COURSE DESCRIPTION CARD

The name of the course/module **RURAL TRAINING (2 WEEKS)**		Code **A_K_1.6_015**
Main field of study **ARCHITECTURE**	Educational profile (general academic, practical) **general academic**	Year / term **III/6**
Specialization	Language of course: **Polish**	Course (core, elective) **core**
Hours Lectures: **-** Classes: **-** Laboratory classes: **40** Projects / seminars: **-**		Number of points **2**

Level of qualification:	**Form of studies** (full-time studies/part-time studies)	**Educational area(s)**	**ECTS division (number and %)**
I	**Full-time studies**	**Technical Sciences**	**2 100%**

Course status in the studies' program (basic, directional, other) (general academic, from a different major)

directional

Lecturer responsible for the course:

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Lecturer:

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Prerequisites defined in terms of knowledge, skills, social competences:

1	**Knowledge:**	- Student has explicit, theoretically based knowledge including the key issues of urban planning - Student has basic knowledge on development trends in the scope of urban planning and rural designing as well as Vernacular architecture
2	**Skills:**	- Student can identify a practical tasks and on the basis thereof, can draw up specification in the scope of rural designing - Student can design simple residential complex and architectural facility with rural character, with respect for regional tradition and taking into account contemporary principles of designing rural facilities
3	**Social Competences:**	- Student is aware of the importance of non-technical aspects and effects of engineering activities, in this impact upon the environment and liability for environment affecting decisions

Objective of the course:
Rural training is obligatory for students at first-cycle studies and is integral part of education included in studies' program of Architecture course.
The objective of the training is verification of theoretical knowledge acquired during studies and filling the knowledge gap with practical application of obtained analytical and study skills as well as design skills, especially in conditions of special rural designing.

Learning outcomes

Knowledge:		
W01	Student has explicit, theoretically based knowledge including the key issues of rural design as well as technical and formal and legal principles of rural design;	**AU1_W01**
W02	Student has knowledge in the understanding of social, economic, legal and other determinants outside the engineering activity of rural design;	**AU1_W03**
W03	Student knows the basic methods, techniques, tools and materials used at solving simple engineering tasks in the scope of rural design.	**AU1_W09**
Skills:		

U01	Student can acquire information from publications, data bases and other sources, can interpret the said information and draw conclusions as well as voice and justify opinions;	**AU1_U01**
U02	Student can draw and dimension the basic structural and construction elements in an architectural concept and in the building plans and designs;	**AU1_U06**
U03	Student can, when formulating engineering tasks and solving them, notice their social, historical, natural, economic and legal aspects and well as aspects related to landscape;	**AU1_U16**
U04	Student has self-education skills.	**AU1_U02**
Social competences:		
K01	Student understands the need of continuous self-education - improvement of professional, personal and social competences;	**AU1_K03**
K02	Student can work over a set task independently and can cooperate in a team, assuming a number of different roles therein; demonstrates responsibility in the work performance	**AU1_K01**

The evaluation methods:

Formative assessment:
Reviews of work progress.
Final grading scale: 2,0; 3,0; 3,5; 4,0; 4,5; 5,0
Summative assessment:
There are included the following elements in the final evaluation:
- implementation of work in terms of substantive content
- quality and aesthetic of development
- student involvement in work during practices

Final grading scale: 3,0; 3,5; 4,0; 4,5; 5,0
Positive grade for module depends on achieved by student all learning outcomes specified in the syllabus.

Course contents

The subject of classes is study analysis of rural areas buildings aimed at recognition of distinctive landscape features, compositive features as well as functional and spatial features.
The subject matters concern systematics and classification of rural buildings and has diagnostic nature.
Classification is both study tool and cognitive aim. Classification is based on:
- information collection and diagnosing spatial phenomena.
- division of adopted subject of terrain studies onto classes and groups from the point of view of the specific features of classified facilities.

Rural training consist of the following methodical steps:
- acquiring data,
- grouping data in chronological order,
- interpretation of acquired data (graphical and descriptive interpretation)
- visualization of data (sketches and photos).

The basic method of acquiring information is terrain queries being a basis to:
- implementation of comparative studies of architectural forms in farm dwellings such as shape of facility, roof geometry, models of facades, location and models of window openings, partition of facades, specific colours and building materials used in building socles, roofs, walls, windows and doors.
- Identification of typical types of building development as well as functional and compositive schemas.

These tasks are interpreted in the cultural context as well as social and spatial context being a basis to formulation of synthesizing conclusions.
A result of rural training is:
- The ability to carry out studies and comparative analyses in the scope of architecture and spatial development of rural areas
- Sensitize students to importance of tradition, local specificity and raciness in contemporary architecture of rural areas

Bibliography:

- Bogusz Wanda „Projektowanie architektoniczne i budownictwo regionalne", Wydawnictwo Szkolne i Pedagogiczne, Warszawa 1999
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- Kamiński Zbigniew J. „Współczesne planowanie wsi w Polsce - zagadnienia ruralisty, Politechnika

Śląska, 2008 r.
- Korzeniowski Władysław „Nowe warunki techniczno – budowlane 2003”, PUWHiP „POLCEN” sp.z o. o., Warszawa 2003
- Lenard Jan Z., Tłoczek Ignacy „Budynki w zagrodzie”, Wydawnictwo Arkady, Warszawa 1975
- Neufert Ernst „Podręcznik projektowania architektoniczno – budowlanego”, Wydawnictwo Arkady, Warszawa 2000
- Wiśniewska Miriam „Planowanie osiedli wiejskich”, Wydawnictwo Arkady, Warszawa 1984
- Wojciechowski Lech „Nowoczesna zagroda”, Państwowe Wydawnictwo Rolnicze i Leśne, Warszawa 1989
- pod redakcją Burszty J. „Kultura ludowa Wielkopolski” Poznań 1960
- Tłoczek Ignacy „Dom mieszkalny na polskiej wsi” Wydawnictwo PWN, Warszawa 1985
- Wieczorkiewicz Wiesław „Budynek mieszkalny na wsi” Wydawnictwo Arkady, Warszawa 1988

The student workload

Form of activity	Hours	ECTS
Overall expenditure	60	2
Classes requiring an individual contact with teacher	60	2
Practical classes	40	-

Balance the workload of the average student

Form of activity	Number of hours
participation in lectures	-
participation in classes/ laboratory classes (projects)	40 h
preparation for classes/ laboratory classes	-
preparation to colloquium/final review	-
participation in consultation related to realization of learning process	20 h
preparation to the exam	-
attendance at exam	-

Overall expenditure of student: **2 ECTS credits** **60 h**

As part of this specified student workload:

- activities that require direct participation of teachers: **2 ECTS credits**