



## SEMESTER LEARNING PLAN

**DEPARTMENT: URBAN AND REGIONAL PLANNING**

**FACULTY: CIVIL, PLANNING, AND EARTH**

<b>COURSES NAME</b>	<b>INTRODUCTION TO BUILT ENVIRONMENT</b>
<b>COURSES CODE</b>	<b>UG184905</b>
<b>SEMESTER</b>	<b>II</b>
<b>CREDITS</b>	<b>2 SKS (3.2 ECTS)</b>
<b>LECTURER</b>	

<b>Course Methodology</b>							

**PROGRAM LEARNING OUTCOME (PLO)**

<b>SPEIFIC KNOWLEDGE</b>	1.1	
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**COURSES LEARNING OUTCOME (CLO)**

<b>SPEIFIC KNOWLEDGE</b>	<ol style="list-style-type: none"> <li>1. Able to understand broadly about the Built Environment as a field of science, where science is also based on the theory</li> <li>2. Able to understand the relationship between Human – Environmental and Technical of a quality Environment in an individual, social and cultural context</li> <li>3. Able to outline the main issues / dimensions of the quality built environment in view of the Design and Planning components in the Built Environment</li> <li>4. Able to elaborate and look for examples of the interaction of components of design and planning components in the built environment in written, oral and visual form.</li> <li>5. Able to create reviews and examples of quality and sustainable environment</li> </ol>
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<b>MAP OF PLO - CLO</b>	
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<b>MODULE</b>	1. Understanding the Built Environment
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2. Human Dimension-Environment Dimension-Technical Dimension ☐ Designing with People
3. Human Dimension-Environment Dimension-Technical Dimension ☐ Designing with the Environment
4. Human Dimension-Environment Dimension-Technical Dimension ☐ Designing with Technology
5. Human Dimension-Environment Dimension-Technical Dimension ☐ Designing with Visual Language
6. Components of the Built Environment ☐ PRODUCTS
7. Components of the Built Environment ☐ INTERIORS
8. Components of the Built Environment ☐ STRUCTURES
9. Components of the Built Environment ☐ LANDSCAPES
10. Components of the Built Environment ☐ CITIES
11. Components of the Built Environment ☐ REGIONS
12. Components of the Built Environment ☐ EARTH
13. Understanding the Built Environment

**BUDDISM COURSE LEARNING PLAN**  
**ODD SEMESTER OF ACADEMIC YEAR 2021–2022**

SESSION	LEARNING OUTCOME	MODULE	LECTURER	LEARNING METHOD	DURATION	STUDENT LEARNING EXPERIENCE	ASSESSMENT CRITERIA AND INDICATORS	ASSESSMENT
1	2	3	4	5	6	7	8	9
1	ISRA MI'RAJ HOLIDAY							
2	Able to understand the learning plan	Scope of learning, materials, tasks, schedules, evaluations	PRS	Lecture and discussion	100 min		Accuracy of understanding the learning plan	
	Able to read, describe, and understand the basic understanding of BE (Built Environment)	<ul style="list-style-type: none"> <li>■ Built Environment</li> <li>■ Traditions in the Built Environment</li> </ul>	PRS	Lecture and discussion	100 min		Accuracy understands the basic understanding of BE (Built Environment)	
3	Able to read, describe, and understand the central issues in the human-environmental-technical dimensions	<ul style="list-style-type: none"> <li>■ Designing with People</li> <li>■ Designing with the Environment</li> </ul>	PRS	Lecture and discussion	100 min		Accuracy understands the central issues associated with BE	
4	Able to read, describe, and understand the central issues in the human-environmental-technical dimensions	<ul style="list-style-type: none"> <li>■ Designing with Technology</li> <li>■ Designing with a Visual Language</li> </ul>	PRS	Lecture and discussion	100 min		Accuracy understands the central issues associated with BE	

5	Able to understand the basic understanding of BE and the central issues of Human- Environmental- Technical Dimensions	■ EVALUATION 1	PRS	Quiz	100 min		Accuracy understands the basic understanding of BE and the central issues of Human- Environmental- Technical Dimensions	Individual 25%
6	Able to read, describe, and understand BE components conceptually	■ PRODUCTS Components	PRS	Lecture and discussion	100 min		Accuracy of identification and understanding of BE components conceptually	
7		■ INTERIORS Components	PRS	Lecture and discussion	100 min		Accuracy of identification and understanding of BE components conceptually	
8		STRUCTURES ■ Components	PRS	Lecture and discussion	100 min		Accuracy of identification and understanding of BE components conceptually	
9		LANDSCAPES ■ Component	PRS	Lecture and discussion	100 min		Accuracy of identification and understanding of BE components conceptually	
10	<b>HOLIDAYS</b>							

11		<ul style="list-style-type: none"> <li>■ CITIES Components</li> </ul>	MY	Lecture and discussion	100 min		Accuracy of identification and understanding of BE components conceptually	
		<ul style="list-style-type: none"> <li>■ REGIONS Components</li> </ul>	MY	Lecture and discussion	100 min		Accuracy of identification and understanding of BE components conceptually	
12		<ul style="list-style-type: none"> <li>■ EARTH Components</li> </ul>	MY	Lecture and discussion	100 min		Accuracy of identification and understanding of BE components conceptually	
13	Able to understand BE components conceptually	<ul style="list-style-type: none"> <li>■ EVALUATION 2</li> </ul>	MY	Quiz	100 min		Accuracy of understanding BE components conceptually	Individual 25%
14	Able to identify and understand the presence of BE components in factual spaces	<ul style="list-style-type: none"> <li>■ PRODUCTS Components</li> <li>■ INTERIORS Components</li> </ul>	MY	Presentation of group tasks and discussions	100 min		Accuracy of identification and understanding of the presence of BE components practically	<ul style="list-style-type: none"> <li>■ 20% paper (group)</li> <li>■ 30% discussion ability (individual)</li> <li>■ Group 1, 2</li> </ul>

15		<ul style="list-style-type: none"> <li>■ STRUCTURES Components</li> <li>■ LANDSCAPES Component</li> </ul>	MY	Presentation of group tasks and discussions	100 min		Accuracy of identification and understanding of the presence of BE components practically	<ul style="list-style-type: none"> <li>■ 20% paper (group) 30% discussion ability (individual)</li> <li>■ Group 3, 4</li> </ul>
16 (June, 24)		<ul style="list-style-type: none"> <li>■ CITIES Components</li> <li>■ REGIONS Components</li> <li>■ EARTH Components</li> </ul>	MY	Presentation of group tasks and discussions	100 min		Accuracy of identification and understanding of the presence of BE components practically	<ul style="list-style-type: none"> <li>■ 20% paper (group)</li> <li>■ 30% discussion ability (individual)</li> <li>■ Group 5, 6, 7</li> </ul>

## **TERMS OF REFERENCE**

### **EVALUATION I and II**

#### **WRITTEN TEST**

##### **PURPOSE**

This evaluation aims to make students understand the basic understanding of the Built Environment and the central issues in the human-environmental-technical dimensions (Quiz 1) and understand the components of the environment conceptually (Quiz 2).

##### **EVALUATION DESCRIPTION**

Evaluation is carried out in the form of a written test, open-book

##### **IMPLEMENTATION OF EVALUATION**

Evaluations are conducted individually and digitally in a classroom platform.

##### **EVALUATION CRITERIA**

- Evaluation criteria are accuracy, truth, the relevance of answers
- The value weight for evaluation 1 and evaluation 2 are 25% each.

## TERMS OF REFERENCE

### EVALUATION III and IV

#### DRAFTING AND PRESENTATION OF PAPERS

##### PURPOSE

This evaluation aims to explore students' insights into the empirical matters of each component of the built environment in factual spaces and explore the ability to communicate in verbal and graphic form.

##### EVALUATION DESCRIPTION

Students are asked to explore one component of the built environment, make observations, study its existence textually and contextually, and formulate the results of their findings. Components explored for each group include:

- PRODUCTS Components
- INTERIORS Components
- STRUCTURES Components
- LANDSCAPES Component
- CITIES Components
- REGIONS Components
- EARTH Components

The main points of the substance of the paper in this evaluation are:

- a. **Introduction**, which contains the background of the problem, the purpose of writing the paper, scope, and systematic discussion
- b. **Literature review**, which contains a review of concepts and research that has been done related to one of the components of the built environment
- c. **Project-site/project-locus review**, which contains the identification of components of the built environment within the observed area.
- d. **Discussion**, which contains a review of one of the selected components of the built environment, textually and contextually, as well as a description of the findings obtained during observation and review.
- e. **Conclusion**

##### IMPLEMENTATION OF EVALUATION

Evaluations are carried out in groups. The number of groups is adjusted to the number of components of the built environment (7 groups). The evaluation results are collected in week 14 in digital form in cloud media (classroom), and presented in week-14 to 16, according to the schedule stated in the Lecture Schedule. Tasks are collected in the form of papers along with the PowerPoint. Free paper format, free font size 11 – 12, space 1.15. The number of pages is not limited. Assignments can be administered outside of lecture hours.

##### EVALUATION CRITERIA

- Evaluation criteria are the quality of the paper (group) and presentation ability (individual)
- The value weight for evaluation of 3 (papers) is 20%
- The value weight for evaluation 4 (presentation) is 30%