



Course Specifications

Course Title:	Free perspective
Course Code:	212AAD- 2
Program:	Bachelor in Applied Arts
Department:	Applied Arts
College:	Faculty of Architecture & Design
Institution:	Jazan University

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A. Course Identification

1. Credit hours:
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: level 3, 2 nd year
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3	100%
2	Blended	-	-
3	E-learning	-	-
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	
2	Laboratory/Studio	
3	Tutorial	
4	Others (Practical)	3x 15= 45
	Total	45
Other Learning Hours*		
1	Study Practical (0.5 hour for 1 CH) = $0.5 \times 4 \times 15 = 30$	30
2	Assignments 1 continuous assessment for 1 CH = $1 \times 4 = 4$ 2 Mid Term Examination (4 hour) 1 final exam (Practical 3 hours) = 3	11
3	Library Preparation for 0.5 hour 1 CH = $0.5 \times 4 = 2$	2
4	Projects/Research Essays/Theses 4 Hours for 1 CH = $4 \times 4 = 16$	16
5	Others(specify)	-
	Total	59
	All total	104

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

* **All total / 40 = CH or approximated to CH**

$$104/40 = 2.6 \approx 3 \text{ (CH)}$$

B. Course Objectives and Learning Outcomes

1. Course Description

This course sheds light on the visual training of volumetric relationships and the relationship of the formed bodies to the sources of light and shade – starting with simple elements such as texture and the implication of the weight of the shape and the three dimensions, to take care of the relationship between two aspects in the space (space) and then understand the space in relation to other areas And attention to how to control the space of the void overall. It also focuses on how to realistically draw versus the realism of nature, take care of the subjective expression factor, and train the student on how to use the line and the gradient (shading) using various materials such as pencil, charcoal, ink, and Conté.

2. Course Main Objective

To know the transformations dimensional configurations of Fine from point, line, space, size. and acquire the knowledge and skills of visual coaching for Realization of Formalism relations and volumetric. and aware of the different Shading methods and Chose the appropriate ones according to size, Texture and Lighting. has proficient in converting shadow and light The incident on the objects To black and white degrees. and has proficient in simulation the overlapped configurations According to the parts relations with each other and Lighting light The incident on them

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Demonstrate Knowledge of formal transfers of points and line and space and volume.	K1
1.2	Identify the differences between the various touches overlapping configurations, as well as prominent surfaces and gaping.	K2
2	Skills :	
2.1	Interpret the relationship of size-forming surfaces to the sources of lighting and shadows.	S2
2.2	Apply of visual training skills to understand the formal and volume relationship as well as the most important elements of the perspective snapshot	S3
3	Competence:	
3.1	Evaluate the formats presented to it in terms of accuracy, texture, size, overlap and solicitation.	C3

C. Course Content

No	List of Topics	Contact Hours
1	Definition of the concept of perspective – general introduction for drawing methods of perspective - Determining the level of consideration	3
2	How to choose the drawing angle - Determine the direction of lighting - Choosing the Appropriate shading method	6
3	emulation external shape for Different geometric configurations (cubic –	6

	pyramid – cone – cylinder – ball)	
4	Drawing complex forms for geometric configurations - Conducting shading operations	6
5	Drawing overlapping forms of complex geometric configurations - Conducting Shading operations and output appropriate to them	3
6	Drawing configurations of the still life And shading means studied varying lead	3
7	Training on shading overlapping configurations with different Tentacles (glass – wood –metal –pottery -.....)	6
8	Drawing formation of the still life and Shading using coal Pens	6
9	Drawing formation of the still life Using colors	6
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Demonstrate Knowledge of formal transfers of points and line and space and volume.	- Strategy Color Cues - Self-education	*- midterm exams * -The periodic tests
1.2	Identify the differences between the various touches overlapping configurations, as well as prominent surfaces and gaping.		
2.0	Skills		
2.1	Interpret the relationship of size-forming surfaces to the sources of lighting and shadows.	- Practical exercises. - Education and engagement	* Presentation of the projects. * The discussion and arbitration
2.2	Apply of visual training skills to understand the formal and volume relationship as well as the most important elements of the perspective snapshot		
3.0	Competence		
3.1	Evaluate the formats presented to it in terms of accuracy, texture, size, overlap and solicitation.	- The Student Achievement File - Visual Thinking Strategy	* periodic follow-up works

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Continuous evaluation	15	10%
2	Mid Term 1&2	8 - 12	20%
3	Practical Exercises	Periodically	30%
4	Final Practical exam	16	40%
Total			100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Individual consultations and academic advice is supposed to allocate a minimum of 6 hours per week.
Tutorial for week students is supposed to allocate a minimum of 4 hours per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	(1) Joseph, D'Amelis,. Perspective drawing handbook, Dover publication, INC, USA, 2004 (2) Newman J& Beduhn J. (2013) Perspective and Sketching For Designers. New Jersey, USA. Pearson Publishers.
Essential References Materials	<ul style="list-style-type: none"> • Pile, John (1989) Perspective for Interior Designers. Watson-Guptill • Lin, Mike. (1993) Drawing and Designing with Confidence. Wiley • Richards J. (2013) Freehand Drawing and Discovery. USA. John Wiley & Sons Inc. • Wang T. (2002). PENCIL SKETCHING. USA. John Wiley & Sons Inc.
Electronic Materials	(1) http://www.studentartguide.com/articles/line-drawings (2) http://www.studentartguide.com/articles/one-point-perspective-drawing (3) http://www.scribd.com/doc/14024579/Perspective-Drawing
Other Learning Materials	Educational videos.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	* Studio space for 30 students or more
Technology Resources (AV, data show, Smart Board, software, etc.)	* Instructor computer * Projector and projector screen
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods	
		indirect method	direct method
Effectiveness of teaching and assessment	Students	- On line system course survey	
	Peer Reviewer or Head of Department		Peer or Head of Department observation
Quality of learning resources	Students	- On line system course survey	

Evaluation Areas/Issues	Evaluators	Evaluation Methods	
	Peer Reviewer or Head of Department		Peer or Head of Department Assessment
Achievement of course learning outcomes	Students Program Assessment Committee or Head of Department	Course LO survey	Theoretical and practical tests According to Test specification table

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	