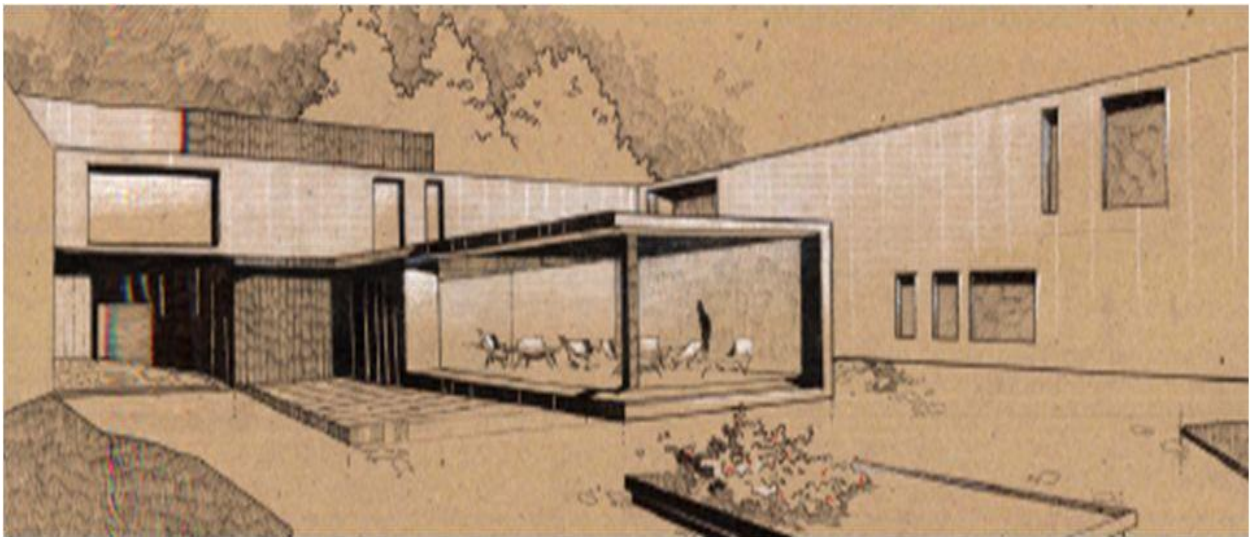




# BA (Hons) Architectural Studies

- Stages 1, 2 & 3 -  
**Module Guides**

2011-12



Neringa Stonyte 2011/12 Stage 2



## Contents

Alanah Honey, 2010/11 Stage 1

Stage 1

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**B.A. Architectural  
Studies  
Stage 1**

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

Module Code	Module Name
ARC1001	Architectural Design

Credit Value	60
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Semester/s	1&2
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### Module Aims

Architectural Design 1 aims to introduce essential architectural skills, informed by an appropriate level of cultural and technical understanding (C1), theories and histories of architecture (C2). In particular to introduce the methodological base and the methods of investigation and preparation(C1, C7): The iterative cycle of the design process – research, analysis, synthesis and evaluation enabling appropriate design decisions; and basic techniques of evaluation and communication using a range of skills – oral/ graphic/written/numerical, both manual and computer-aided. In this its special emphasis is to refine the visual (fine arts) skills gained earlier by a student to be used in architectural studies (C3).

Architectural Design 1 also aims to enable students to identify the impact architecture has on users by introducing to them ergonomics (C5), environmental aesthetics and architectural or urban design theories (C2, C5, C4, C6), which inform students in design process. The architectural tradition is introduced by intensive precedent studies.

The course fosters the framing of a personal ethical basis for design decisions, with an emphasis on client/user needs and concern for the natural/built environment (C5, C6). The base for making decisions about structures is introduced along the increasing level of complexity in briefs (C8).

Original Summary:

### Module Learning Outcomes

The module begins with projects and interventions that reveal the nature of architectural design as multivalent and complex. This overview sketches in a conceptual framework in order to explain the relevance of further teaching (C1, C3, C7). A series of projects then focus on: intervention within specific contexts – natural and manmade; the implications of detailed decisions about context, materials and construction; 3D manipulation of interior space and light to meet specific functional requirements; and a project demanding an appropriate design response to a site and to a set of specific activities as well as a considered response to a setting of strong visual, climatic and cultural and social character (C4, C5). The relevance of methods related to the fine arts is introduced especially via the conceptual translation techniques or means to record response to environment (C3).

A series of related analytical and design projects gradually develop basic architectural thinking, skill and knowledge. Each project is carefully focused to introduce new ways of thinking; a new skill, or limited range of skills; and to encompass a particular type of knowledge. The learning experience is cumulative – each project enables the next and the level of complexity builds towards application in a final, consolidating project.

Projects in this module form an introduction to the scope and definition of the subject. Initially, skills in graphic composition and analysis are introduced as a means of analysing and synthesising architectural order by using precedents in group work (C7.1). Projects of smaller or larger scale are designed to introduce the skills of manipulating circulation, outdoor and indoor space relationships and the quality of interior space. The ability to make informed choices about scale and material of basic structural elements is linked with basic functional

and ergonomic factors and to architectural theories and history (C1.2, C1.3, C2.3, C3, C5.1, C5.3, C6.1, C7.2, C8.1, C8.2). The sites span from green landscape to larger homogeneous (coherent) environments allowing implementing the theories of urban design or cityscape introduced in other modules. C4.1, C5.1, C5.3, C6.1, C6.3. The awareness of the impact of the chosen design method is discussed in peer assessments and self-assessment tasks (C1,C2, C3)..

The projects and workshops particularly explore design as a dialogue between qualities and quantities of different orders. Theories and approaches differ according to the specific learning outcome of each project.

The module begins with projects and interventions that reveal the nature of architectural design as multivalent and complex. This overview sketches in a conceptual framework in order to explain the relevance of further teaching (C1, C3, C7). A series of projects then focus on: intervention within specific contexts – natural and manmade; the implications of detailed decisions about context, materials and construction; 3D manipulation of interior space and light to meet specific functional requirements; and a project demanding an appropriate design response to a site and to a set of specific activities as well as a considered response to a setting of strong visual, climatic and cultural and social character (C4, C5). The relevance of methods related to the fine arts is introduced especially via the conceptual translation techniques or means to record response to environment (C3).

A series of related analytical and design projects gradually develop basic architectural thinking, skill and knowledge. Each project is carefully focused to introduce new ways of thinking; a new skill, or limited range of skills; and to encompass a particular type of knowledge. The learning experience is cumulative – each project enables the next and the level of complexity builds towards application in a final, consolidating project.

At the end of the module students should be able to:

- Understand how method (investigation and preparation) inform the design decisions.
- Understand the relevance of architectural tradition, theory and history, which inform architectural design process and implement these in the design process.
- Understand the relevance of visual communication (from two-dimensional representations to computer generated and physical models) in conveying and appraising design ideas, and the impact the theories and practices of the fine arts have on architecture.

Understand the relevance of verbal and written communication skills in developing ideas, being able to listen and critically respond the views of others.

- Understand the relevance of aesthetic consideration in satisfying users' needs, especially in terms of functional and psychological impact.
- Understand how urban design and planning may influence design perimeters, and how architecture informs communities.
- Understand on basic level how technological solutions impact architecture and its users, especially in terms of choices of basic structural and architectural elements.
- Understand how buildings reflect and respond to the physical, cultural and social context.

At the end of the module students should be able to:

Key Skills:

Critically research, analyse, interpret and assimilate a wide range of different types of information so as to achieve effective and appropriate architectural solutions, which integrate aesthetic and technical requirements.

Formulate and respond imaginatively and appropriately to simple programmes or briefs, of a spatial or logistical kind, in varying contexts and circumstances.

Cognitive Skills:

Reflect upon, and relate their ideas critically to, a design and to the work of others.

Conceptualise, and develop architectural design solutions to satisfy a range of criteria by selecting and using a range of apposite skills and bodies of knowledge.

Develop and articulate a reasoned argument to support a particular architectural design proposal; listen and critically respond to the views of others.

The ability to manage and appraise working practices, whether working independently or

collaboratively.

**Professional Skills:**

Select and use a range of visual, verbal, written, techniques communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to clearly and effectively convey and critically appraise design ideas and proposals.

Engage in informed debate about architectural issues with peers, staff, professional architects, clients; Work as part of a team to deliver project requirements.

Manage own time and to work to deadlines.

Module Leader	Telephone	Email
Martin Beattie	222 6022	<a href="mailto:m.r.beattie@newcastle.ac.uk">m.r.beattie@newcastle.ac.uk</a>

Project 1	Weeks
<b>Project One: Charette</b> <b>Duration:</b>	1 week

Project Leader	Email
<b>Project Leader: TBC</b>	

Project 2	Weeks
<b>Project Two: A Shelter for Daydreams</b> <b>Duration:</b> 10 <sup>th</sup> Oct 2011 – 21 <sup>st</sup> Oct 2011 <b>Project Leader: Martin Beattie</b>	

Project Leader	Email
Martin Beattie	<a href="mailto:m.r.beattie@newcastle.ac.uk">m.r.beattie@newcastle.ac.uk</a>

Project 3	Weeks
<b>Project Three: A Place of Refuge</b> <b>Duration:</b> 21 <sup>st</sup> Nov 2011 – 16 <sup>th</sup> Dec 2011	

Project Leader	Email
Martin Beattie	<a href="mailto:m.r.beattie@ncl.ac.uk">m.r.beattie@ncl.ac.uk</a>

Project 4	Weeks
<b>Project Four: What's Cooking: a New Cookery School for Newcastle</b> <b>Duration:</b> 30 <sup>th</sup> Jan 2012 – 16 <sup>th</sup> Mar 2012 <b>Project Leader: Katie Lloyd Thomas</b>	

Project Leader	Email
Katie Lloyd Thomas	<a href="mailto:Katie.lloyd-thomas@newcastle.ac.uk">Katie.lloyd-thomas@newcastle.ac.uk</a>

Project 5	
<b>Project Five: Urban design project</b> Duration: 16 <sup>th</sup> Apr 2012 – 4 <sup>th</sup> May 2012	

Project Leader	Email
TBC	

Lectures	Days
ARC1001 / L01 / 01 HERB.G LT2 Wks: 12-22, 26	Mondays
ARC1001 / L02 / 01 HERB.G LT2 Wks: 29-35, 40-44	

Assessment
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Projects are marked and individual performance is discussed as the year progresses. Each project is evaluated against a set of criteria outlined in project descriptions. The assessment criteria for each project commonly require an understanding of and an ability to apply:

- a particular body of knowledge (related to the project)
- a particular range of skills and techniques (introduced in the project)

Following each project assessment, students receive a set of written comments in relation to the declared criteria, together with a mark. Further oral feedback is given by the project leader at Project Reviews/feedback meetings.

**The overall work for the module is the result of the weighted aggregation of the marks of each single project.**

**IMPORTANT: PLEASE NOTE THAT YOU ARE REQUIRED TO HAND IN A PORTFOLIO AT THE END OF THE YEAR THAT INCLUDES ALL YOUR PROJECTS.**

**Failure to submit the full portfolio will be considered as non-submission of the entire module. It is your duty to look after all your documents, originals and models.**

The final mark is subject to approval with the external examination process.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

<b>Attendance Expectation</b>
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Lectures, practicals' and private study
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<b>Reading List</b>
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Hertzberger, H. (1998) <i>Lessons for students in Architecture</i> , Rotterdam : 010 Publishers Unwin, S. (2009) <i>Analysing Architecture</i> , London: Routledge Unwin, S. (2010) <i>Twenty Buildings Every Architect Should Understand</i> , London: Routledge Zumthor, P. (2006) <i>Atmospheres</i> , Basel: Birkhäuser
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### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

The School also hosts Staff Student Committee meetings each term. If you wish to make a comment on a module for discussion at such a meeting please see your Student Representative. If you do not know who this is please contact the School Reception.

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# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

Module Code	Module Name
ARC1011	Architectural History

Credit Value	10
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Semester/s	2
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### Module Aims

- To introduce students to architectural history as a selection of significant buildings and sites throughout the world history, and why these are selected.
- to understand the difference between monumental and vernacular architecture.
- to learn to recognise archetypal forms in architecture and how these were shaped by technological, social, economic, geographic and cultural forces.
- to be able to make comparisons between architectural works across cultures and periods.
- to understand historic works of architecture as part of the continuum of architectural culture within which contemporary architects operate

#### Original Summary:

A survey course looking at architecture from earliest times to recent times.

An introductory-level course that gives a general overview of historic world architecture, using key works and epochs to establish a framework for the continuing study and appreciation of built form

### Module Learning Outcomes

- An awareness of architectural history as an academic discipline in the context of architectural practice.
- An awareness of the historical context of architectural design.
- An interest in, and respect for, the notable achievements of builders from past eras.
- Some general knowledge of the major achievements of world architectural culture, and of the major forms and ideas manifested in its development.

the ability to identify key works from selected cultures and epochs, to access, synthesise and present information about them

Module Leader	Telephone	Email
Katie Lloyd Thomas	222 5014	<a href="mailto:katie.lloyd-thomas@newcastle.ac.uk">katie.lloyd-thomas@newcastle.ac.uk</a>

Lectures	Days
	Tuesday
ARC1011 ARC1011 / L01 / 01 / S01 / 01 HERB.G STB.T10 LT2 (3.12) Wks: 29- Wks: 29- 35, 40-44 35, 40-44	

#### Assessment

Unseen examination paper

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

#### Attendance Expectation

Lectures, practicals' and private study

#### Reading List

**Szokolay SV** Introduction to Architectural Science: The Basis of Sustainable Design  
Architectural Press 2005  
**Marshall D & Worthing D** The Construction of Houses EG Books (4<sup>th</sup> ED) 2006  
**McDonald R** Illustrated Building Pocket Book, Butterworth Heinemann (2<sup>nd</sup> ED) 2007

#### Student Feedback Mechanisms

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC1012	Principles and Theories of Architecture

Credit Value	10
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Semester/s	1 & 2
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#### Module Aims

To enable students to understand the principles and theories of architecture, and the influences of the history of ideas on both present and past environments and societies, at the scale of: the landscape and settlement - the city and its urban design - the individual building and its composition, making and materiality.

- To introduce students to the consideration of issues of sustainability, human well-being, participatory design and vernacular architectures.
- To provide a framework in which to form considered judgements about the spatial, aesthetic, technical and social outcomes of these principles and theories – present and past - and to critically communicate these judgements in written and graphic form, using appropriate media and academic research and referencing methods.

#### Original Summary:

The course comprises selected topics in the principles and theories of architecture from classical times to the present day. The syllabus – and therefore the subject and scope of the essay – consists of material covered in the lectures supplemented by directed and personal reading.

Selection of topics: sustainability, participatory design, vernacular architecture. Elements of architecture: experiential factors of architecture; architectural space; settlement pattern, city form and urban design; proportion; architectural composition; tectonics and materiality.

#### Module Learning Outcomes

The course comprises selected topics in the principles and theories of architecture and the city from classical times to the present day. The syllabus – and therefore the subject and scope of the essay – consists of material covered in the lectures supplemented by directed and personal reading.

Selection of topics: sustainability, participatory design, vernacular architecture. Elements of architecture: experiential factors of architecture; architectural space; settlement pattern, city form and urban design; proportion; architectural composition; tectonics and materiality

By the end of the module students should have gained:

- An initial understanding of how principles and theories of architecture influence contemporary and past environments and societies within a wider global context.
- An awareness of issues of sustainability, human well-being, participatory design and vernacular architectures.
- A growing ability to form considered judgements about the issues covered in the module.

By the end of the module students should demonstrate the ability to:

- Critically interpret and analyse principles and theories of architecture.
- Produce a clearly argued, written and illustrated essay using appropriate media and graphic techniques, and academic research and referencing methods.
- Use the relevant skills in planning, organising and computer techniques

Module Leader	Telephone	Email
Paola Michialino	222 6027	<a href="mailto:paola.michialino@newcastle.ac.uk">paola.michialino@newcastle.ac.uk</a>

Lecture	Days
ARC1012 / TCP1024 / L01 / 01 / CLT.1.02 Wks: 12-22, 26  ARC1012 / S01 / 01 Wks: 12-22, 26  / L02 / 01 BEDB.1.75 Wks: 29-35, 40-44 ARC1012 / S01 / 01 Wks: 12-22, 26	Wednesday

### Assessment

A 1,500 word illustrated essay submitted after Christmas. (100%) The essay allows students to demonstrate:

1. evidence of actively reading, critically interpreting and analysing relevant literature, including the material presented in the lectures.
2. the ability to structure clear line of argument that demonstrates growing personal critical understanding of the issues raised by the course in general, and the essay questions in particular.
3. evidence of computer literacy and appropriate graphical skill in writing, presenting and illustrating the essay.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

### Attendance Expectation

Lectures, practicals' and private study

### Reading List

Bachelard, G. (1994) *The Poetics of Space*. Boston: Beacon Press  
Hertzberger, H. (1991) . *Lessons for Students in Architecture*. Rotterdam: 010 Publishers.  
Meiss, P. (1992) . *Elements of Architecture: From Form to Place*. London: Spon.  
Rasmussen, S. (1959) *Experiencing Architecture*. Cambridge, Mass.: MIT Press.  
Pallasmaa, J. (2005) . *The Eyes of the Skin: Architecture and the Senses*. London: Wiley-Academy  
Edwards, B with Hyett, P (2001) *Rough Guide to Sustainability*, London: RIBA  
Vale, B & Vale, R (1991) *Green Architecture: Design for a Sustainable Future*, London: Thames & Hudson.

### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC1013	Architectural Technology 1.1

Credit Value	10
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Semester/s	1
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#### Module Aims

To be able to describe and explain the properties of common building materials and structural, environmental and construction implications using these materials.  
2. To be able to use simple techniques (manual and computer aided) in order to estimate those aspects of structure.

#### Original Summary:

The Course covers topics related to: understanding of simple technology and its application to common buildings; properties and implication of building materials, including timber, glass, concrete, masonry and steel; mathematical skills; and estimating performances of materials and structures.

#### Module Learning Outcomes

History of structural materials

- Fundamental structural principles
- Mathematical Skills
- Estimating loads & beam design
- Triangulation
- Glass properties and implications
- Timber properties and implications
- Concrete properties and implications
- Masonry properties and wall design
- Steel properties & implications

Familiarity with basic structure, of small scale, domestic architecture.

Understanding of significant aspects of ways in which common building materials behave.

An understanding of the principles of building technologies, in relation to: human well-being, the natural world, consideration of a sustainable environment, use of materials, and structural principles.

The impact on design of legislation, codes of practice and health and safety both during the construction and occupation of the project

The ability to use visual and written communication methods and appropriate media to clearly and effectively convey and critically appraise design ideas and proposals

Listen and critically respond to, the views of others

Work as part of a team

Module Leader	Telephone	Email
Dr Steve Dudek	222 6009	<a href="mailto:s.i.m.dudek@ncl.ac.uk">s.i.m.dudek@ncl.ac.uk</a>

Lecture	Days
ARC1013 / L01 / 01 FINE ARTB.2.01 (LT) Wks: 12-22, 26 3-5pm	Mondays

#### Assessment

Examination 2 hours = 80% and Coursework 20%.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

#### Attendance Expectation

Lectures, practicals' and private study

#### Reading List

- Lyons A** Materials for Architects & Builders, Butterworth Heinemann (3<sup>rd</sup> Ed) 2007
- Steward, D** Understanding Structures, analysis, materials, design: Palgrave Macmillan; 4th Edition (10 April 2009)
- Gauld JB** Structures for Architects Longman (3<sup>rd</sup> ed) 1995
- Garrison P** Basic Structures for Engineers & Architects Blackwell Publishing 2005

#### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC1014	Architectural Technology 1.1

Credit Value	10
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Semester/s	2
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#### Module Aims

To introduce the basic ways in which domestic construction must perform and the principles involved in achieving this performance.

To be able to describe and explain the properties of common building materials and the structural, environmental and constructional implications of using these materials.

To be able to use simple techniques (manual and computer aided) in order to estimate those aspects of structural, environmental and constructional performance which will pay a critical part in architectural decisions.

#### Module Learning Outcomes

- Familiarity with basic structural, environmental and constructional performance of small scale, domestic architecture.
- Understanding of significant aspects of ways in which common building materials behave.

Module Leader	Telephone	Email
Dr Steve Dudek	222 6009	<a href="mailto:s.j.m.dudek@ncl.ac.uk">s.j.m.dudek@ncl.ac.uk</a>

Tutorials	Days
ARC1014/L01/01 AGRB.CSLT Dudek DR 28-35, 40-43 SJM 28-35, 40-43 9.00-11.00am	Monday
ARC1014/L02/01 AGRB.CSLT Dudek DR 28-35, 40-43 SJM 28-35, 40-43 10.00-12.00am	Tuesday

#### Assessment

Examination 80% and Practicals' 20%

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

<b>Attendance Expectation</b>
Lectures, practicals' and private study

<b>Reading List</b>
<b>Szokolay SV</b> Introduction to Architectural Science: The Basis of Sustainable Design Architectural Press 2005
<b>Marshall D &amp; Worthing D</b> The Construction of Houses EG Books (4 <sup>th</sup> ED) 2006
<b>McDonald R</b> Illustrated Building Pocket Book, Butterworth Heinemann (2 <sup>nd</sup> ED) 2007

#### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC1016	Professional Studies

Credit Value	20
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Semester/s	1&2
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#### Module Aims

The aims of the module are:

To enable students to process, transform and communicate information.

In particular to introduce:

- information modes and communication appropriate to circumstance
- manual communication techniques
- principles for written and graphic media
- basic to advanced computing skills in the architectural context
- core study and workplace computer skills.

Original Summary:

This Professional Studies module is built upon in Semesters 1 and 2 of Stage 1 and the subject area involves an ongoing increasing proportion of the syllabus as the course progresses. This Stage One topic concentrates upon the skills used in the essential processes in Communications and Design and in addition usually draws upon the use of computers for their effectiveness in communications at various stages in a student's professional development.

#### Module Learning Outcomes

STUDY SKILLS – research, time management, information processing

COMMUNICATION SKILLS

- written (correspondence, reports, essays)
- visual/graphical (models; crafted and computer generated and images of various types: photography, diagrams, technical drawings, evocative sketches)
- oral (presentation - presentation and discussion of design concept and processes).

EVALUATIVE SKILLS – manual and computer based

WORKPLACE SKILLS - group/team work

Students are enabled to:

1. identify and choose appropriate modes of information and communication
2. produce structured and appropriate presentations
3. apply some computer based tools to design projects.
4. operate in a team
5. demonstrate key transferable skills.

The module should enable students to become proficient in:

1. Study Skills: research, time management, information processing
2. Communication Skills:

- 3. Verbal: inquiry and explanation
- 4. Written: correspondence, reports, essays.
- 5. Visual/ graphic: models: crafted and computer generated and images of various types, photography, diagrams, technical drawings, evocative sketches.
- 6. Evaluate Skills: manual and computer- based
- 7. Workplace Skills: group and teamworking

Module Leader	Telephone	Email
Kati Blom	222 6003	<a href="mailto:katriina.blom@newcastle.ac.uk">katriina.blom@newcastle.ac.uk</a>
Martyn Dade- Robertson	222 5926	<a href="mailto:Martyn.dade-robertsn@newcastle.ac.uk">Martyn.dade-robertsn@newcastle.ac.uk</a>

Lecture	Days
ARC1016 / L01 / 01 AGRB.CSLT Wks: 12-22, 26  3-5pm	Tuesdays

**Assessment**

Assessment is by two pieces of assessed coursework which demonstrates that the student has developed:

1. transferable communication skills for performing an appropriate presentation (verbal and graphical) of his/her design project
2. a structured approach to 2D CAD basics common to most CAD packages and image manipulation.
3. the skills to undertake a 3D solid modelling problem with associated design- related factors culminating in the production of a presentation sheet.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

Attendance Expectation
Lectures, practicals' and private study

Reading List
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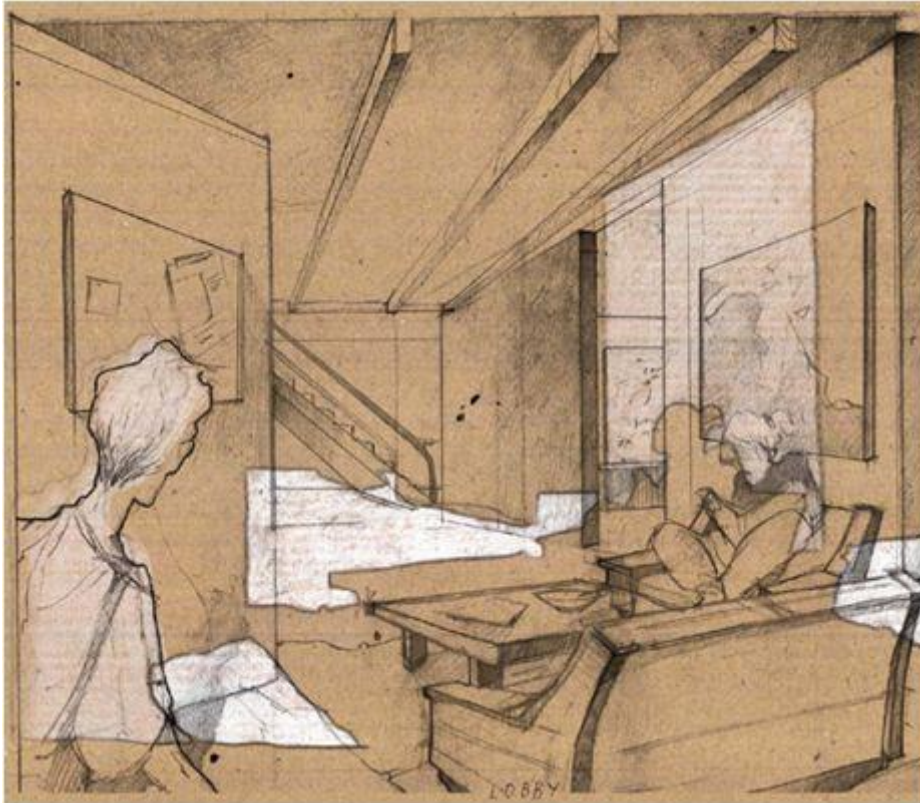
<b>You can find this list in library and the digital sessions will be supported with online publications.</b>
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### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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Neringa Stonyte 2010/11 Stage 2

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Stage 2

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## **B.A. Architectural Studies Stage 2**

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC2001	Architectural Design

Credit Value	60
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Semester/s	1&2
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#### Module Aims

A course of studio based practical architectural design work which builds on the experience of the first year design studio. The scale of projects addressed increases from those encountered in the first year, with more complex briefs. Consideration is given to the issues of sustainability, the relation of buildings to their urban context and the design of outside spaces. The technical aspects of the work aim to further develop an understanding of building structure, construction, materials and services in relation to the overall design concept.

The module enables students to

\* Develop knowledge of architectural theories and the different approaches to architectural design.

•Produce coherent architectural designs up to the level of a median-scale building, with a growing ability to integrate knowledge of social and aesthetic requirements, building technologies, environmental design, and construction methods.

•Develop awareness, knowledge and understanding of the experiential and tectonic qualities of architecture, in design and precedent.

•Develop an evolving personal philosophical approach as a basis for design and thinking.

•Develop an increasing effectiveness and ability in using visual, verbal and written communication methods and appropriate media to test, appraise and represent ideas and designs.

syllabus comprises a series of related design projects of increasing complexity and scale that sequentially develop architectural thinking, skill and knowledge. The projects entail both group and individual tasks. Each project is pedagogically inflected to develop research, creative and thinking skills within settings of growing architectural complexity. The sequence is iterative and cumulative presenting the students with design issues that are stretching their abilities yet remain within the scope of their developing skills. Related to these projects are lectures and briefings, seminars and workshops, individual reviews and feedback sessions. The design studio is the critical forum for much of this integrated activity. Detailed hand-outs for each project describe the content, aims and learning outcomes of that project.

Several inter-related themes are developed throughout the stage and include: responding to location (urban and rural); integrating landscape design at both urban and architectural scales; defining the thresholds between private and public space, the integration of environmental strategies; of learning from architectural precedents

#### Module Learning Outcomes

By the end of the module, students should have:

1. a maturing awareness, knowledge and understanding of the disciplines which inform architectural design.
2. a growing ability to recognise the interdependence of these disciplines and to integrate them in coherent architectural designs.
3. a maturing ability to integrate knowledge of social and aesthetic requirements, building technologies, landscape and environmental design, and construction methods in coherent architectural designs up to the complexity of a median-scale building.

4. an evolving personal ethical framework and philosophy as a basis for decision making.
5. increasing ability in using visual, verbal and written communication methods and media to test, appraise and represent ideas and designs.
6. How analysis, research, context, budget, preparation and development of a brief inform a design proposal of domestic and small institutional structures.
7. The basics of regulatory frameworks and health and safety considerations that guide design and building construction appropriate to this scale.
8. Architectural histories and theories related to physical, artistic and cultural contexts, especially the European city, and how they inform the design process
9. The principles of building technologies, environmental design and construction methods regarding: human well-being; the welfare of future generations; the natural world; consideration of a sustainable environment; use of materials, process of assembly; structural principles; the impact on design of legislation; codes of practice and health and safety, both during the construction and occupation of a project. The influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues
10. Specific histories and theories of architecture, landscape and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies that inform the design process

At the end of the module students will demonstrate the ability to:

1. Work independently and as part of a team in developing the design projects
2. Form considered judgements about the spatial, aesthetic, technical and social qualities of their designs within the scope and scale of a specific setting.
3. Reflect upon, and relate their ideas to a design scheme and to the work of others both within the group and related precedent.
4. Use visual, verbal and written communication methods, and appropriate media (including sketching, modelling, digital and electronic techniques) to convey and critically appraise, clearly and effectively, design ideas and proposals, both individually and in groups.
5. Use the conventions of architectural representation from two-dimensional graphics to computer generated and physical models
6. Listen, and critically respond to, the views of others.
7. Manage and appraise their own working practices, whether working independently or collaboratively.

Module Leader	Telephone	Email
Simon Hacker	222 6026	<a href="mailto:simon.hacker@ncl.ac.uk">simon.hacker@ncl.ac.uk</a>

Project 1	Weeks
<b>Project 1: Learning Journal</b> <b>Weighting: 10%</b>	

Project Leader	Email
Bill Tavernor	<a href="mailto:w.f.tavernor@newcastle.ac.uk">w.f.tavernor@newcastle.ac.uk</a>

Project 2	Weeks
<b>Project 2: Placed, Displaced</b> <b>Weighting: 10%</b>	

Project Leader	Email
Bill Tavernor	<a href="mailto:w.f.tavernor@newcastle.ac.uk">w.f.tavernor@newcastle.ac.uk</a>

Project 3	Weeks
<b>Project 3: Simplicity, Economy, Home</b> <b>Weighting: 30%</b>	

Project Leader	Email
Bill Tavernor	<a href="mailto:w.f.tavernor@newcastle.ac.uk">w.f.tavernor@newcastle.ac.uk</a>

Project 4	Weeks
<b>Project 4: Civic Centred</b> <b>Weighting: 30%</b>	

Project Leader	
Simon Hacker	<a href="mailto:Simon.hacker@newcastle.ac.uk">Simon.hacker@newcastle.ac.uk</a>
Neveen Hamza	<a href="mailto:Neveen.hamza@newcastle.ac.uk">Neveen.hamza@newcastle.ac.uk</a>

Project 5	
<b>Project 5: Section-Alley</b> <b>Weighting: 10%</b>	

Project Leader	
Simon Hacker	<a href="mailto:Simon.hacker@newcastle.ac.uk">Simon.hacker@newcastle.ac.uk</a>

Project 6	
<b>Project 6: Academic Portfolio</b> <b>Weighting: 10%</b>	

Project Leader	
Simon Hacker	<a href="mailto:Simon.hacker@newcastle.ac.uk">Simon.hacker@newcastle.ac.uk</a>

Lecture	Days
FINE ARTB2.01 (LT) 12-22, 26 3-5PM	Thursday
FINE ARTB2.01 (LT) 29-35, 40-44 3-5PM	

## Assessment

module comprises a number of separate design projects, as outlined later in this document, which account for 80% of the Module weighting in total. Each design project submission will be assessed at the end of the project and will receive a letter-grade mark and feedback. The assessment criteria for each project are based on the objectives and learning outcomes for that particular project, as outlined in the project briefs.

The letter-grade marks for each design project position the mark within a range of possible marks as follows:

	Range	Mid-Point
X	75 and above	
A	65-75	70
B	55-65	60
C	45-55	50
D	35-45	40
E	35 or less	

At the end of the year a total provisional mark for the combined design projects will be calculated based on the mid-point marks for each letter-grade and the weighting for each project.

*An example is given below:*

<i>Project</i>	<i>Letter-grade</i>	<i>Weighting</i>
<i>Project 2</i>	<i>C</i>	<i>10%</i>
<i>Project 3</i>	<i>C</i>	<i>30%</i>
<i>Project 4</i>	<i>A</i>	<i>30%</i>
<i>Project 5</i>	<i>B</i>	<i>10%</i>

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

## Attendance Expectation

Lectures, practicals' and private study

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Reading List
Semester 1: Robin Evans, <i>Translations from Drawing to Building and Other Essays</i> (London: AA, 1997) Andrea Deplazes, <i>Constructing Architecture: Materials, Structures, Processes: A Handbook</i> (Basel: Birkhäuser, 2008)
Semester 2: Gordon Cullen, <i>A Concise Townscape</i> (Oxford: Butterworth, 1996) Peter Rice, <i>An Engineer Imagines</i> (London: Ellipsis, 1996)

### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

The School also hosts Staff Student Committee meetings each term. If you wish to make a comment on a module for discussion at such a meeting please see your Student Representative. If you do not know who this is please contact the School Reception.

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# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

Module Code	Module Name
ARC2009	Architectural Technology 1.1

Credit Value	20
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Semester/s	1&2
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### Module Aims

The main aims throughout the lecture series are:

- \* To demonstrate the relevance and impact of building technologies and constructional methods in relation to both the natural and the man-made environment and to encourage each student to adopt an appropriate personal response
- \* To examine the extent to which 'detail' and 'structural' design can convey and complement a wider architectural intent
- \* To emphasise the importance of junctions and the process of assembly - the bringing of elements and materials together will be examined, not just in a constructional sense, but with a focus on tectonic intent
- \* To reinforce previously learned structural principles and increase the understanding of structural orders together with structural assembly processes and sequences
- \* To introduce and provide an overview to relevant legislation, codes of practice and issues surrounding health and safety – and to set the context for their role in terms of a buildings design, construction and use
- \*To develop an awareness of sustainability within the built environment

Original Summary:

The module builds on the foundations established in Stage 1 and seeks to directly complement the on-going Stage 2 Studio projects.

These include:

- \* Ecological Functionalism – Possible environmental responses related to construction & materials. Includes examination of various environmental assessment methodologies
- \* Technology and Conceptual Design
- \* Constructional Systems and Material Choice - external and controlled factors affecting the choice of a particular technology or material
- \* Domestic Scale Construction – comparative studies
- \* Structural Orders – A sequential study of various small to medium scale structural systems
- \* Communication for Construction
- Legislation and Standards – an overview

### Module Learning Outcomes

The module provides opportunities for students to:

- \* Further develop an understanding of the theory and practice associated with a range of building technologies and constructional methods, particularly in relation to small and medium scale buildings, and to integrate this knowledge into the Stage 2 studio design modules
- \* Develop a critical awareness and make considered and informed judgements relating to the appropriate choice of building technologies, materials, structures and constructional systems - particularly in relation to their environmental and human impact
- \* To demonstrate an awareness of the impact that legislation may have on Architectural Technology and Construction

module should enable you to:

\* Develop your knowledge and integrate principles of building technologies and constructional systems and methods into on-going Studio projects. To demonstrate and effectively communicate this knowledge using written, verbal, drawn and modelled means

\* Begin to critically evaluate the tectonic intentions of others

Module Leader	Telephone	Email
Dr Steve Dudek	222 6009	<a href="mailto:s.j.m.dudek@ncl.ac.uk">s.j.m.dudek@ncl.ac.uk</a>

Lecture	Days
ARC2009 BEDB 1.75 Weeks 12-22,26 11-1pm	Wednesday
ARC2009 BEDB 1.75 Weeks 29-35, 40-44 9-11am	Friday

#### Assessment

Assessment is by means of two assessed course work assignments. The first focuses on structures and detailed design (50%) and the second relates to the application of construction legislation (50%).

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

#### Attendance Expectation

Lectures, practicals' and private study

#### Reading List

**Emmitt, S** Architectural Technology, Wiley-Blackwell 2002 (Revised edition will be available in May 2012)

**Greeno R, Chudley R, Topliss & Hurst M** Construction Technology Heinemann 5<sup>th</sup> Ed., (Nov) 2011

**MacDonald AJ** Structure & Architecture, Architectural Press 2<sup>nd</sup> ED, 2001

**Ross A, Hetreed J & Baden-Powell C** Architect's Pocket Book, Architectural Press 4<sup>th</sup> ED, 2011\*

**Chudley R & Greeno R** Building Construction Handbook 8<sup>th</sup> Ed 2010 \*\*

Further specific recommended texts, journals, resources and links are indicated in the

individual lecture handouts. In addition, students are also encouraged to keep up to date with periodicals including *Architects Journal*, *Architecture Today* and *Detail*, all of which are available from the Library

\* 3<sup>rd</sup> Edition on Blackboard

\*\* On Blackboard

## Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC2010	Environmental Design and Services

Credit Value	10
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Semester/s	2
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#### Module Aims

The aims of the course are:

1. To develop an introductory knowledge of the techniques and technologies used for providing an appropriate environment within buildings.
2. To acquire a basic understanding of the interactive relationship between buildings and their immediate environment.
3. To increase awareness of the wider environmental impacts associated with the use of buildings.

Original Summary:

The module introduces the principles, techniques and technologies associated with the environmental design of small to medium scale buildings. It examines the essential function of buildings to provide healthy and comfortable conditions for people set within a context of environmental awareness and the need to work towards sustainable development. The lecture course builds on the teaching delivered in stage one as part of ARC 1014.

Sustainability

- Human well-being
- Bioclimatic and low energy design
- Energy and renewable energies
- Domestic scale services
- Water use and conservation
- Mechanical ventilation and air conditioning
- Natural ventilation techniques
- Daylight strategy
- Artificial Lighting its history, current use and the future
- Acoustic design of spaces - a guide
- Environmental Design Guidance

#### Module Learning Outcomes

The module provides opportunities for students to gain knowledge and understanding of:

1. The theory and practice involved in the provision of an appropriate environment within buildings.
2. The different techniques and technologies used for servicing a building.
3. The principles of climatic moderation and the interactive relationship between buildings and the environment.
4. Environmental issues and sustainable development as applied to building design and servicing.

The module should enable you to:

1. Recognise the roles and responsibilities of other professionals involved in the process of

building design.  
 2. Apply simple environmental concepts and a concern for sustainability to the design of small to medium scale buildings.  
 3. Develop and apply the ability to effectively communicate environmental concepts in written, verbal and drawn formats.

Module Leader	Telephone	Email
Dr Steve Dudek	222 6009	<a href="mailto:s.j.m.dudek@ncl.ac.uk">s.j.m.dudek@ncl.ac.uk</a>

Lecture	Days
ARC2010 BEDB 1.75 Weeks 12-22, 26 11-1pm	Fridays
ARC2010 BEDB 1.75 Weeks 29-35, 40-44 1-3pm	

### Assessment

Assessment is by means of one two hour written paper to be taken at the end of semester 2 and will account for 80% of the final mark. This allows students to demonstrate:

- Their knowledge and understanding of the range of topics covered through the course
- Their critical skills in responding to the specific and exploratory context of the examination.

A piece of coursework linked to ARC 2001 will be set in Semester 1 and accounts for 20% of the final mark.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

Attendance Expectation
Lectures, practicals' and private study

Reading List
<p>Szokolay S Introduction to Architectural Science: The Basis of Sustainable Design 2<sup>nd</sup> Ed, Architectural Press 2008 *</p> <p>Hall F &amp; Building Services Handbook 6<sup>th</sup> Ed, Butterworth Heinemann 2011**</p> <p>* On Blackboard **5<sup>th</sup> Edition on Blackboard</p>

## Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC2011	Twentieth Century Architecture

Credit Value	10
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Semester/s	1&2
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#### Module Aims

This course examines the major currents in architectural thinking that have shaped and conditioned the design of buildings in the twentieth century.

The aim of the course is to make students aware of the social, economic, environmental, technological, historical and ideological factors that have influenced the design of modern buildings and their surroundings.

#### Original Summary:

The course examines the histories and theories of architecture and urban design in the twentieth century. It compares and contrasts the lives, ideas and work of some leading designers of the modernist era. The course is designed to raise awareness of the influences on the modern built environment, of important individual buildings, and of the social, economic, environmental, technological, historical and ideological factors that have influenced their design and surroundings. This will enrich students' understanding of the achievements of the recent past, position present-day architecture in an historical context, and help the student to approach historical and contemporary design issues critically.

module – the teaching of which is based on a weekly one-hour illustrated lecture (16 lectures, followed by a final 'revision lecture') – covers selected topics in Western architecture from the beginning of the twentieth century, set against the theoretical and historical context out of which modern architecture developed, including: Early Twentieth-Century Architecture in Europe, the Bauhaus, the International Style, American Architecture, 'Alternative Modernism' in Europe and America, and Modern British Architecture. By examining the ideas and work of some leading designers of the modernist era – including Walter Gropius, Mies van der Rohe, Le Corbusier, Alvar Aalto and Frank Lloyd Wright – the development of the central ideas of modern architecture is traced from the end of the nineteenth century.

#### Module Learning Outcomes

The module provides opportunities for students to:

1. Gain an understanding and appreciation of the ideas behind twentieth century architecture, key buildings, and the society that made the buildings, and understanding of its influence upon the design of contemporary buildings.
2. Knowledge of the technologies and materials of certain buildings, their relationship to the environment, their role in facilitating human assembly, and the general manner in which they further human well being.
3. Acquisition and use of an awareness of the academic techniques and conventions involved in the study of historical buildings.

Acquisition of an awareness of the academic techniques and conventions involved in the study of historical buildings.

2. Development of critical and evaluative skills.
3. Learning to use research techniques, and building upon direct learning in a structured

manner.  
 4. Development of critical and evaluative skills in order form critical judgements about the spatial, aesthetic, technical and social qualities of a design.

Module Leader	Telephone	Email
Dr Tom Faulkner		<a href="mailto:thomas.faulkner@newcastle.ac.uk">thomas.faulkner@newcastle.ac.uk</a>

Tutorials	Days
ARC2011 KGV1.LT1 Weeks 12-16,19-22, 26 3-5pm	Fridays
ARC2011 Fine ArtsB 2.01 LT Weeks 29-35, 40-44 3-5pm	

### Assessment

Assessment is by means of a two-hour written examination to be taken at the end of the second semester. This allows students to demonstrate

- Their knowledge and understanding of the range of topics covered
- Their critical and writing skills in responding to the specific and exploratory contexts of the examination

10% of grade is attributed to attendance

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

Attendance Expectation
Lectures, practicals' and private study

Reading List	
CONRADS, Ulrich	<i>Programmes and Manifestoes on Twentieth-Century Architecture</i> (London: Lund Humphries, 1970)
CORBUSIER, Le	<i>Le Corbusier Talks with Students</i> (New York: Princeton Architectural Press, 1999)
FRAMPTON, Kenneth	<i>Studies in Tectonic Culture: Poetics of Construction in Nineteenth and Twentieth Century Architecture</i> (Cambridge, MA: MIT Press, 1995)

## Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC2020	Dissertation Studies

Credit Value	10
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Semester/s	2
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#### Module Aims

The aim is, through research into a topic of architectural significance, for students to gain proficiency in a range of research skills, research methodologies, and critical appraisal skills, and to assimilate information and draw conclusions from these processes.

The dissertation spans:

Stage 2: Semester 2, and Stage 3: Semester 1

The basis of the academic method is as follows:

**Academically** the dissertation will be an excellent piece of work if it is very well informed in its subject-area and draws valid and potentially original conclusions from the evidence presented and considered.

**Architecturally** the dissertation will be excellent if it addresses an issue of general concern within the architectural community. Typically topics examine architectural theories and issues in practice, design approaches, design and construction techniques, aspects of architectural history, the historical development of buildings, ideas and movements in architecture, or research and applications in a specific context.

The structure of the syllabus allows students to develop research and technical skills, critical and evaluative abilities and a capacity for clear and succinct expression in writing, by:

- (a) Introducing students to the nature of research and research methods in architecture.
- (b) Equipping students with the ability to devise their own research strategies for their dissertation.
- (c) Providing an overview for developing a research hypothesis, selecting appropriate research methods and preparing a dissertation research proposal.
- (d) Giving an opportunity to present a major piece of work involving a range of professionally-orientated transferable skills.

**Stage Two (ARC 2020):** Work here establishes the student's choice of topic, and introduces the basis of academic method, by requiring the presentation of evidence cited in footnotes. A short abstract with footnotes and an illustration will be produced and a tutor allocated. The production of this abstract is a formal prerequisite for being allowed to register on ARC 3060.

#### Topics:

Dissertation approaches, choice of topic,

research methods, forms of evidence, literature surveys, synopsis development, case studies,

database searching, technical briefing, referencing, production and binding, assessment

criteria.

**Hand-in:** Coursework assignment: for semester two: Stage 2 (March 2011).

**Stage Three (ARC 3060):** Work mainly independently, but in association with a tutor/supervisor, to develop a draft into the completed dissertation.

**Hand-in:** Assessment Period for semester one: Stage 3: During Semester 1.

### Module Learning Outcomes

The module provides opportunities for students to:

- identify or develop a research topic
- conduct a literature survey
- produce a structured study of a topic
- appreciate, evaluate, discuss and present significant material from disparate sources
- structure an argument to support a case
- use and acknowledge expert opinion
- draw conclusions and suggest future research paths
- present a document suitable for a specific domain readership.

The module provides opportunities for students to:

- Learn to use academic technique and conventions appropriately and effectively.
- Identify and develop a research topic for dissertation.
- Prepare a dissertation proposal.
- Conduct a literature survey.

Module Leader	Telephone	Email
Andrew Ballantyne	222 6800	<a href="mailto:a.n.ballantyne@newcastle.ac.uk">a.n.ballantyne@newcastle.ac.uk</a>

Tutorials	Days
TBC	

### Assessment

The mark that is assigned for ARC2020 is a formality that allows progression into Stage 3. The mark that is awarded for ARC3060—the completed dissertation—is weighted to cover ARC2020 also. The important mark therefore is the one for the finished dissertation. However it is necessary to pass ARC2020. In order to do that you are required to submit a short abstract (about 500 words) that will include a title, at least two footnotes set out in the manner described in a lecture hand-out, and a captioned illustration. The short text should announce the topic and give an idea of the general approach that you will be taking.

This is a requirement for progression, and it is needed by the deadline soon after the Easter vacation. On the basis of it a tutor will be allocated, and then, before you go away for the summer, as preparation for your independent work you are required to make a start in developing the abstract into an outline for the dissertation, with the main chapter headings and in place. It is understood that your thinking will develop over the summer as you find out

more about the topic, but it is important to set yourself up to be in a position to do good work by preparing in advance and taking advantage of feedback from your tutor.

Dissertation completed in stage 3: Assessment of the 8000-word dissertation is carried out by main readers, including the Module Leader, and other staff as appropriate, who evaluate the work as a demonstration of: the student's knowledge and understanding of a topic, critical skills in surveying existing work, ability to research and develop an argument, and capacity to present findings in an appropriate manner. Each dissertation is double-marked and, if necessary, triple-marked.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

<b>Attendance Expectation</b>
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Lectures, practicals' and private study
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<b>Reading List</b>
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- |  |
|--|
| <ul style="list-style-type: none"><li>• <i>Iain Borden and Katerina Ruedi, The Dissertation: an Architectural Student's Handbook (Oxford: Butterworth-Heinemann, 2000).</i></li><li>• Modern Humanities Research Association, <i>MHRA Style Book: Notes for Authors, Editors and Writers of Theses</i> (London: Modern Humanities Research Association, 4<sup>th</sup> edition, 2002).</li></ul> |
|--|

The following more advanced texts are also recommended:
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Ralph Berry, <i>The Research Project: How to Write it</i> (London: Routledge, 1994)
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Nicholas Walliman, <i>Your Research Project</i> (London: Sage Publications, 2 <sup>nd</sup> edition, 2005).
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## Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC2023	The Place of Houses

Credit Value	10
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Semester/s	1
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#### Module Aims

The course is structured around the key forms of production and varying roles of designer, client and user. Emphasis is given to the relationship between the user and the home environment. Case studies from different parts of the world are included, in some cases drawing on current research projects in the School. The syllabus includes the following topics:

- Homes and houses: a conceptual overview
- The psychological dimensions of dwelling
- Collective housing
- Private housing and social housing
- Gender and age perspectives on housing
- Informal housing processes and environments
- The home as place of work

At the end of the semester students will be expected to have:

- an increased understanding of how domestic environments are produced and consumed.
- developed a critical awareness of the role of professionals in producing housing environments.
- an appreciation of domestic environments produced by non-professionals.
- gained an insight into social science approaches to study.

#### Module Learning Outcomes

- an initial ability to critically interpret and analyse a body of ideas and theories in relation to their embodiment in architecture.
- the ability, at a preliminary level, to use various research techniques, including literature review and appraisal, active reading and reflection, and communication in written and graphic form.
- relevant skills in planning, organising and computer literacy.
- design and visual communication skills.

Module Leader	Telephone	Email
Peter Kellett	222 6023	<a href="mailto:p.w.kellett@newcastle.ac.uk">p.w.kellett@newcastle.ac.uk</a>

Lecture	Days
FINE ARTB 2.01 LT 12-2pm Weeks 12-22, 26	Thursday

## Assessment

An illustrated academic poster of 1,500 words submitted at the end of the semester which allows students to demonstrate:

- knowledge and understanding of the topics.
- critical skills in responding to the specific and exploratory contexts of the questions.
- ability to construct coherent arguments.
- clarity and effectiveness of the design in communicating ideas.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

## Attendance Expectation

Lectures, practicals' and private study

## Reading List

- Altman, I. and Werner, C. M. (eds.) (1985) **Home Environments**, New York and London: Plenum Press.
- Arias, E. G. (ed.) (1993) **The Meaning and Use of Housing**, Aldershot: Avebury.
- Benjamin, D. (ed) (1995) **Home: Words, Interpretations, Meanings and Environments**, Aldershot: Avebury.
- Blunt, A. & Dowling, R. (2006) **Home**, London: Routledge
- Cooper-Marcus, C. (1995) **House as a Mirror of Self: Exploring the Deeper Meanings of Home**, Berkeley, California: Conari Press.
- Lane, B.M, (2007) **Housing and Dwelling : perspectives on modern domestic architecture**, London: Routledge,
- Lawrence, Roderick, J. (1987) **Housing, Dwellings and Homes: Design Theory, Research and Practice**, Chichester: Wiley.
- Oliver, Paul (2003) **Dwellings: the House across the World**. Oxford: Phaidon Press.
- Oliver, P. (2006) **Built to Meet Needs: Cultural Issues in Vernacular Architecture**, Oxford: Elsevier.
- Rapoport, Amos (1969) **House Form and Culture**, Englewood Cliffs: Prentice-Hall.
- Ravetz, A. (1995) **The Place of Home: English Domestic Environments 1914-2000**, London: Spon.
- Rybczynski, Witold (1988) **Home: A Short History of an Idea**, London: Heinemann.

## Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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George Kneale, 2010/11 Stage 3

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**B.A. Architectural  
Studies  
Stage 3  
2011/2012**

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC3001	Architectural Design

Credit Value	60
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Semester/s	1&2
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#### Module Aims

To enable students to research ideas and coherent architectural designs, while integrating knowledge and understanding of the thematic areas of the syllabus, and mastering the skills in architectural design whereby these ideas will find expression. The module build upon the foundation of architectural knowledge established in stages 1 & 2; in particular, the module objectives are that the student will be able to demonstrate in architectural designs:

- 1.an awareness, knowledge and understanding of the disciplines which inform architectural design; design principles -technology and environment -cultural context -histories and theories of architecture- professional practice and management - communication skills, appropriate to the resolution of the moderately complex coherent architectural designs.
- 2.a knowledge and understanding of the interdependence of architectural studies in the context of architectural design; core bodies of knowledge, most important contexts, principles and applications.
- 3.the ability to produce coherent architectural design up to the level of a moderately complex public building with the ability to integrate knowledge and understanding of the social and aesthetic requirements, building technologies, environmental design and construction methods.
- 4.a related awareness, knowledge and understanding of the experiential and tectonic qualities of architecture appropriate to these levels of complexity.
- 5.a personal philosophical approach, as a basis for design and thinking appropriate to these levels of complexity.
- 6.an ability in using visual,verbal and written communication methods and appropriate media to test, appraisal and represent ideas and designs up to the scale of a moderately complex public building.

#### Original Summary:

To enable students to research ideas and coherent architectural designs, while integrating knowledge and understanding of the thematic areas of the syllabus, and mastering the skills in architectural design whereby these ideas will find expression. The module builds upon the foundation of architectural knowledge established in Stages 1 and 2; in particular, the module objectives are that the student will be able to demonstrate in architectural designs:

- an awareness, knowledge and understanding of the disciplines which inform architectural design: design principles, technology and environment, cultural context, histories and theories of architecture, professional practice and management, communication skills, appropriate to the resolution of moderately complex coherent architectural designs.
- a knowledge and understanding of the interdependence of architectural studies in the context of architectural design; core bodies of knowledge, most important contexts, principles and applications.
- the ability to produce coherent architectural designs up to the level of a moderately complex public building, with the ability to integrate knowledge and understanding of social and aesthetic requirements, building technologies, environmental design and construction methods.

a related awareness, knowledge and understanding of the experiential and tectonic qualities of architecture appropriate to these levels of complexity.  
 a personal philosophical approach, as a basis for design and thinking, appropriate to these levels of complexity.  
 an ability in using visual, verbal and written communication methods and appropriate media to test, appraise and represent ideas and designs up to the scale of a moderately complex public building.  
 Two specialised projects in Semester 1, and one holistic project in Semester 2.

### Module Learning Outcomes

an awareness, knowledge and understanding of the disciplines which inform architectural design.

2.an ability to recognise the interdependence of these disciplines and to integrate them in coherent moderately complex architectural designs.

3.an ability to integrate knowledge of social and aesthetic requirements, building technologies, environmental designs and construction methods in moderately complex architectural designs, in specific contexts.

4.a personal ethical framework and philosophy as a basis for this complexity of decision making.

1. an ability in using visual, verbal and written communication methods and appropriate media to test, appraisal and represent ideas and designs up to the scale of a moderately complex public building.

2.Communication skills, appropriate to the resolution of moderately complex coherent architectural designs.

Module Leader	Telephone	Email
Daniel Mallo	222 5687	<a href="mailto:daniel.mallo@newcastle.ac.uk">daniel.mallo@newcastle.ac.uk</a>

Project 1	Weeks
<b>Project One: BA Charette</b>	<b>Duration:</b> 3 <sup>th</sup> Oct. 2011 - 7 <sup>th</sup> Oct 2011

Project Leader	Email
Daniel Mallo	<a href="mailto:daniel.mallo@newcastle.ac.uk">daniel.mallo@newcastle.ac.uk</a>

Project 2	Weeks
<b>Project Two: Middlesbrough Film Archive.</b>	<b>Duration:</b> 10 <sup>th</sup> Oct. 2011 – 15 <sup>th</sup> Nov.2011

Project Leader	Email
<b>Matthew Margetts</b>	<a href="mailto:Urbanmags@hotmail.com">Urbanmags@hotmail.com</a>

Exercise One	Weeks
Precedent Studies +	Duration: 28 <sup>th</sup> Nov. 2011 – 5 <sup>th</sup> Dec. 2011

Project Leader	Email
Dr. Hentie Louw	<a href="mailto:h.j.louw@newcastle.ac.uk">h.j.louw@newcastle.ac.uk</a>

Project 3	Weeks
Project Three: “Graduation Project”	Briefing: 8 <sup>th</sup> Dec. 2011 Duration: 12 <sup>th</sup> Dec. 2011 – 1 <sup>st</sup> May 2012

Project Leaders	
Hentie Louw, Kati Blom, Daniel Mallo & other Apl and external staff	<a href="mailto:h.j.louw@newcastle.ac.uk">h.j.louw@newcastle.ac.uk</a>  <a href="mailto:Daniel.mallo@newcastle.ac.uk">Daniel.mallo@newcastle.ac.uk</a>  <a href="mailto:Katriina.blom@newcastle.ac.uk">Katriina.blom@newcastle.ac.uk</a>

Lecture	Days
ARC3001 / L01 / 01 FINE ARTB.2.01 (LT) Wks: 12-22, 26 11-1pm	Friday
ARC3001 / L02 / 01 PERB.G.13 Wks: 29-35, 40-44 9-10am	Thursday

<b>Assessment</b>
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Projects are marked provisionally and individual performance is discussed as the year progresses. Each project is evaluated against a set of criteria outlined in project descriptions. The assessment criteria for each project commonly require an understanding of and an ability to apply:

- a particular body of knowledge (related to the project)
- a particular range of skills and techniques (introduced in the project)

Following each project assessment, students receive a set of written staff comments on individual performance in relation to the declared criteria, together with a provisional letter grade which is distributed after Project Reviews/feedback meetings, when feedback is given by the project leader. In addition student reporters record critical comments and advice from the assessment panel on behalf of each candidate during the crits.

At the end of the year students are required to submit an Academic Portfolio, which comprises the assembly and presentation of the following:

- All non-design module coursework submitted by the student in the course of Stages 2 and 3 (this will not be assessed or re-marked but should be present in order to indicate your entire body of work)
- All design projects submitted by the student in the course Stages 2 and 3
- A Learning Journal demonstrating the students design process throughout the year
- A reflective learning exercise (short written report)

Students may supplement their original Design Project work with new or completed work for the Academic Portfolio submission.

A Provisional Module Mark results from a weighted aggregation of the marks of each project according to the following formula:

Project 2 = 35%; Exercise 1 = 5%; Project 3 = 50%; Portfolio = 10%

Following the submission of the Academic Portfolio, all the Module Projects are reviewed as a total body of work and a Final Module Mark awarded. The provisional mark is used as the starting point for the review. Any new or completed work that may be included in the portfolio is taken into account. The Final Module Mark may increase or decrease from the Provisional Module Mark.

The Final Module Mark is subject to approval within the external examination process.

**IMPORTANT:**

**PLEASE NOTE THAT YOU ARE REQUIRED TO HAND IN AN ACADEMIC PORTFOLIO AT THE END OF THE YEAR THAT INCLUDES WORK FROM STAGES 2 & STAGE 3, AS OUTLINED ABOVE.**

**Failure to submit the full portfolio will be considered as non-submission of the entire module. It is your duty to look after all your documents, originals and models.**

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

<b>Attendance Expectation</b>
Lectures, practicals' and private study

<b>Reading List</b>
A full list of reference material including required and recommended reading will be supplied with each Project Briefing document. In addition, the following texts are considered important readings and cultural references: Stan Allen, <i>Points and Lines: Diagrams and Projects for the City</i> (New York: Princeton Architectural Press, 1999) Beatriz Colomina, <i>Privacy and Publicity</i> (Cambridge MA: MIT Press, 1994)

Peter Rice, *An Engineer Imagines* (London: Ellipsis, 1996)  
Jeremy Till, *Architecture Depends* (Cambridge MA: MIT Press, 2008)  
Rem Koolhaas, *Delirious New York* (New York: Monacelli, 1994)  
Susannah Hagan, *Digitalia: Architecture and the Digital, the Environmental and the Avant-Garde* (London: Routledge, 2007)  
Malcolm McCullough, *Digital Ground: Architecture, Pervasive Computing, and Environmental Knowing* (Cambridge: MIT Press, 2004).

## Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC3013	Architectural Technology
Credit Value	10

Semester/s	1
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#### Module Aims

The module aims to:

- Highlight the role that architectural technology can play in achieving efficient, appropriate and 'sustainable' buildings
- Introduce ideas of 'choice' in so far as they relate to architectural project design and specification, with a view to enabling students to understand the value of buildings, materials and constructions, with a particular emphasis on energy and waste reduction.
- Enable students to understand building technology as being an integrated 'strand' of the iterative process of design from inception through to completion, rather than something which is 'bolted-on' or considered 'at the end'
- Enable students to conceptualise structural forms and to develop an integrated approach to structural design within the wider design process
- Introduce the principles, techniques and technologies associated with the construction of medium to large-scale buildings
- Encourage the integration of both 'strategic' and 'detailed' approaches to building technology

Original Summary:

The module introduces the principles, techniques and technologies associated with the construction of medium to large-scale buildings. Enabling students to appreciate building technology as part of the iterative process of design and within a sustainable framework.

The course focuses on two interrelated topics, namely

- Sustainable Building Design, specifically:  
Construction Reduction & Material Recycling, Building Reuse & City Recovery, Sustainable Building Standards and Assessment
- The construction of medium to large-scale buildings, specifically:  
Environmental Strategies, Substructure and Framed Structures, Floor, Roof & Facade design

#### Module Learning Outcomes

At the end of the module students will have knowledge of:

- Current development control legislation particularly in regard to waste management and environmental performance, and the relevance of these to design development.

In addition, students will have an understanding of:

- The needs and aspirations of building users together with the impact of buildings on the environment, and the precepts of sustainable design, particularly as they relate to medium to long span buildings\*
- The nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society, in so far as these relate to architectural technology and construction – particularly in regard to preparing and questioning project briefs.
- The investigation, critical appraisal and selection of alternative structural, constructional

and material systems relevant to architectural design\*

- Strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques\*
- The physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices\*

\* Forms part of the Module Assessment

At the end of the module students will have the skill to:

- Integrate relevant medium to long span architectural technology into studio designs that will meet building users' requirements and comply with elements of UK legislation, appropriate performance standards and health and safety requirements

They will demonstrate the ability to:

- Use the conventions of architectural representation along with visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to clearly and effectively convey and critically appraise design ideas and proposals\*

- Prepare a Pre-Assessment Environmental Estimate related to a particular studio project design\*

- Manage and appraise aspects of their own working practices and design choices\*

\* Forms part of the Module Assessment

Module Leader	Telephone	Email
Dr Steve Dudek Simon Hacker	222 6009 222 6026	<a href="mailto:s.j.m.dudek@ncl.ac.uk">s.j.m.dudek@ncl.ac.uk</a> <a href="mailto:simon.hacker@newcastle.ac.uk">simon.hacker@newcastle.ac.uk</a>

Lecture	Days
ARC3013 / L01 / 01 FINE ARTB.2.01 (LT) Wks: 12-22, 26 1-3pm	Friday

### Assessment

This is coursework based and takes the form of an A3 document which is to be submitted at the end of Semester 1.

The submission relates to a Semester 1 studio design project and allows students to demonstrate an understanding of the topics covered in the module through the integration of these into design project work.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

Attendance Expectation
Lectures, practicals' and private study

Reading List
<b>Szokolay SV</b> Introduction to Architectural Science: The Basis of Sustainable Design Architectural Press 2005 <b>Marshall D &amp; Worthing D</b> The Construction of Houses EG Books (4 <sup>th</sup> ED) 2006 <b>McDonald R</b> Illustrated Building Pocket Book, Butterworth Heinemann (2 <sup>nd</sup> ED) 2007

### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

Module Code	Module Name
ARC3014	Professional Practice and Management

Credit Value	10
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Semester/s	2
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### Module Aims

The course aims to introduce students to the issues involved in being an architect and in realising architectural designs as finished buildings. The lecture course is a linear narrative that begins by looking at what motivates people to build; examines the design and construction process; and ends by looking at the issues associated with managing the process of design and the practice of architecture.

#### Original Summary:

The module is based around the ARB/RIBA syllabus for practice, management and law and covers the four required subject areas; The Context For Practice; The Management of Architecture; The Management of Construction; Practice Management and Business Administration. These topics covered are in lectures and in the suggested reading.

The topics covered by the module are drawn from the four subject areas:

- The context for practice
- The management of architecture
- The management of construction
- Practice management and administration

At the conclusion of each section case studies are used to illustrate the topics in practical applications

### Module Learning Outcomes

The module provides opportunities for students to develop:

- an awareness of the moral and legal obligations of the architect
- an understanding of the administrative aspects of project and office management
- an understanding of the nature and organisation of the UK property and construction industries
- an understanding of the UK planning system
- an understanding of construction contracts and building procurement
- a knowledge of cost control throughout the development of a project from initial brief to completion of the building.
- a knowledge of health and safety legislation in design and construction.
- skills in personal communication and management in a practice environment

The ability to:

- exercise skills in personal communication and management in a practice environment
- apply and synthesise appropriate knowledge about architectural practice within the relevant commercial legislative and regulatory framework
- achieve these goals with related time-management skills

Module Leader	Telephone	Email
John Kamara	222 8619	<a href="mailto:j.m.kamara@newcastle.ac.uk">j.m.kamara@newcastle.ac.uk</a>

Tutorials	Days
ARC3014 / L02 / 01 BEDTC.1.46 Wks: 29-35, 40-44 11-1pm	Wednesday

### Assessment

A two-hour written examination is set at the end of Semester 2 having a value of 80%. The coursework is an essay with a value of 20%. These topics covered are in lectures and in the suggested reading.

The assignment requires students to apply their knowledge of professional practice in the context of the stage 3 design project.

The key skills developed are written communication in assessed work, problem solving, professional skills and the ability for independent management of learning and time. The module prepares students for their first year out in practice between the BA and BArch degrees.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

### Attendance Expectation

Lectures, practicals' and private study

### Reading List

**Szokolay SV** Introduction to Architectural Science: The Basis of Sustainable Design  
Architectural Press 2005

**Marshall D & Worthing D** The Construction of Houses EG Books (4<sup>th</sup> ED) 2006

**McDonald R** Illustrated Building Pocket Book, Butterworth Heinemann (2<sup>nd</sup> ED) 2007

## Student Feedback Mechanisms

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC3015	Principles and Theories of Architecture

Credit Value	10
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Semester/s	1&2
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#### Module Aims

To extend students' design vocabulary and analytical/critical skills.  
To develop students' debating and verbal/visual presentational skills.  
To foster a reflective approach to architectural design.  
To encourage critical engagement with architecture as a design-led discipline.

#### Original Summary:

The module comprises a series of lectures and student-selected critical studies of notable buildings. The lectures explore the socio-technological and cultural parameters of architectural design, the role of taste cultures and critical doctrine as formative influences on design, as well as the methods and approaches that inform design as a creative discipline. The critical studies offer students the opportunity to engage with critical practice and discourse.

#### Theme: Creating & Evaluating Quality in Architecture

The syllabus – and therefore the subject and scope of the examination – comprises student selected critical studies of notable buildings relevant to current architectural debate. These studies will take the form of seminar presentations in small groups and individual essays. Normally buildings studies for dissertations are not eligible, and for the essays students are to critique buildings that they have actually visited.

#### Module Learning Outcomes

At the end of the module students should be able to demonstrate:

- A reflective and critical approach to architectural design, its potential and socio-technological limits
- An understanding of how the theories, practices and technologies of the arts, humanities and social sciences impact on architectural design
- An understanding of issues specifically related to architectural criticism and its relationship with architectural practice

At the end of the module students should be able to demonstrate:

- The ability to evaluate evidence, arguments and assumptions in order to make and present sound judgements within a structured discourse relating to architectural culture, theory and design
- The ability to analyse and debate the relative success of architectural solutions to particular challenges on a comparative basis
- Competence in making a written, verbal and drawn critique of an architectural project

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Module Leader	Telephone	Email
Hentie Louw	222 6019	<a href="mailto:h.j.louw@newcastle.ac.uk">h.j.louw@newcastle.ac.uk</a>

Tutorials	Days
ARC3015 / L01 / 01 PERB.G.13 Wks: 12-22, 26 9-10am	Wednesday
ARC3015 / S01 / 01 CLT.1.01 Wks: 29-35, 40-44 10-12am	Thursday
ARC3015 / S01 / 02 CLT.1.01 Wks: 29-35, 40-44 9-11am	Friday

<b>Assessment</b>
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Essay 1	2	M	80%	Individual 1500-word essay
Presentation 1	1	M	20%	Group

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

Attendance Expectation
Lectures, practicals' and private study

Reading List

### Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

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## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
ARC3060	Dissertation in Architectural Studies

Credit Value	30
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Semester/s	1
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#### Module Aims

The aim is, through research into a topic of architectural significance, for students to gain proficiency in a range of research skills, research methodologies, and critical appraisal skills, and to assimilate information and draw conclusions from these processes

#### Original Summary:

Each student is required to write a 8000-word dissertation about the subject chosen, which is of some personal interest and which generates enthusiasm in the student that can be communicated to the readers. Illustrations are normally an important part of the evidence-base of a dissertation.

The dissertation spans:

Stage 2: Semester 2, and Stage 3: Semester 1

The basis of the academic method is as follows:

Academically the dissertation will be an excellent piece of work if it is very well informed in its subject-area and draws valid and potentially original conclusions from the evidence presented and considered.

Architecturally the dissertation will be excellent if it addresses an issue of general concern within the architectural community. Typically topics examine architectural theories and issues in practice, design approaches, design and construction techniques, aspects of architectural history, the historical development of buildings, ideas and movements in architecture, or research and applications in a specific context.

The structure of the syllabus allows students to develop research and technical skills, critical and evaluative abilities and a capacity for clear and succinct expression in writing, by:

(a) Introducing students to the nature of research and research methods in architecture.

(b) Equipping students with the ability to devise their own research strategies for their dissertation.

(c) Providing an overview for developing a research hypothesis, selecting appropriate research methods and preparing a dissertation research proposal.

(d) Giving an opportunity to present a major piece of work involving a range of professionally-orientated transferable skills.

Stage Two (ARC 2020): Work here establishes the student's choice of topic, and introduces the basis of academic method, by requiring the presentation of evidence cited in footnotes. A short abstract with footnotes and an illustration will be produced and a tutor allocated. The production of this abstract is a formal prerequisite for being allowed to register on ARC 3060.

#### Topics:

Dissertation approaches, choice of topic, research methods, forms of evidence, literature surveys, synopsis development, case studies, database searching, technical briefing, referencing, production and binding, assessment criteria.

Hand-in: Coursework assignment: for semester two: Stage 2.

Stage Three (ARC 3060): Work mainly independently, but in association with a tutor/supervisor, to develop a draft into the completed dissertation.

Hand-in: Assessment Period for semester one: Stage 3: During Semester 1.

### Module Learning Outcomes

The module provides opportunities for students to:

- identify or develop a research topic
- conduct a literature survey
- produce a structured study of a topic
- appreciate, evaluate, discuss and present significant material from disparate sources
- structure an argument to support a case
- use and acknowledge expert opinion
- draw conclusions and suggest future research paths
- present a document suitable for a specific readership.

Writing the dissertation provides students with an opportunity to present a major piece of work involving a range of professionally-orientated, transferable skills. Thus, when the dissertation is submitted, students will have gained considerable knowledge of an important topic that is relevant to their academic and professional concerns, studied and researched in depth. At the same time, considerable knowledge of research methodology will have been acquired.

The module provides opportunities for student to:

- identify or develop a research topic; conduct a literature survey;
- conduct research;
- produce a structured study of a topic;
- appreciate, evaluate discuss and present significant material from disparate sources;
- structure an argument to support a case;
- use, evaluate and acknowledge expert opinion;
- draw conclusions and suggest future research paths; and present a document suitable for a specific domain readership.

Module Leader	Telephone	Email
Andrew Ballantyne	222 6800	<a href="mailto:a.n.ballantyne@newcastle.ac.uk">a.n.ballantyne@newcastle.ac.uk</a>

Lecture	Days
TBC	

### Assessment

The dissertation completed in Stage 3 is assessed by the following criteria:

- the student's knowledge and understanding of a topic.
- demonstration of critical skills in surveying existing work, ability to research and develop an argument.

- capacity to present findings in an appropriate manner.

Initially every dissertation is marked by two readers. If there is a difference in their judgement it is read by a third person and the dissertation is discussed with the Module Leader in order to reach a final resolution of the mark.

A number of additional lectures and field visits may take place depending on the project. Details will be given of these by the project leader at the outset of the project.

Crits are usually held during and/or at the end of a project. Details of times, dates and venues of the crits will be given by the project leader.

Attendance Expectation
Lectures, practicals' and private study

Reading List
<p><i>Some examples of completed dissertations are available in the architecture resource room in the Robinson Library.</i></p> <p><i>The use of references with footnotes was rehearsed in the preparation of the abstract for ARC2020. There is further detail about footnotes and referencing techniques in the information booklets published by the Robinson Library.</i></p> <p><i>Essential texts:</i></p> <ul style="list-style-type: none"> <li>• <i>Iain Borden and Katerina Ruedi, The Dissertation: an Architectural Student's Handbook (Oxford: Butterworth-Heinemann, 2000).</i></li> <li>• <i>Modern Humanities Research Association, MHRSA Style Book: Notes for Authors, Editors and Writers of Theses (London: Modern Humanities Research Association, 4<sup>th</sup> edition, 2002).</i></li> </ul> <p>The following more advanced texts are also recommended:</p> <p>Ralph Berry, <i>The Research Project: How to Write it</i> (London: Routledge, 1994)</p> <p>Nicholas Walliman, <i>Your Research Project</i> (London: Sage Publications, 2<sup>nd</sup> edition, 2005).</p>

## Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.

The School also hosts Staff Student Committee meetings each term. If you wish to make a comment on a module for discussion at such a meeting

please see your Student Representative. If you do not know who this is please contact the School Reception.

If you have a more pressing or sensitive query about a module please contact your Degree Programme Director. Again, you can find out who this is and contact details from the School Reception.