ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: : **Jazan University**	Date: 11/2/1439
College/Department : **Faculty of Design and Architecture , Architecture Dept.**	

A. Course Identification and General Information

1. Course title and code: **Architectural Design Studio 3 (310ARC -4)**
2. Credit hours: : **4**
3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
B. SC. in Architecture
4. Name of faculty member responsible for the course
Arch. Eatezaz Abdelrahman Mustafa Mohammedani
5. Level/year at which this course is offered: : **Semester 5 , year 3**
6. Pre-requisites for this course (if any): : **(220ARC-4) Architectural Design studio 2**
7. Co-requisites for this course (if any): : **None**
8. Location if not on main campus:
Not available
9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	%90
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other	√	What percentage?	10%

Comments: **Multiple presentations are required part of the process from students in the format of free hand sketches and also AutoCAD drawings , so student work in drawing labs not formal class rooms .**

B Objectives

1. What is the main purpose for this course?

- **This Architectural design studio provides a sequence of exploratory design exercises and projects intended to familiarize the beginning student with fundamental issues in architectural design and application of presentation & design graphic techniques.**
- **Develop the student's ability to deal with medium projects which cover buildings relations in layout and to design each building individually.**
- **Develop the student's ability to create design concepts, approaches and projects presentation.**

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- **Developing structural and construction techniques for the students**
- **Developing skills for the students by using multi-media presentations.**
- **Exploration the basic of the presentation techniques to facilitate the development and communication of design ideas.**
- **Developing the student's skills by using; colour, freehand drawing and sketching, painting, construction and mixed media.**

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:
Architectural design project (Educational project type)

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction & design process	1	10

overview of programming and research for design -Identify specific needs and goals -Project study (case studies, components , analysis of the site and the required spaces)	1	10
A full report of the study project	1	10
Schematic design - Idea of design - Sketch of design (plans /site plan and landscaping)	1	10
Design development - Advanced plans drawing, sections and elevations	1	-
second semester vacation -Midterm exam -Follow-up the student work	1	10
Design development - Technical and constructional details - Perspective	2	20
Pre final design Full design drawings (plans, sections, elevation ,Perspectives ,Technical and constructional details)	2	20
Final design - Architectural drawings presentation - Full design drawings	1	10
- Project evaluation **-Final Exam**	15	120

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	Lecture	Tutorial	Laboratory	Practical	Other:	Total
	Actual				120		120
Credit	Planed	Lecture	Tutorial	Laboratory	Practical	Other:	Total
	Actual				60		60

3. Additional private study/learning hours expected for students per week. 8

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	- **Standards of different buildings' elements** - **Functional relationships between elements of buildings** **Basics of formulating form and space - Identifies the principles of climatic considerations, and energy consumption and efficiency in a certain design**	• **Series of explanatory sessions** • **Group discussions** • **Preliminary sketch design** • **Applied architectural projects with student to ensure that goals are reached.** • **Encourage Students to look in books magazines and**	All requirements in this course should be presented manually to enhance the drafting skills of students in sketching, perspective weekly sketch design Applied architectural projects

		internet for concepts, case studies, materials and forms.	
2.0	**Cognitive Skills**		
2.1	• **Ability to understand architectural problems in accordance with the researched standards.** • **Ability to analyse and differentiate between different problems.** • **Ability to comprehend building components and focus on the relationships between various parts.**	• **Weekly meeting with students /teacher with occasions set aside for group critiques.** • **Explanation and examples are given as a feedback to the students in their presentations.** • **Encouraging the use of analytical and creative thinking.** • **Sketch designs always include tasks that require analytical and problem solving skills.**	- Each single student followed up by monitoring the progress of his work on weekly basis - Each group level, at the end of the semester students present an architectural design project which reflects their final evaluation for the whole problem and argue the different approaches that rate their judgment for the final solution. - This judgment involves the use of criteria and standards for appraising the extent to which their particular design is accurate, effective, economical and environmentally satisfying.
3.0	**Interpersonal Skills & Responsibility**		
3.1	• **Cooperative learning concepts.** • **Self and peer evaluation is given to all groups in the sense of being competitive groups.** • **Working in groups consists of students for each level** • **Discussions of various aspects related to the subject at hand are always encouraged in favour of induced learning and constructive socializing process.** • **Produce formal presentations and make decisions under time**	• **Peer review for students weekly presentations.** • **Group presentation**	The following points will be evaluated during different stages indicated below: - Working with groups and being helpful for others - Taking individual responsibilities - Archiving personal projects and research papers done in the field by the student. Supporting and cooperating the studio in its social, economic,

	constraints. • **Students are required to cooperate in the whole system to develop their skills and to carry out their responsibilities.** •		research and learning activities.
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1	• **Writing reports and giving presentation that develop language ability.** • **Using architectural software programs to develop graphic ability.** • **Using the IT technology to find out and research information from the net.**	▪ **All students are obliged to present their projects and presentations digitally.** ▪ **Instructor of the course and students strive for save utilisation of Internet, computers, printers and plotters 2D and3D and other presentation tools.**	Assessment of students presentations, interim and final projects are based upon the use of IT and it is not allowed to present their finals and any other presentation during the semester except they are graphically presented and printed through a digital format**.**
4.2			
5.0	**Psychomotor**		
5.1	• **Demonstrate the drafting sketching and model building skills necessary for clear and effective design presentations.** • **Development of the hand and eye coordination necessary to implement these techniques.** • **Model making are essential skills which reflects the psychomotor ability of the student to imagine, design and then draw or craft a model sculpt.**	▪ **Multiple presentations are required part of the process from students in the format of free hand sketches.** ▪ **Models are requested to explain the multi-level relationships between urban space, form and order in urban and architectural design stages..**	Part of the grade is assigned to the graphical analysis and sketches, models and model making –this grade varies from project to another according to the volume of required work
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Project study	1	5%
2	Concept of the Project	2	5%
3	Layout and Plans study	4	10%
4	Elevations and Sections Studies	6	10%
5	Technical and constructional details	8	5%
6	3D study	10	5%
7	Full design drawings	12	20%
8	Review and presentation	12,13	60%
9	Final exam	14	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

40 hours per week , 5 days per week

E Learning Resources

1. List Required Textbooks

Time-Saver For Architectural Design Data: The reference for architectural fundamentals. Watson, D (Editor) (1997) McGraw-Hill (ISBN:0070685061).
- Architects Data. The Handbook of building Types. , Neufert, E. (1986). Sheridan House, (ISBN: 0003831922).

2. List Essential References Materials (Journals, Reports, etc.)

All the available magazines, Journals and Publications in the field of Architecture Design and the other branches serving this field.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Arch daily.com
- http;/www.caps-egypt.com/AR/articles -ar.htm
- http;/www/albnaaagazine.com.sa
- www.moma.org/collection/depts/arch_design/index.html

- www.dexigner.com/directory/cat/architecture/design_studios
- www.greatbuildings.com
- www.newschoolarch.edu

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Software needed:-

- **Autodesk Auto CAD.**
- **Autodesk Revit.**
- **Autodesk 3D Max..**

Adobe Photoshop

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **30 -35 drawing desk and seats for students**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- multi-media projector

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Transparencies

- **Model making lab., and essential accessories.**
- **Tools and materials for models.**

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Graphical tools

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Group discussion with students evaluating the effectiveness of the teacher and materials taught.**
- **Evaluation questionnaire spread out between students.**

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Internal review by department council

3. Processes for Improvement of Teaching

- **Follow departmental instructions to improve teaching.**
- **Training and workshops programs to improve their skills**
- **Feedback from students**
- **Attend workshops in teaching strategies,**
- **Review of recommended teaching strategies.**

Review the NAAB and other academic accreditation boards of the course teaching specifications and assessment.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- **Check marking by an independent member of teaching staff for a sample project of student work**
- **Periodic exchange and remarking of students projects with staff at another institution**
- **Compare the standards of achievement in the course with standards achieved elsewhere.**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Internal review by department council
- academic development and quality dept. review for course files

Name of Course Instructor: **Arch. Eatezaz Abdelrahman Mustafa Mohammedani**

Signature: _____ Date Specification Completed: 11/2/1439

Program Coordinator **Arch. Eatezaz Abdelrahman Mustafa Mohammedani**
Signature: _____ Date Received:11/2/1439