



# BLAR12055 *History and Theory of Building Design*

## Term 3 - 2019

Profile information current as at 18/05/2024 06:26 pm

All details in this unit profile for BLAR12055 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit provides a broad introduction to the history and theories of building design with specific focus on the cultural importance, practical uses, construction and stylistic designs of those buildings. The fundamental knowledge gained in this unit will underpin many design processes and decisions that you will encounter in your work as licensed building designers. The study topics and assessment tasks will develop skills that will enable you to identify and evaluate the successes and failures of historic and contemporary building types as well as the suitability of those buildings for conservation, re-use or re-development.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite: BLAR11045

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 3 - 2019

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Presentation and Written Assessment**

Weighting: 30%

#### 2. **Group Work**

Weighting: 30%

#### 3. **Examination**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from "Have Your Say" Student Feedback

##### Feedback

Loved the interactive assessment tasks with forum activities.

##### Recommendation

Interactive assessment tasks with forum activities will continue to be offered.

#### Feedback from "Have Your Say" Student Feedback

##### Feedback

Maybe include a quiz? Something just to break up the weighting of each assessment.

##### Recommendation

The inclusion of quizzes is being considered.

#### Feedback from "Have Your Say" Student Feedback

##### Feedback

One thing that stood out from this unit was that I understand the History Events now, how, why and where buildings had such a historical effect on history and the people who either made them or designed them, this has been my favourite subject so far. The two books recommended are brilliant reading, very insightful and give so much information on history of inventions, buildings and people.:)

##### Recommendation

Use of these two books will be continued.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Analyse the historical development of building design and construction
2. Explain culturally diverse values in buildings and spaces
3. Compare the major stylistic trends of building design around the world
4. Describe the historic and contemporary styles of building design in Australia
5. Apply the reasoning behind an exemplary building's design to a team solution.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation and Written Assessment - 30%	•	•	•		
2 - Group Work - 30%	•	•	•		•
3 - Examination - 40%	•	•	•	•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work			•		•
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•	•
8 - Ethical practice		•			•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation and Written Assessment - 30%	•	•	•	•		•	•			
2 - Group Work - 30%	•	•	•	•	•	•	•	•		
3 - Examination - 40%	•	•		•			•			

## Textbooks and Resources

### Textbooks

BLAR12055

#### Prescribed

**Building: 3000 Years Of Design, Engineering And Construction**  
(2015)

Authors: Addis, B

Phaidon Press

London , UK

ISBN: 9780714869391

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- MS Office or equivalent software
- USB Microphone and speaker headset (compulsory)
- Webcam (optional but preferred)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Stephanie Flowers** Unit Coordinator

[s.flowers@cqu.edu.au](mailto:s.flowers@cqu.edu.au)

## Schedule

### Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Ancient World		

### Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Ancient and Classical Greece and the Roman Empire		

### Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Buildings of the East		

### Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Medieval Times: Romanesque and Gothic Architecture		<b>Assignment 1</b> Due: Week 4 Friday (6 Dec 2019) 11:45 pm AEST

**Vacation Week - 09 Dec 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 5 - 16 Dec 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Renaissance and Baroque Architecture		

**Week 6 - 23 Dec 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Buildings of the French and Industrial Revolutions		

**Week 7 - 06 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Architecture in the late 19th and 20th Centuries		

**Week 8 - 13 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
20th Century Design Theories and Movements		<b>Assignment 2</b> Due: Week 8 Friday (17 Jan 2020) 11:45 pm AEST

**Week 9 - 20 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Early Australian Building		

**Week 10 - 27 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Federation, inter-war and post-war Australian Building		

**Week 11 - 03 Feb 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Australian Post War and late 20th Century Building		

**Week 12 - 10 Feb 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Exam Review		

**Exam Week - 17 Feb 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assignment 1

**Assessment Type**

Presentation and Written Assessment

**Task Description**

**Assignment 1 comprises a written report with images / sketches.** The assignment will focus on Topics 1, 2, 3 and 4. Full and detailed briefing for this assignment will be available in the Assessment Block in Moodle.

**Assessment Due Date**

Week 4 Friday (6 Dec 2019) 11:45 pm AEST

**Return Date to Students**

Week 6 Monday (23 Dec 2019)

**Weighting**

30%

**Minimum mark or grade**

Must achieve an overall unit result of 50% to pass.

**Assessment Criteria**

Marks will be allocated as specified in the marking rubric of the Assessment Task located in the Assessment Block in Moodle.

The assessment criteria used are:

- Cohesive analysis of the the historical development of building design and construction
- Insightful explanation of culturally diverse values in buildings and spaces
- Conceptual comparison of major stylistic trends of building design around the world

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Analyse the historical development of building design and construction
- Explain culturally diverse values in buildings and spaces
- Compare the major stylistic trends of building design around the world

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

## 2 Assignment 2

**Assessment Type**

Group Work

**Task Description**

**Assignment 2 comprises an individual written report with images / sketches. Teamwork interactions will be necessary via an online discussion forum utilising a prescribed communication process.** The assignment will focus on Topics 5, 6, 7 and 8. Full and detailed briefing for this assignment will be available in the Assessment Block in Moodle.

**Assessment Due Date**

Week 8 Friday (17 Jan 2020) 11:45 pm AEST

**Return Date to Students**

Week 11 Monday (3 Feb 2020)

**Weighting**

30%

**Minimum mark or grade**

Must achieve an overall unit result of 50% to pass.

**Assessment Criteria**

Marks will be allocated as specified in the assignment brief in the Assessment Block in Moodle.

The assessment criteria used are:

- Cohesive analysis of the the historical development of building design and construction
- Insightful explanation of culturally diverse values in buildings and spaces
- Conceptual comparison of major stylistic trends of building design around the world
- Considered application of the reasoning behind an exemplary building's design to a team solution

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

The submission is to be made via the Moodle portal by each individual student (not by group).

**Learning Outcomes Assessed**

- Analyse the historical development of building design and construction
- Explain culturally diverse values in buildings and spaces
- Compare the major stylistic trends of building design around the world
- Apply the reasoning behind an exemplary building's design to a team solution.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

40%

**Length**

180 minutes

**Minimum mark or grade**

Must achieve 40% minimum in the examination and an overall unit result of 50% to pass.

**Exam Conditions**

Open Book.

**Materials**

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).



## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem