Tamkang University Academic Year 103, 2nd Semester Course Syllabus

Course Title	ARCHITECTURAL DESIGN (IV)	Instructor	HIDEKI HIRAHARA
Course Class	TEAXB4D DEPARTMENT OF ARCHITECTURE, 4D	Details	◆ Required ◆ 2nd Semester ◆ 4 Credits

Departmental Aim of Education

Ⅰ. Discern and understand current society and trends of development (Knowledge accumulation).

Ⅱ. Training of professionalism (Knowledge implementation).

    1. Learning of professional skills and practice.

    2. Cultivation of a character attending to social justice and public interest for architectural professionalism.

    3. Inspiring creative thinking in environment and architecture design discipline.

Ⅲ. Implementation of inter-disciplinary knowledge and team works (self-educating and growth).

Departmental core competences

A. Abilities in architectural design, creativities, aesthetics, and cumulating of knowledge for the development of architectural professionalism.

B. Competence of logical reasoning and judgment for issue discovering, information gathering, analysis and problem solutions, and integration conceptual thinking into physical forms.

C. Understanding and application of fundamental mathematics and science skills.

D. Understanding of knowledge from socio-cultural, humanity and psychology disciplines for applications in architectural thinking and problem resolutions.

E. Competence in implementation of architectonics, construction, and architectural practices.

F. Understanding the functioning of ecological and urban environment and applying in architectural and urban design process.

G. Application of information technology for creative works and enhancing communication ability.

H. Prepared for planning management、effective communication and team-work, understanding of professional ethics and social responsibilities, highly pertinent to current affairs and global perspective.

Course Introduction	Architectural Design VIII is composed of 9 independent studios. The studios are categorized with its own specificity, yet in collaboration with each other. The class tries to construct a continuous spectrum in practicing and exploring the profession, meantime to offer the varieties of exercises that students can choose their preferences as required by individual learning course. However there are two fundamental values shared by each studio: Experimentalism and Professionalism. Reality is our only references while the execution of the above.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :
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(i) Cognitive Domain    : C1-Remembering,    C2-Understanding,    C3-Applying,
                          C4-Analyzing,      C5-Evaluating,       C6-Creating
(ii) Psychomotor Domain : P1-Imitation,      P2-Mechanism,        P3-Independent Operation,
                          P4-Linked Operation, P5-Automation,     P6-Origination
(iii) Affective Domain  : A1-Receiving,      A2-Responding,       A3-Valuing,
                          A4-Organizing,     A5-Charaterizing,    A6-Implementing
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II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :
 (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
 (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
 (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Being Experimental to the Emerging Living Related Issues	A6	ADFH
2	Being Logical and Independent in the Process of Research and Design	C5	ABEGH
3	Being Masterful to Necessary Tools for Needed Disciplines	P6	ABCDH

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Being Experimental to the Emerging Living Related Issues	Discussion	評圖
2	Being Logical and Independent in the Process of Research and Design	Discussion	評圖

3	Being Masterful to Necessary Tools for Needed Disciplines	Discussion	評圖

This course has been designed to cultivate the following essential qualities in TKU students	
Essential Qualities of TKU Students	**Description**
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◆ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◆ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	104/02/24 ~ 104/03/01	選組、分組	
2	104/03/02 ~ 104/03/08	分組授課、討論；評圖	
3	104/03/09 ~ 104/03/15	選組分組、分組授課、討論、或評圖	
4	104/03/16 ~ 104/03/22	分組授課、討論、或評圖	
5	104/03/23 ~ 104/03/29	分組授課、討論、或評圖	
6	104/03/30 ~ 104/04/05	教學行政觀摩週	
7	104/04/06 ~ 104/04/12	分組授課、討論、或評圖。	
8	104/04/13 ~ 104/04/19	分組授課、討論、或評圖	
9	104/04/20 ~ 104/04/26	期中正評	
10	104/04/27 ~ 104/05/03	Midterm Exam Week	
11	104/05/04 ~ 104/05/10	分組授課、討論、或評圖	

12	104/05/11 ~ 104/05/17	分組授課、討論、或評圖	
13	104/05/18 ~ 104/05/24	Pre-final review at 1:00 PM	
14	104/05/25 ~ 104/05/31	分組授課、討論、或評圖	
15	104/06/01 ~ 104/06/07	分組授課、討論、或評圖	
16	104/06/08 ~ 104/06/14	分組授課、討論、或評圖	
17	104/06/15 ~ 104/06/21	期末正評 Mid-review	
18	104/06/22 ~ 104/06/28	Final Exam Week	

Requirement	我們希望四年級的九個工作室，可以初步的涵構當代的「建築討論」，重行釐清時代的「專業定義」。九個工作室，將各自佈局，有效合成〔composition〕，企圖是建構屬於當代建築地景的教育核心〔Educational Core of Contemporary Architectural Landscape〕。「時代性」是工作室的重點，她將幫助我們清除累贅，重行定義「建築專業」。個別工作室的「工具」是我們檢視專業的手段，也是我們訴求討論深度的手段。
Teaching Facility	Computer, Projector
Textbook(s)	As required
Reference(s)	As required
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	◆ Attendance：　　　　% ◆ Mark of Usual：10.0 % ◆ Midterm Exam： 40.0 % ◆ Final Exam： 50.0 % ◆ Other〈 〉：　　%
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ **Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**