هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: : jazan University	Date: 20\5\2017
College/Department : faculty of Design and Architecture - Architecture	

A. Course Identification and General Information

1. Course title and code: architectural design studio2 Code # 22 ARC 0-4 Section #: 60-61
2. Credit hours: 4 hours
3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: :dr. rania ragab Abd Elmaksoud
5. Level/year at which this course is offered: : Level 4 - second semester 1437-1438
6. Pre-requisites for this course (if any): architectural design studio2
7. Co-requisites for this course (if any): non
8. Location if not on main campus: academic campus
9. Mode of Instruction (mark all that apply):

a. traditional classroom	✓	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?
The study of the basics of architectural design applied to the design of a simple building with a specific function, focusing on the study of the environmental factors and the cultural considerations affecting the design through the design of an architectural project consisting of spatial units for a simple building showing the student's ability to clarify the skills in the recruitment of internal and external spaces and a simple study of the structural system

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)
1- Increasing and diversifying references and textbooks to help students understand the project and the purpose of the course.
2 - Help students to search through websites and the Internet available in this field
3 - Positive and effective participation through the discussions of the work of students in different stages of design
4- Combining Distinguished projects to encourage students to compete
5 - Periodic assessments through the committees of discussion and evaluation to take advantage of the views of members of the teaching staff in this field.

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

Course Description:
The study of the basics of architectural design applied to the design of a simple building with a specific function, focusing on the study of the environmental factors and the cultural considerations affecting the design through the design of an architectural project consisting of spatial units for a simple building showing the student's ability to clarify the skills in the recruitment of internal and external spaces and a simple study of the structural system

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
General definition of the project	1	8
site selection	1	8
Concept of the Project	1	8
Layout Studies	1	8
Drawing Plans	4	32
Drawing Facades	2	16
Drawing Sections	1	8
Drawing landscape	1	8
Drawing the Perspective	1	8
Final project	2	16

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

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

3. Additional private study/learning hours expected for students per week. During the academic hours

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

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**		
	Learn how to choose projects	-theoretical lectures	20%
1.2	Learn how site studies work	-theoretical lectures	20%
1.3	Making project design requirements	-theoretical lectures	20%
1.4	Identify how to make zoning of the project	-theoretical lectures	20%
2.0	**Cognitive Skills**		
2.1	Identify how the modular grid for any project according to the module used in the project	-theoretical lectures -practical drawing -Group discussions -Effective participation, self-expression and views through interaction with the student	20% 20% 10% 10%
2.2	Realize the sense of the internal dimensions of the architectural horizontal projections of the project and its furnishing.	-theoretical lectures -practical drawing -Group discussions -Effective participation, self-expression and	20% 20% 10% 10%

		views through interaction with the student	
2.3	Understand the modern architectural formations through the formation of the facades of the building	-theoretical lectures -practical drawing -Group discussions -Effective participation, self-expression and views through interaction with the student	20% 20% 10% 10%
2.4	Realize the importance of final project	-theoretical lectures -practical drawing -Group discussions -Effective participation, self-expression and views through interaction with the student	20% 20% 10% 10%
2.5	Learn how to understand the 3D dimensions of the building through the work of models and Perspective of the project.	-theoretical lectures -practical drawing -Group discussions -Effective participation, self-expression and views through interaction with the student	20% 20% 10% 10%
3.0	**Interpersonal Skills & Responsibility**		
3.1	-Group discussions		10%
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to calculate the project's modular grid	-theoretical lectures -practical drawing	20% 20%
4.2	Learn how to calculate the design unit area of a project	-theoretical lectures -practical drawing	20% 20%
5.0	**Psychomotor**		
5.1	Drawing plans	-practical drawing	20%
5.2	Drawing Facades	-practical drawing	20%
5.3	Drawing Sections	-practical drawing	20%
5.4	Drawing the Perspective	-practical drawing	20%
5.5	Making architectural models	-practical drawing	20%

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	Practical exercises	weekly	20%
2	First Mid-term exam	Sixth week	20%
3	Second Mid-term exam	tenth week	20%
4	Final exam	End of the semester	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) During the academic hours

E Learning Resources

1. List Required Textbooks 1- Neemat Ismael Alaam, Western Arts in the Middle Ages, Renaissance Age, and Baroque, Dar El-Maaref, Cairo, 1982. 2- Neemat Ismael Alaam, Modern Ages, Dar El-Maaref, Cairo, 1982 3- Nature as a basis of design (Egine Tsui.). 4- Ali Ra22fat (architecture of the future). 5- Sir Banister Fletcher: History of Architecture, London
2. List Essential References Materials (Journals, Reports, etc.) - Basics and design principals - time saver - encyclopedia of architectural engineering in the design
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. - www. Wikipedia .net - www. Archinet
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. -

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.) Practical rooms
2. Technology resources (AV, data show, Smart Board, software, etc.) data show – Internet
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) -

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching -Review the previous descriptions - Evaluation forms
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department -Group discussions -Effective participation, self-expression and views through interaction with the student
3. Processes for Improvement of Teaching

-Field visits to similar projects -Establishing a permanent exhibition for student projects
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) -
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. -

Name of Course Instructor: DR. Rania Ragab Abd Elmaksoud Mohamed

Signature: _____ Date Specification Completed: _____

Program Coordinator: Eng. Eatzaz abd ElRahman

Signature: _____ Date Received: _____