

Course Outline

Arch 5104: Seminar

Part A

1	Course No./Course Code	Arch 5104
2	Course Title	Seminar
3	Course Type (GEd/Core Course/Electives/.....)	Core Course
4	Year/Semester and Section	5th/Odd
5	Academic Session	
6	Course Instructor	Md. Sabbir Ahsan, Nazia Afrin Trina
7	Prerequisite (If any)	-

8	Credit Value	1.50
9	Contact Hours	3.00
10	Total Marks	100
11	Rationale of the Course	<p>The course is designed to provide students with the necessary skills and knowledge to develop a thesis proposal within a selected context. The course emphasizes the importance of justifying the proposal by considering its socio-economic, cultural, environmental, and physical rationality. Through discussion, defense, explanation, and presentation of the proposal, students will enhance their communication skills and effectively convey their ideas to various stakeholders. The course also focuses on the critical aspects of analysis, synthesis, and program development. Students will learn how to analyze and evaluate different factors related to the proposal, integrate their findings through synthesis, and develop a well-structured program for their thesis. By incorporating these skills, students will be able to create meaningful and contextually relevant architectural designs. The overall aim of the course is to cultivate a holistic understanding of the architectural design process and provide students with the necessary tools to develop and communicate their thesis proposals effectively.</p>
12	Course Objectives	<ol style="list-style-type: none"> 1. Formulate a clear and contextually relevant thesis proposal within a selected sensible context, taking into account socio-economic, cultural, environmental, and physical factors. 2. Apply analytical and synthesis skills to analyze, synthesize, and develop a well-structured and appropriate program for their thesis, incorporating various considerations into the design process. 3. Justify the proposed thesis by demonstrating a comprehensive understanding of its socio-economic, cultural, environmental, and physical rationale.

		4. Effectively articulate, defend, explain, and communicate their thesis proposal through compelling and professional presentations.
	Course Learning Outcomes (CLOs)	<p>After completing this course students will be able to</p> <ol style="list-style-type: none"> 1. Develop a well-defined and contextualized thesis proposal within a selected sensible context, considering socio-economic, cultural, environmental, and physical factors. 2. Apply analytical and synthesis skills to analyze, synthesize, and develop a coherent and appropriate program for the thesis, integrating various considerations into the design process. 3. Justify the proposed thesis by demonstrating a comprehensive understanding of its socio-economic, cultural, environmental, and physical rationality. 4. Effectively discuss, defend, explain, and communicate the thesis proposal through persuasive and professional presentations.

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

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
	Knowledge	Critical awareness and analysis	Design synthesis and building integration	Technical aptitude	Presentation and communication	Advanced technological skill	Society, environment and sustainability	Ethical principles and regulatory context	Higher education and scholarly qualities	Individual and teamwork	Management and project economics	Lifelong learning
CLO1	✓	✓	✓				✓		✓			
CLO2		✓	✓				✓					
CLO3					✓	✓	✓		✓	✓		
CLO4		✓			✓				✓	✓		

Part B

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

Development of thesis proposal within a selected sensible context. Justifying the proposal with its socio-economic, cultural, environmental and physical rationality. Discussion, defence, explanation and communication through presentation of the proposal. Analysis, synthesis and program development for the course Arch 5202.

WEEK	TOPIC	TEACHING LEARNING STRATEGY (ID, VP, LDM, PD, WB, HD) ¹	ASSESSMENT STRATEGY (Preliminary, Test, Report, presentation, quizzes, assessment, Viva voce)	CORRESPOND ING CLOs
1	Introduction	ID, LDM		CLO1
2	Thesis project selection from a pool of proposed, conceptual and idea/hypothetical projects (multiple options)	HD, VP	Assessment	CLO2
3	General information regarding the preferred projects: Site area, location, client, project type, financing authority and implementing authority, proof of authenticity, feasibility study etc (multiple options).	HD, VP		CLO2
4	Project proposals briefing.	VP, WB, HD	Presentation	CLO2
5	Project background, rationale, project significance, motivation.			CLO2

¹ Interactive discussion=ID, Video presentation=VP, Lecture discussion with multimedia=LDM, Panel discussion=PD, white board illustration=WB, Hands on demonstration=HD

WEEK	TOPIC	TEACHING LEARNING STRATEGY (ID, VP, LDM, PD, WB, HD) ¹	ASSESSMENT STRATEGY (Preliminary, Test, Report, presentation, quizzes, assessment, Viva voce)	CORRESPOND ING CLOs
	design problems, issues and design objectives (multiple options).			
6	Design problems, issues and design objectives, objective wise activities for the completion of thesis, broad program/ physical of the projects, list of resources, and resource persons (multiple options).			CLO2
7	Selection of final project.		Presentation	CLO2
8	Site analysis, literature review, case studies			CLO2
9	Program analysis	ID, LDM, PD, WB	Assessment	CLO3
10	Concept formulation			CLO3
11	Draft report preparation			CLO4
12	Final presentation		Presentation	CLO4
13	Final report submission		Board Viva	

Part C

15	ASSESSMENT AND EVALUATION	<p><i>ASSESSMENT STRATEGY</i></p> <p>CONTINUOUS ASSESSMENT</p> <p>ASSESSMENTS Two to four assessments will be made on student work progress. Marks will depend on how well the student has met the assessment requirement/criteria.</p> <p>PRELIMINARIES During the proposal phase, 2-3 preliminaries in the form of presentation using multimedia will be made on the progress of the students. Preliminaries carry more weight than assessments. Requirements for preliminaries will be announced by the corresponding studio teachers beforehand.</p> <p>JURY/BOARD VIVA After the completion of the proposal phase, students will have to explain and defend their thesis proposal in front of a jury board. Final Jury will take place at the end of the semester to assess the overall performance of the student for the semester.</p> <p>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.</p> <p>Final Marks (100) = Class Participation and Attendance (10) + Quizzes/ viva voce (20) + Studio Performance/ reports/ presentations (45) + Jury/Board viva (25)</p> <p>MAKE-UP PROCEDURES N/A</p>
----	---------------------------------	--

CIE- CONTINUOUS INTERNAL EVALUATION (90 MARKS)

BLOOM'S CATEGORY	QUIZZES/ VIVA VOCE (20 MARKS)	STUDIO PERFORMANCE/ REPORTS/ PRESENTATIONS (45)	JURY/BOARD VIVA (25)
Remember	5		25
Understand	5		
Apply	5	5	
Analyze	5	20	
Evaluate		10	
Create		10	

SMEE-SEMESTER/YEAR MID & END EXAMINATION (0 MARKS)

BLOOM'S CATEGORY	TEST MARK
Remember	
Understand	
Apply	
Analyze	
Evaluate	
Create	

Part D

16	LEARNING MATERIALS	RECOMMENDED READINGS Research Methodology by Linda Groat https://www.scribbr.com/category/dissertation/
----	-----------------------	--

		SUPPLEMENTARY READINGS N/A
		OTHERS Video tutorial will be provided by course instructor