implemented correctly and efficiently.

Mapping/Alignment of CLO with Program Learning Outcomes (PLOs)

	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**	**PLO 11**	**PLO 12**
	Knowledge	Critical awareness and analysis	Design synthesis and building integration	Technical aptitude	Presentation and communication	Advance technological skill	Society, environment and sustainability	Ethical principles and regulatory context	Higher education and scholarly qualities	Individual and team work	Management and project economics	Lifelong learning
CLO 1	✓			✓	✓			✓				✓
CLO 2		✓	✓	✓	✓		✓					
CLO 3	✓		✓				✓					✓
CLO 4					✓	✓						
CLO 5		✓		✓		✓	✓	✓		✓	✓	✓

Part B

14. Course Plan specifying content, CLOs, co-curricular activities (if any), teaching-learning, and assessment strategy mapped with CLOs.

WEEK	TOPIC	TEACHING LEARNING STRATEGY	ASSESSMENT STRATEGY	CORRESPONDING CLOs
1				CLO 1, CLO 2
2				CLO 3
3				CLO 3
4				CLO 3, CLO 4
5				CLO 3, CLO 4
6				CLO 3, CLO 4
7				CLO 3
8				CLO 3, CLO 4
9				CLO 3, CLO 4
10				CLO 3, CLO 4
11				CLO 3, CLO 4
12				CLO 3, CLO 4
13				CLO 3, CLO 4

Part C

15	**ASSESSMENT AND EVALUATION**	ASSESSMENT STRATEGY CLASS TEST: A total of 4 class tests will be taken during the semester, 2 for each part (part A and part B). The marks of these class tests will be counted in 20. At the end of the semester, the average mark of 3 of these class tests will count for the final grade. Marks from the class test with the highest marks for each student will be counted. STUDENT PRESENTATION Students will be required to study a topic and present it to the entire class at various points during the semester. These presentations can be done in groups or individually, depending on the requirement of the assigned topic. The presentation may make use of audio-visual learning tools. Course teachers will accommodate the marks to be counted besides class test marks. ASSIGNMENT Apart from class tests and presentations, course teachers may assign additional assignments to benefit the students during the semester. Course teachers will accommodate the marks to be counted besides class test marks.

		SEMESTER FINAL At the end of the semester, a semester final exam will take place. The total mark of this exam is 60 for both parts, meaning each part (part A and part B) will hold 30 marks.
		MARKS DISTRIBUTION The mark from class attendance, Continuous assessments, jury and board viva will be added to calculate the entire course marks for each student. The details of the strategy can be found in the syllabus provided to each student. Final Marks (100) = Class Participation and Attendance (10) + Quiz (20) + Lab Performance, Lab Report, Lab Final, Presentation/Viva and others (45) + Board viva (25)
		MAKE-UP PROCEDURES Assignment

CIE- CONTINUOUS INTERNAL EVALUATION (40 MARKS)

BLOOM'S CATEGORY	CLASS TEST (20 MARKS)	ASSIGNMENT/ PROJECT/ VIVA-VOCE/ PRESENTATION/ OTHERS (10 MARKS)	CLASS PARTICIPATION AND ATTENDANCE (10 MARKS)
Remember	2		10
Understand	2		
Apply	5		
Analyze	4	3	
Evaluate	4	2	
Create	3	5	

SMEE-SEMESTER/YEAR MID & END EXAMINATION (60 MARKS)

BLOOM'S CATEGORY	**TEST MARK**
Remember	
Understand	
Apply	
Analyze	

Evaluate	
Create	

Part D

16	**LEARNING MATERIALS**	RECOMMENDED READINGS 1. Van Aken, J. E. (2005). Valid knowledge for the professional design of large and complex design processes. Design Studies, 26(4), 379-404. 2. Buchanan, R. (1998). Education and professional practice in design. Design Issues, 14(2), 63-66. 3. Schønheyder, J. F., & Nordby, K. (2018). The use and evolution of design methods in professional design practice. Design Studies, 58, 36-62. 4. Adams, R. S., Daly, S. R., Mann, L. M., & Dall'Alba, G. (2011). Being a professional: Three lenses into design thinking, acting, and being. Design Studies, 32(6), 588-607. 5. Pradel, P., Zhu, Z., Bibb, R., & Moultrie, J. (2018). Investigation of design for additive manufacturing in professional design practice. Journal of Engineering Design, 29(4-5), 165-200.
		SUPPLEMENTARY READINGS 6. Bangladesh National Building Code (BNBC) 2020 (BD.) 7. Dhaka Imarat Nirman Bidhimala 2008 (BD.) 8. Osamu, A. W., Linde, R. M., and Bakhoum, N. R. (2011). The professional practice of architectural working drawings. 4th Ed. Hoboken: John Wiley & Sons.
		OTHERS *N/A*