

**DK184501 - Applied Urban Design**

<b>SEMESTER LEARNING PLAN</b>				
<b>DEPARTMENT: URBAN AND REGIONAL PLANNING</b>				
<b>FACULTY: CIVIL, PLANNING, AND EARTH</b>				
<b>COURSES NAME</b>	<b>APPLIED URBAN DESIGN</b>			
<b>COURSES CODE</b>	<b>DK184501</b>			
<b>SEMESTER</b>	<b>V</b>			
<b>CREDITS</b>	<b>4/6,40</b>			
<b>LECTURER</b>	<b>Putu Gde Ariastita, ST, MT</b>			
	<b>Ardy Maulidy Navastara, ST, MT</b>			
	<b>Prananda Navitas, S.T., M.Sc., Ph.D</b>			
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<b>COURSE METHODOLOGY</b>	BK23	BK25	BK26	BK27
	Theory & Concept of UrbanDesign	Analysis Techniques of Urban Design	Scenario Formulation of Urban Design	Prescriptions Formulationof Urban Design
<b>PROGRAM LEARNING OUTCOME (PLO)</b>				
<b>SPEISIFIC SKILLS</b>	2.2	Able to utilize ICT in the management of data to produce information that is easily understood by the public and thedecision makers		
	2.3	Able to analyze the spatial characteristics of urban, regional and coastal area through the linkage between of spatialand aspatial aspects to provide information as the basis for planning and modelling		
	2.4	Able to compile an alternative spatial model through a qualitative and quantitative approach in the form of scenariossetting the pattern of space and structure of urban, regional, and coastal area as well as propose the appropriate solutions		
	2.5	Able to produce creative, innovative, sustainable planning that are accommodating public interest in which the resultedplans are reviewed on the rules and theories of planning and communicating them visually, verbally and in writing so that can be accounted academically		
<b>PROFESSIONAL ATTITUDE</b>	3.1	Able to demonstrate the professional skills necessary to be effective and succeed in the modern workforce includingwork well in multi-disciplinary teams, the ability to create job opportunities the ability to formulate and solve problems, and the ability to communicate effectively, and to uphold standards of planning ethics and professionalism		
<b>COURSE LEARNING OUTCOME (CLO)</b>				
<b>SPEISIFIC SKILLS</b>	Students are able to identify spatial characteristics related to urban design problems			
	Students are able to apply urban design methods and techniques			
	Students are able to formulate the criteria of urban design			
	Students are able to understand the design products and its implementation in urban design			
	Students are able to develop a urban design strategy			
<b>PROFESSIONAL ATTITUDE</b>	Students are able to apply communication in conveying conflict management scenario concept and formulation based on ICTverbally, visually, and in written form			
	Students are able to apply logical, critical, systematic, and innovative thinking in the context of development or implementation of science and			

	technology that cares and implements the value of humanities appropriate to their area of expertise											
	Students are able to examine the implications of the development or implementation of science and technology that concerns and implements the humanities value in accordance with their expertise, procedures, and scientific ethics in order to produce solutions, ideas, designs, or art criticisms											
	Students are able to make accurate decisions in the context of problem solving in their areas of expertise, based on the information and data analysis results											
<b>MAP OF PLO - CLO</b>	<b>CLO</b>	<b>PLO-1</b>	<b>PLO-2</b>	<b>PLO-3</b>	<b>PLO-4</b>	<b>PLO-5</b>	<b>PLO-6</b>	<b>PLO-7</b>	<b>PLO-8</b>	<b>PLO-9</b>	<b>PLO-10</b>	<b>PLO-11</b>
	CPMK-1. Students are able to practice the methods, processes and techniques of urban design on selected corridors or blocks of the area.			1					1			
	CPMK-2. Students are able to use measurable and immeasurable criteria to analyze and design selected corridors or city blocks.				1			1				
<b>MODULE</b>												
<b>1</b>	Urban Design Theme	Theory & Concept of Urban Design										
<b>2</b>	Urban Design Methods and Techniques						Economic Analysis					
<b>3</b>	Urban Design Criteria											
<b>4</b>	Design products and its implementation in urban design	Prescriptions Formulation of Urban Design					Analysis Techniques of Urban Design					

**APPLIED URBAN DESIGN COURSE LEARNING PLAN  
ODD SEMESTER OF ACADEMIC YEAR 2021–2022**

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
1	Students are able to understand the themes of urban design	Students are able to understand the themes of urban design	Urban Design Theme	Students are able to understand the themes of urban design	SAP, evaluation, and tasks discussion. Urban Design theme	M1	100	Lecture, Discussion	Individuals Activeness	
2						M1, M3	160		Individuals Activeness	
3						M1, M3	160	Lecture, Discussion, Case studies	Individuals Activeness	
4	Students are able to formulate issues and problems based on urban design themes	Students are able to formulate issues and problems based on urban design themes	Urban Design Issues and Problems	Students are able to formulate issues and problems based on urban design themes	Urban Design Issues and Problems: Thematics	M1, M3, M4, M7	160		Individuals Activeness	
5						M1, M3, M4, M7	160	Lecture, Discussion, Case studies, Assignment	Individuals Activeness	
6	Students are able to identify spatial characteristics related to urban design problems	Students are able to identify spatial characteristics related to urban design problems	Spatial Characteristics Related to Urban Design Problems	Students are able to identify spatial characteristics related to urban design problems	Spatial Characteristics Related to Urban Design Problems	M1, M3, M4, M7	160		Case studies, Assignment	Individuals Activeness
						Collaborative	M1, M3	800		Assignment
	Students are able to identify spatial characteristics related to urban design problems	urban design problems	Spatial Characteristics Related to Urban Design Problems		Group Task: formulates urban design issues and problems based on the theme of design and identification of spatial characteristics	M4, M7		Assignment	1	
						Assistance				800
7	Students are able to apply urban design methods and techniques	Students are able to apply urban design methods and techniques	Urban Design Methods and Techniques	Students are able to apply urban design methods and techniques	Urban Design Methods and Techniques	M1, M3, M4, M7	160	Lecture, Discussion, Case studies, Assignment	Individuals Activeness	
8						M1, M3, M4, M7	160			Case studies, Assignment

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
					Collaborative Group Tasks: application of urban design methods and techniques	M1, M3, M4, M7	800		Assignment 2	20%
					Assistance		800			5%
9	Students are able to formulate the criteria of urban design	Students are able to formulate the criteria of urban design	Urban Design Criteria	Students are able to formulate the criteria of urban design	Analysis Techniques of Urban Design	M1, M3, M4, M7	160	Lecture, Discussion, Case studies, Assignment	Individuals Activeness	
10						M1, M3, M4, M7	160	Lecture, Discussion, Case studies	Individuals Activeness	
11	Students are able to understand the design products and its implementation in urban design	Students are able to understand the design products and its implementation in urban design	Design products and its implementation in urban design	Students are able to understand the design products and its implementation in urban design	Design products and its implementation in urban design	M1, M3, M4, M7	160		Individuals Activeness	
					Collaborative Group Task: Define urban design prescriptions	M1, M3, M4, M7	800	Case studies, Assignment	Assignment 3	25%
					Assistance	M1, M3, M4, M7	800			5%
12	Students are able to develop a urban design strategy	Students are able to develop a urban design strategy	Urban Design Strategies	Students are able to develop a urban design strategy	Urban Design Strategy	M1, M3, M4, M7	160	Lecture, Discussion, Case studies, Assignment	Individuals Activeness	
					Collaborative Group Task: Develop an urban design strategy	M1, M3, M4, M7	800	Case studies, Assignment	Assignment 4	20%
					Assistance		800			5%
13	Presentation					M1, M3, M4, M7	160	Lecture, Discussion, Case studies, Assignment	Individuals Activeness	
14						M1, M3, M4, M7	160		Individuals Activeness	

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
15						M1, M3, M4, M7	160		Individuals Activeness	
16					Collection of Assignment		160	Collection of Assignment		

#### Suggested Course Material

1	De Chiara Joseph, Koppelman. Lee (1975). "Urban Planning and Design Criteria". Van Nostrand Reinhold. New York.
2	Gindroz. Ray (2003). The Urban Design Handbook. Technique and Working Methods. W.W. Norton and Company. New York.
3	Shirvani, Hamid (1985). "The Urban Design Process". Van Nostrand Reinhold. New York.
4	Spreiregen, Paul. D, AIA. "The Architecture of Town and Cities". Mc. Graw-Hill Book Company. New York.
5	Trancik, Roger (1986). "Three Theories of Urban Spatial Design". Finding Lost Space: Theories of Urban Design. John Wiley and Sons.
<b>Additional Suggested Course Material</b>	
1	American Planning Association (2006). "Urban Analysis". Planning and urban design standards. John Wiley and Sons. ISBN 978-0-471-47581-1.
2	Carmona, Matthew; Tiesdell, Steven (2007). Urban design reader. Architectural Press. ISBN 978-0-7506-6531-5.
3	Moughtin, Cliff (1999). "Survey Techniques". Urban design: method and techniques. Elsevier. ISBN 978-0-7506-4102-9.

## **EVALUATIONS OF THE COURSE**

The tasks in Applied Urban Design course are divided into two, namely individual Evaluation and Group Evaluation, which are divided into 4 evaluations, namely:

### **Evaluation**

1. Evaluation 1 (20%): scientific article of Roger Trancik's criteria (individual)
2. Evaluation 2 (20%): scientific article of Kevin Lynch's criteria (individual)
3. Evaluation 3 (40%): Task - Block Design and Animation (group)
4. Evaluation 4 (20%): Presentation (individual)

## EVALUATION AND SCORING PLAN

### 1. EVALUATION I :

#### Evaluation I : Scientific Article of Roger Trancik's Criteria (individual – 20%)

Course name	Applied Urban Design
Code of Course	DK 184501
Semester	V
Credit	4/ 6,48
Subject (Week-)	Subject 3 - City design criteria (week 10 - 11)
Module Learning Objectives	<ul style="list-style-type: none"><li>• Students are able to understand the city design criteria in a case</li><li>• Students are able to analyze cases based on city design criteria</li></ul>
Depth level of assignment 1 (C1 sdC6)	C2, C4
Detail of the assignment	Enclosed
Evaluation material	City design criteria according to Roger Trancik
Implementation of evaluation	Students work on assignments according to the task guidelines that given.

**EVALUATION I:  
SCIENTIFIC ARTICLES OF TRANCIK CRITERIA**

**Task Guidelines**

- Assessment of Building Mass Patterns with Figure-Ground Theory

**Type :**

**Individual Task**

**Purpose :**

Making scientific articles with Trancik's unmeasured criteria

**Guidelines:**

1. Students choose locations in urban areas that have the following characteristics (scope may be global): forms of heterogeneous building mass patterns
2. Students make a mapping with the following results: figure map - ground / solid - void, linkage, place on an area of 30-50 hectares
3. Students conduct a study literature related to the use of Trancik's theory in various cases as a comparison (can be found in various scientific journals).
4. Students conduct an interpretation of the results of the mapping that has been carried out, the scope of the expected study includes :
  - a. Potential areas related to building mass and regional access patterns
  - b. Regional problems related to building mass and regional access patterns
5. Students package map results, literature review and interpretation in Journal format, maximum of 5 pages.

**Rules :**

- Writing models such as scientific journals
- Tasks are written in A4 format, font: Times New Roman 12; space 1.15. Name and Student Number are written completely.

**Submission :**

Assignments are collected in the week 11 of 16<sup>th</sup> April 2018, no later than 3:00 p.m.; to lecturers who teach courses. Tasks collected late are still accepted but will get reducing in the value.



**SCORING CRITERIA**

The evaluation weight for Evaluation I is 20%, which consists of :

No	ScoringAspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very Bad 0-55	Score
1	Fitness of the substance of the discussed issue with the topic	Issue fit the topic, up to date, have proper issue formulation	Issue fit the topic, does not up to date, have proper issue formulation	Substance fit the topic, up to date, but the issue formulation are not precise	Substance does not fit the topic, the issue formulation are not precise	Substance does not fit the topic, there are no issue	
2	Accuracy on summarizing the important idea on the article	Precise, with comprehensive idea of the issue	Precise, but with less comprehensive idea	Precise	Less precise	There is no summary of the issue concept	
3	Accuracy of critical review towards the substance of the journal	Critical, Precise on giving the critical review, Appropriate on picking the up to date reference	Precise on giving the critical review, Correct on picking the up to date reference	Precise on giving critical review, but the references used are not precise	Critics have less precise, Reference used are not precise	Reviewer give inappropriate critical review and choose the wrong reference	
4	Result discussions and lessons learned	The discussion is structured and comprehensive, Lessons Learned answers the issue and give the example of best practices	The discussion is structured and comprehensive, Lessons Learned answers the issue	There are discussions but not structured nor comprehensive, The lessons learned are correct	There are discussions but not structured nor comprehensive, The lessons learned are not correct	The discussions are not structured, lessons learned are not correct	

5	Accuracy of summarizing the conclusions and lessons learned	The conclusions and lessons learned are correct and comprehensive	The conclusions and lessons learned are correct	The conclusions and lessons learned are correct enough	The conclusions and lessons learned has less precise	The conclusions and lessons learned are not correct	
	Average score obtained						

2. **EVALUATION II :**

**Evaluation II : Scientific Article of Kevin Lynch's Criteria (individual – 20%)**

Course name	Applied Urban Design
Code of Course	DK 184501
Semester	V
Credit	4/ 6,48
Subject (Week-)	Subject 3 - City design criteria (week 10 - 11)
Module Learning Objectives	<ul style="list-style-type: none"><li>• Students are able to understand the city design criteria in a case</li><li>• Students are able to analyze cases based on city design criteria</li></ul>
Depth level of assignment 1 (C1 sdC6)	C2, C4
Detail of the assignment	Enclosed
Evaluation material	City design criteria according to Kevin Lynch
Implementation of evaluation	Students work on assignments according to the task guidelines that given.

**EVALUATION II:  
SCIENTIFIC ARTICLES OF LYNCH CRITERIA**

**Task Guidelines**

- Identify area based on the Kevin Lynch Criteria

**Type :**

**Individual Task**

**Purpose :**

Making scientific articles with Lynch's unmeasured criteria

**Guidelines:**

1. Students choose locations in urban areas that have the following characteristics (scope may be Global): diverse environmental identities
2. Students carry out mapping with output as follows: Maps and photos of environmental identity in an area of 100-150 hectares
3. Students conduct a literature study related to the use of Lynch's theory in various cases as a comparison (can be found in various scientific journals).
4. Students conduct an interpretation of the results of the mapping that has been carried out, the scope of the expected study includes:
  - a. Regional potential related to environmental identity
  - b. Regional issues related to environmental identity
5. Students package map results, literature review and interpretation in Journal format, a maximum of 5 pages.

**Rules :**

- Writing models such as scientific journals
- Tasks are written in A4 format, font: Times New Roman 12; space 1.15. Name and Student Number are written completely.

**Submission :**

Assignments are collected in the week 11 of 16<sup>th</sup> April 2018, no later than 3:00 p.m.; to lecturers who teach courses. Tasks collected late are still accepted but will get reducing in the value.

## SCORING CRITERIA

The evaluation weight for Evaluation I is 20%, which consists of :

No	Scoring Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very Bad 0-55	Score
1	Fitness of the substance of the discussed issue with the topic	Issue fit the topic, up to date, have proper issue formulation	Issue fit the topic, does not up to date, have proper issue formulation	Substance fit the topic, up to date, but the issue formulation are not precise	Substance does not fit the topic, the issue formulation are not precise	Substance does not fit the topic, there are no issue	
2	Accuracy on summarizing the important idea on the article	Precise, with comprehensive idea of the issue	Precise, but with less comprehensive idea	Precise	Less precise	There is no summary of the issue concept	
3	Accuracy of critical review towards the substance of the journal	Critical, Precise on giving the critical review, Appropriate on picking the up to date reference	Precise on giving the critical review, Correct on picking the up to date reference	Precise on giving critical review, but the references used are not precise	Critics have less precise, Reference used are not precise	Reviewer give inappropriate critical review and choose the wrong reference	
4	Result discussions and lessons learned	The discussion is structured and comprehensive, Lessons Learned answers the issue and give the example of best practices	The discussion is structured and comprehensive, Lessons Learned answers the issue	There are discussions but not structured nor comprehensive, The lessons learned are correct	There are discussions but not structured nor comprehensive, The lessons learned are not correct	The discussions are not structured, lessons learned are not correct	

5	Accuracy of summarizing the conclusions and lessons learned	The conclusions and lessons learned are correct and comprehensive	The conclusions and lessons learned are correct	The conclusions and lessons learned are correct enough	The conclusions and lessons learned has less precise	The conclusions and lessons learned are not correct	
	Average score obtained						

3. **EVALUATION III :**

**Evaluation III: Task - Block Design and Animation (group – 40%)**

Course name	Applied Urban Design
Code of Course	DK 184501
Semester	V
Credit	4/ 6,48
Subject (Week-)	Subject 1 - Theme of city design Subject 2 - City design methods and techniques Subject 3 - City design criteria Subject 4 - Design Products
Module Learning Objectives	<ul style="list-style-type: none"> <li>• Students are able to formulate facts, potential and problems in the planning area.</li> <li>• Students are able to formulate design methods and approaches.</li> <li>• Students are able to design the area according to the context</li> <li>• Students are able to explain and conclude the results of their studies</li> </ul>
Depth level of assignment 1 (C1 sdC6)	C3, C4, C6
Detail of the assignment	Enclosed
Evaluation material	<ol style="list-style-type: none"> <li>1. Theme of city design</li> <li>2. City design methods and techniques</li> <li>3. City design criteria</li> <li>4. Design Products</li> </ol>
Implementation of evaluation	Students work on assignments according to the task guidelines that given.

**EVALUATION III :**  
**EVALUATION III: TASK - BLOCK DESIGN AND ANIMATION**

**A. PURPOSE**

1. Students are able to understand the concepts of solid, void, linkage and place
2. Students are able to apply solid, void, linkage and place concepts in an area through the representation of 2D and 3D visuals.

**B. ASSIGNMENT IMPLEMENTATION**

- a. Tasks are carried out in groups
- b. The group is determined by the students themselves
- c. This task is a task with guidance or assistance, which is carried out on schedule. Before assistance, each student is given time to survey and collect the necessary materials. Group assignments are collected on a predetermined schedule.
- d. Form of assignment:
  1. Make a solid analysis, void, linkage and place on selected regions
  2. Determine ideas in 2D / 3D visuals
  3. The report contains a description of the Regional Design Process
  4. Creating a 3D Block Plan Animation
- e. Task procedures:
  1. Prepare a base map of the selected region
  2. Identifying existing conditions (potential and problems)
  3. Solid analysis, void, linkage and place
  4. Designing solids, voids, linkages and places in the region (2D, 3D)
  5. Generates a Block Plan for a defined area (2D, 3D & Animation)
- f. The location of the assignment is determined by the student according to the assignment in the previous semester.
- g. Language sketches / drawings are highly recommended in the process of carrying out this task.

**C. REPORT WRITING FORMAT**

- Paper is written on A4 paper, font 11 or 12 (adjusting font type used), space 1.15, left margin 3 cm, right-up-down 2.5 cm.
- The writing system consists of:
  - Table of Contents, Tables, List of Images, Preface
  - Chapter 1 Introduction
  - Chapter 2 Overview (Potential and Existing Condition Problems)
  - Chapter 3 Design Methods
  - Chapter 4 Regional Design (concepts, results, design visualization)
  - Chapter 5 Conclusions

**D. REPORT ASSESSMENT CRITERIA**

The report evaluation criteria are as follows:

- General description (30%)
- Stages of analysis (30%)
- Draft block plan and regional development plan (30%)
- Aesthetics / visual communication skills (10%)



## **E. FORMAT OF MAKING 3D VIDEO ANIMATION**

Animations are made with a maximum duration of 5 minutes, with the following elements:

- a. Opening Title
- b. Background
- c. Design Objectives
- d. Design Method
- e. Regional Overview (Potential and Problems)
- f. Concept of Blocks and City Planning & Elements
- g. 2D & 3D Block Plan Visualization
- h. Area Design Detail Visualization
- i. Cover

## **F. 3D VIDEO ANIMATION ASSESSMENT CRITERIA**

The criteria for evaluating animated videos are as follows:

- Duration of Time (10%)
- Video content meets the requested elements (30%)
- Visualization of Concepts and Design (40%)
- Aesthetics and visual communication (20%)

## **G. SUBMISSION**

- Tasks are presented and collected according to a predetermined schedule.
- Reports and videos 3D animations in the form of softcopy are collected collectively on commuting and shared in the form of a google drive

## **H. FINAL PROJECT COLLECTED IN WEEK 16**

**SCORING CRITERIA**

The evaluation weight for Evaluation III is 40%, which consists of :

<b>Sub chapter</b>	<b>Very Good 86-100</b>	<b>Good 76-85</b>	<b>Average 66-75</b>	<b>Bad 56-65</b>	<b>Very Bad 0-55</b>
Introduction	Empirical and theoretical facts are very complete and very relevant, the urgency of the problem is high	Complete and relevant empirical and theoretical facts, but the urgency of the problem is lacking	Empirical and theoretical facts exist but are irrelevant and not urgent	Empirical and theoretical facts are incomplete, irrelevant, not urgent	There are no empirical and theoretical facts and cannot formulate problems
Literature Review	The substance of the complete literature review by mentioning more than the specified reference, the correct synthesis of the library	complete substance of the literature review in accordance with the TOR, the synthesis of the appropriate library	Less complete but according to the topic of the task, the synthesis of the library is not quite right	Less complete and not in accordance with the topic of the assignment, improper synthesis of the library	Incomplete and incompatible and there is no library synthesis
Methodology	Data that is needed, how to obtain data and techniques for processing the right data and explained in detail	Data needed and how to get the right data but the technique of processing data is not right	How to get the right data, the data that you need is less, the data processing technique is not right	Data needed, how to obtain data and data processing techniques is not right	Data needed, how to obtain data and data processing techniques are not appropriate
Data and analysis	Complete data, precise and comprehensive analysis with appropriate interpretations	Complete data, precise and comprehensive analysis without interpretation	Complete data with inappropriate analysis	Complete data but not suitable and without analysis	Data is incomplete and not suitable and without analysis
Conclusion	The quality of conclusions is appropriate according to the results of the analysis and answers the research objectives	The quality of conclusions is appropriate according to the results of the analysis but does not answer the research objectives	The quality of conclusions is appropriate according to the results of the analysis but does not answer the research objectives	Conclusion quality is not in accordance with the analysis and does not answer the research objectives	The quality of conclusions is very inappropriate

4. **EVALUATION IV :**

**Evaluation IV: Task Presentation - Block Design and Animation (group – 20%)**

Course name	Applied Urban Design
Code of Course	DK 184501
Semester	V
Credit	4/ 6,48
Subject (Week-)	Subject 1 - Theme of city design Subject 2 - City design methods and techniques Subject 3 - City design criteria Subject 4 - Design Products
Module Learning Objectives	<ul style="list-style-type: none"> <li>• Students are able to formulate facts, potential and problems in the planning area.</li> <li>• Students are able to formulate design methods and approaches.</li> <li>• Students are able to design the area according to the context</li> <li>• Students are able to explain and conclude the results of their studies</li> </ul>
Depth level of assignment 1 (C1 sd C6)	C3, C4, C6
Detail of the assignment	Enclosed
Evaluation material	<ol style="list-style-type: none"> <li>1. Theme of city design</li> <li>2. City design methods and techniques</li> <li>3. City design criteria</li> <li>4. Design Products</li> </ol>
Implementation of evaluation	Students work on assignments according to the task guidelines that given.

**EVALUATION IV :**  
**EVALUATION IV: PRESENTATION**

**A. PURPOSE**

Evaluation IV takes the form of a presentation with individual assessment, which aims:

- Students are able to formulate facts, potential and problems in the planning area.
- Students are able to formulate design methods and approaches.
- Students are able to design the area according to the context
- Students are able to explain and conclude the results of their studies

**B. MATERIALS ASSIGNMENT**

The assignment material includes the following outlines consisting of:

- Preliminary
- General description (potential and problems of existing conditions)
- City design methods and approaches
- Regional design (concepts, results, design visualization)
- Conclusion

**C. IMPLEMENTATION OF PRESENTATION**

Students are advised to conduct consultation / assistance to the teaching lecturer

- Presentations are carried out in groups, with individual assessment items.
- The presentation of each student is a maximum of 15 minutes

**SCORING CRITERIA**

The evaluation weight for Evaluation IV is 20%, which consists of :

<b>Dimension</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Bad</b>	<b>Very Bad</b>	<b>Score</b>
Technique of Presentation	The presentation was organized with showing fact that supported by example that already analyzed based on concept	The presentation was organized and showing fact that make sure to support the conclusions	The presentation has focus point and showing some evidence that support the conclusions	The presentation has focus point, but evidence were insufficient to used for make a conclusions.	There's no spesific organization. Facts are not used to support their statement	
	86-100	76-85	66-75	56-65	0-55	
Content	Content that can be inspire listener to develop their minds.	Has an accurate and complete presentation. The listener has a new knowledge about that topics	Has an accurate content but not complete. The listener less active to discuss that topics	The content was less accurate because there's no data and fact that supports it	The content are not accurate and very common. Listener didn't get any lessons from this presentation	
	86-100	76-85	66-75	56-65	0-55	
Discussion	The right argumentation with example or the fact	The right argumentation but lacking of the fact	The lack of argumentation but have fact or example	The lack of argumentation and not have example	Argumentation is wrong	