



Course Specifications

Course Title:	Design Theories
Course Code:	226 AAD -3
Program:	Bachelor in Applied arts
Department:	Applied arts
College:	Architecture and Design
Institution:	Jazan University



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A. Course Identification

1. Credit hours:	3hours (2 Lecture & 1 Laboratory)			
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:	4/2rd 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	3hours	100%
2	Blended	0	0 %
3	E-learning	0	0 %
4	Correspondence	0	0 %
5	Other	0	0 %

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify) Assessment 1 Continuous assessment (1 hour only) 1 Presentation (0.5 hour only) 1 mid-term exam (1 hour only) 1 Final exam theoretical – 2 hours)	6.5
	Total	51.5
Other Learning Hours*		
1	Study Theoretical study (1 hour for 1 CH)	45
2	Assignments 1 Continuous assessment for 1 CH 1 Mid- term exam for 1 CH 1 final exam(theoretical 2 hour - Practical 1 hours)	9
3	Library Preparation for 0.5 hour 1 CH	1.5
4	Research 3 hours for 1 CH	12
5	Others(specify)	0
	Total	67.5
	All total	119

*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

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces concepts and theories of product design, and aims to developments design theory from a critical perspective. Theories from 19th century to the present will be examined. The course presentation will follow a chronology order beginning with the 19th century architecture and ending with contemporary architecture.

2. Course Main Objective

This course is an over view of the theory of modern think design from its intellectual and artistic origins in the nineteenth century through the present day. Special emphasis is placed on the consideration of modernism in applied arts not just as a narrowly defined stylistic movement, but also as a broader cultural phenomenon through in which designer engages a changing world.

This course will also overview of the individuals and movements associated with the birth of modern architecture in the nineteenth and early twentieth century.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	The student will appreciate the levels of personal interaction in the architectural environment	K2
1.2	The student learns types of design theories and architectural data.	K3
1.3	Achieving the safety of applied arts products	K4
2	Skills :	
2.1	The student learn the 20th century, modernism- early modernism, 1930-1950and architectural dimensions	S2
2.2	Explain the rules of design philosophy and applied arts.	S2
2.3	Distinguish between good and non-good design	S3
3	Competence:	
3.1	The extent to which students cooperate with each other.	C3
3.2	Training to assume leadership responsibilities	C2
3.3	Effective assessment and effective decision making	C5

C. Course Content

No	List of Topics	Contact Hours
1	Design Concepts and Theories (The evolution of modern design)	3
2	What is Design?	3
3	Design philosophy	3
4	Design philosophy and applied arts	3
5	Design philosophy and applied arts	3
6	Design process	3
7	The arts and craft movement, 1860-1900	3
8	Art nouveau 1890-1905	3
9	The Vienna secession movement, 1897-1911	3
10	Bauhaus, 1919-1933	3
11	International style 1932	3
12	The 20th century, modernism- early modernism, 1930-1950	3
13	Functionalisms	3
14	The trend of organic	3

15	Revision	3
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	Recognize contemporary design theories and the ways in which they can inform specific approaches to, and practices of, interior architectural design	Lectures and discussions Brainstorming Cooperative learning Group discussion	MCQ direct method (Theoretical objective test) by Test specification table.
1.2	Describe design themes, core ideas and their emergence in various eras		Indirect method
1.3	Name different theories, movements and design theorists based on their defining designs and philosophies		course LO survey
2.0	Skills		
2.1	Analyze through careful argument how architectural production fits within wider philosophical, historical, social, political and economic discourses	Experiments Brainstorming Cooperative learning Group discussion	direct method (Theoretical objective test) by Test specification table.
2.2	Research issues in architectural theory and to critically reflect upon them		Indirect method
2.3	Compare different theories and architectural eras based on specified factors		course LO survey
3.0	Competence		
3.1	Participate effectively in group work and presentation towards a common goal.	Discussions and feedback, group project, research essays	direct method (Theoretical objective test) by Test specification table.
3.2	Engage in debates and class discussion to enrich knowledge		Indirect method
3.3	Practice proper referencing in research assignments to avoid plagiarism.		course LO survey

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes	Periodically	10%
2	Midterm test	Week 8	10%
3	Research & project	Multi	20%
4	Presentation	Week 11	10%
5	Final exam (or work)	Week 16	50%
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 advices will be allocated for a minimum of 6 hours per week.
- Tutorial for weak students will be allocated for a minimum of 4 hours per week.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<input type="checkbox"/> Title: History of Architectural Theory <input type="checkbox"/> Author: History of Architectural Theory <input type="checkbox"/> Publisher: Princeton Architectural Press; 1 edition (January 1, 1996)
Essential References Materials	<input type="checkbox"/> Title: An Introduction to Architectural Theory: 1968 to the Present <input type="checkbox"/> Author : Harry Francis Mallgrave,), David J. Goodman <input type="checkbox"/> Publisher: Wiley-Blackwell; 1 edition (April 18, 2011)
Electronic Materials	https://knowledge.designtheory
Other Learning Materials	<input type="checkbox"/> Title: Modern Architecture (Oxford History of Art) <input type="checkbox"/> Author: Alan Colquhoun <input type="checkbox"/> Publisher: Oxford University Press (July 18, 2002)

2. Facilities Required

Item	Resources
Accommodation Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Class space furnished for more than 30 students.)	Class space furnished for more than 30 student
Technology Resources Computing resources (AV, data show, Smart Board, software, etc.)	Data show
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	print

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods	
		Direct	Indirect
Effectiveness of teaching and assessment		Direct	Indirect
▪ Effectiveness of teaching and assessment	Students	Analysis of test results	-Course learning outcome survey
▪ Checking of test results	One of faculty member, then head of department	Taking samples of answering papers	-Course learning outcome survey
▪ Revision of course contents and objectives every 5 years	Committee of plans.	Analysis of plans	-Course learning outcome survey

Evaluation Areas/Issues	Evaluators	Evaluation Methods	
▪ Course evaluation.	Course instructor.	Test specification table.	-Course learning outcome survey
Extent of achievement of course learning outcomes			
▪ Course evaluation.	Course instructor	Test specifications table	-Course learning outcome survey
▪ Revision of course contents and objectives every 5 years.	Program Leaders, Peer Reviewer.	-Paper questionnaire	-Objective test by test specification
Quality of learning resources			
Assessment, Extent of achievement of course learning outcomes	Program Leaders, Peer Reviewer.	-Analysis of plan	-Objective test by test specification

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	Department council
Reference No.	
Date	