

## Subject Description Form

<b>Subject Code</b>	BRE218
<b>Subject Title</b>	Integrated Project I
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Provide a platform for students to integrate their knowledge about current issues in the building and property industry.</li> <li>2. Encourage student-centred learning and develop their generic and professional competence.</li> <li>3. Provide basic and practical training in construction drawing skills.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><u>Academic Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Relate the current issues in building and property industry to personal and professional development</li> <li>2. Synthesize the knowledge of different disciplines</li> <li>3. Evaluate these issues in a systematic and analytical manner and articulate arguments</li> <li>4. Demonstrate skills in construction drawing</li> <li>5. Use AutoCAD in project work</li> </ol> <p><u>Generic Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Gather and analyze relevant information using appropriate technology</li> <li>2. Communicate the arguments in a clear and articulate manner</li> <li>3. Develop critical and creative minds</li> <li>4. Work independently and identify needs for self-learning and self-improvement</li> <li>5. Co-operate with others in a professional team working environment to excel for the common goal</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><i>Examples of contemporary issues in building and real estate industry:</i></p> <ul style="list-style-type: none"> <li>• Role, function and duty of professionals</li> <li>• Market structure, industrial organization and competitive environment</li> <li>• Government, law and industry</li> <li>• Globalization and professionalism</li> <li>• Sustainability and environmental issues</li> <li>• Technology application, development and advancement</li> <li>• Building maintenance and property management</li> <li>• Urban development, urban form and built environment</li> <li>• Education, training and continued professional development, etc.</li> </ul> <p><i>Industrial Centre (IC) Training:</i></p> <ul style="list-style-type: none"> <li>• Construction drawing: AutoCAD</li> </ul>

**Teaching/Learning Methodology**

This subject comprises two separate components: (a) BRE Professional studies (2 credits); and, (b) Industrial Centre (IC) training (1 credit).

BRE Professional studies

This component will be delivered by means of lecture sessions and interactive tutorial discussions.

Lectures allow teaching staff (and visiting speakers from the industry if appropriate) to brief the students on the contemporary debates in the building and property industry. These lectures enable the students to learn to describe the issues, relate them to their personal/professional development and synthesize the subject matters.

Short quizzes may be held to strengthen student learning.

The main thrust of this subject is the debate to be held at the tutorial sessions. Students are required to form opposing teams, take position in a controversial topic and present their arguments in a debating session. Each team is required to carry out information collection, analysis of the topic and preparation of arguments. Every member has to present his/her arguments verbally followed by cross-examination. Floor students are required to contribute questions/comments in the interactive seminar discussions. The debating topics are related to the contemporary issues in the building and property industry and addressed in the lectures. Students may be required to prepare written submissions after the tutorial sessions.

Industrial Centre (IC) Training

This component is delivered by the Industrial Centre and involves training workshops and practical project works in construction drawing.

It involves technical demonstrations, followed by self-assessments to ensure students' acquisition of the skills.

Student attendance to the demonstrations is compulsory.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Academic Outcomes)					
		1	2	3	4	5	
Tutorial debates	33.33%	√	√	√			
Short quizzes	33.33%	√	√				
Industrial Centre Training Workshop	33.33%				√	√	
<b>Total</b>	<b>100 %</b>						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Generic Outcomes)					
		1	2	3	4	5	
Tutorial debates	33.33%	√	√	√	√	√	
Short quizzes	33.33%			√	√		
Industrial Centre Training Workshop	33.33%	√			√	√	
<b>Total</b>	<b>100 %</b>						

	<p>Student performance in this subject is entirely based upon continuous assessment and students are required to achieve a pass in both the BRE and the IC components. Students will be assessed on both individual and team efforts, and at various stages of their work. Student peer-assessments are included as appropriate. The assessed items may include class attendance &amp; work discipline, communication skills, team-building performance, short quizzes and workshop reports. Written submissions will be assessed on the basis of their relevance, accuracy, communication, comprehensiveness and validity of analysis, practicality, creativity and imagination. Verbal presentations will be assessed in terms of the communication skills, the quality of visual aids and styles.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	<p>18 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>	<p>7.5 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Workshop</li> </ul>	<p>12 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Laboratory</li> </ul>	<p>16 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Student effort hours</li> </ul>	<p>120 Hrs.</p>
	<p>Total student study effort</p>	<p>173.5 Hrs.</p>
<p><b>Reading List and References</b></p>	<p><b>Indicative Reading List:</b></p> <p>Chan, E. H.-w. and Wong, W.-s., (eds.). (2000). <i>Building Hong Kong: environmental considerations</i>. Hong Kong: Hong Kong University Press.</p> <p>Chiang, Y. H., Anson, M. and J. Raftery (2004) (eds.) <i>The construction sector in Asian economies</i>. London: Spon.</p> <p>Chiang, Y. H. and S. Ganesan. (1996). <i>Construction in Hong Kong</i>. Aldershot: Avebury.</p> <p>Deakin, M. (2004). <i>Property management: corporate strategies, financial instruments, and the urban environment</i>. Aldershot: Ashgate.</p> <p>Kyle, R. C. et al. (2005) <i>Property management</i>. Chicago : Dearborn Real Estate Education.</p> <p>Lai, W. C. and Ho, C. W., (2000). <i>Planning buildings for a high-rise environment in Hong Kong</i>, Hong Kong: HKU Press.</p> <p>Lai, W. C., Ho, C. W. and Leung, H. F., (2004). <i>Change in the use of land</i>, Hong Kong: HKU Press.</p> <p>Leung, A.Y.T. and Yiu, C.Y. (2003) (eds). <i>Building dilapidation and rejuvenation in Hong Kong</i>: Hong Kong: City U of Hong Kong Press.</p> <p>Nissim, R. (1998). <i>Land administration &amp; practice in Hong Kong</i>, Hong Kong: HKU Press.</p> <p>Poon, N.T. &amp; Chan, H. W. (1998). (eds.) <i>Real estate development in Hong Kong</i>, Hong Kong: PACE.</p>	

Sullivan, W. M. (2005). *Work and integrity: the crisis and promise of professionalism in America*. San Francisco, CA : Jossey-Bass.

IC Trainee Handbook. Downloaded at  
[http://www.ic.polyu.edu.hk/student\\_net/downloadform.htm](http://www.ic.polyu.edu.hk/student_net/downloadform.htm).