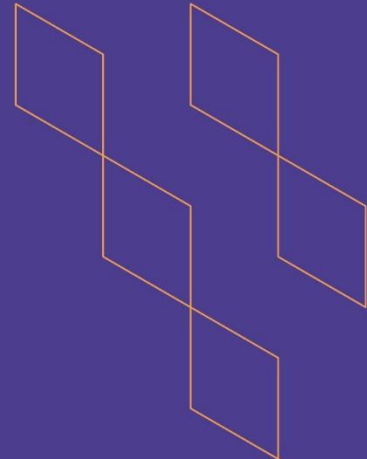




T-104

-----

## Course Specification



Course Title: <b>History of Architecture and art 2</b>
Course Code: <b>303-IDS-2</b>
Program: <b>Bachelor in Interior Design</b>
Department: <b>Interior Design</b>
College: <b>Design and Architecture</b>
Institution: <b>Jazan University</b>
Version: <b>2023</b>
Last Revision Date: <b>1 December 2022</b>



## Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	3
2. Contact Hours (based on the academic semester)	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and <b>Assessment Methods</b>	5
C. Course Content	6
D. Student Assessment Activities	6
E. Learning Resources and Facilities	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	8
F. Assessment of Course Quality	8
G. Specification Approval Data	8

## A. General information about the course:

Course Identification	
1. Credit hours:	3hours (2Lecture +1 practical)
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input 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 8
4. Course general Description The course highlights the history, origins, elements and components of Islamic architecture and art - Schools of architecture and various Islamic arts - Introducing students to Islamic arts, their nature, aesthetic values, and distinctive features among different arts. - Studying the cultural and intellectual factors that influenced the Islamic arts. - Introducing the fields of Islamic arts such as photography, decoration, architecture and various applied arts	
5. Pre-requirements for this course (if any): 206-IDS-3	
6. Co- requirements for this course (if any): None	
7. Course Main Objective(s) After this course the student is expected to be able to understand the circumstances of the emergence of Islamic arts, and the factors that affected them, in addition to identify the most important characteristics and techniques of the art of Islamic civilization, also the course aims to provide the student with some knowledge about the basic background of Islam and its beginnings in the Arabian Peninsula and introducing students to architecture, arts and the definition of sources of study architecture and Islamic arts	

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	3 hours	100 %
2.	E-learning	-----	-----



No	Mode of Instruction	Contact Hours	Percentage
3.	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	-----	-----
4.	Distance learning	-----	-----

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	24
2.	Laboratory/Studio	-----
3.	Field	-----
4.	Tutorial	12
5.	Others (specify)	-----
	<b>Total</b>	<b>36</b>



## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe of different philosophies and different concepts of design and knowledge and understanding of a number of engineering and psychological data affecting it.	K1	<ul style="list-style-type: none"> <li>-Lectures</li> <li>-Workshops</li> <li>-Brainstorming</li> <li>- Cooperative learning</li> <li>-Group discussion.</li> </ul>	(Theoretical objective test) by Test specification table.
2.0	Skills			
2.1	Choose cognitive skills through explaining the various theories and their development in the field of interior design	S1		
2.2	Explaining and development of cognitive skills in the field of interior design, which is essential in providing female students with some of the most important analytical and engineering data	S2	<ul style="list-style-type: none"> <li>- Illustrative tutorials</li> <li>- Problem-solving strategy</li> </ul>	(practical test) By Test specification table.
3.0	Values, autonomy, and responsibility			
3.1	Follow the ability to handle good constructive criticism and accept observations and criticism from various sources linked	V1	<ul style="list-style-type: none"> <li>-Small group discussion</li> <li>-Interactivity</li> <li>Focus</li> <li>Cooperative learning</li> <li>Self-learning</li> </ul>	(practical test) By Test specification table.

## C. Course Content

No	List of Topics	Contact Hours
1. 1	The general introduction of Definition of Islamic Architecture and Art, Types of Islamic buildings and the basic elements of Islamic architecture.	06
2. 2	The styles of Islamic Architecture	03
3	The Umayyad style	03
4	The Abbasid and Fatimid style	06
5	The Mamluk style	03
6	The Seljuk and Ottoman style	03
7	The Architecture in Egypt, Morocco and Turkey.	03
8	The Environmental Architecture in history	03
9	The landscape and site coordination in history	03
10	The examples of Islamic World Gardens	03
Total		36

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Evaluation 1&2 (Researches- short exams- short projects- homework- classwork- class activity )	2-4	20%
2.	Mid-term exam	5-6	20%
3.	Evaluation 3&4 (Researches- short exams- short projects- homework- classwork- class activity )	7-9	20%
4.	<b>Total 1</b>		<b>60%</b>
5.	Final exam	11-13	40%
6.	<b>Total 2</b>		<b>100%</b>

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<p>Essential References</p>	<ul style="list-style-type: none"> <li>• أمهر، د. محمود، التيارات الفنية المعاصرة، شركة المطبوعات للتوزيع والنشر، بيروت- لبنان، الطبعة الأولى، 1996.</li> <li>• Edward Lucie – Smith , <i>Les Arts au xx Siecle</i>, Paris , Konemann , 1999.</li> <li>• روز، مارجريت، ما بعد الحداثة (تحليل نقدي)، الألف كتاب الثاني، ترجمة أحمد الشامي، الهيئة المصرية العامة للكتاب، 1994،</li> <li>• البهنسي، د.عفيف، من الحداثة إلى ما بعد الحداثة في الفن، دار الكتاب العربي، دمشق - القاهرة، الطبعة الأولى، 1997.</li> <li>• شموط، د. عز الدين، مقال بعنوان "واقع الفن التشكيلي المعاصر في الغرب وأزمته الراهنة"، مجلة "الحياة التشكيلية" /فصلية/ تصدرها وزارة الثقافة- دمشق، العدد 55-56، 1994.</li> </ul>
<p>Supportive References</p>	<ul style="list-style-type: none"> <li>• السيد، د. عبد الله، بحث بعنوان "التجريب ديمقراطية التشكيل"، نشر في مجلة جامعة دمشق للعلوم والهندسة /مجلة علمية محكمة دورية/ المجلد 17 - العدد الثاني-، 2001.</li> <li>• الشريف، طارق، مقال بعنوان "اتجاهات ما بعد الحداثة الفنية وموقفنا منها؟"، مجلة "الحياة التشكيلية" /فصلية/ تصدرها وزارة الثقافة- دمشق العدد 55-56، 1994.</li> <li>• شموط، د. عز الدين، مقال بعنوان "واقع الفن التشكيلي المعاصر في الغرب وأزمته الراهنة"، مجلة "الحياة التشكيلية" /فصلية/ تصدرها وزارة الثقافة- دمشق، العدد 55-56، 1994.</li> <li>• صالومة، عبد الله، الفنون السبعة وانعكاساتها على فنون التصوير (بحث مقدّم لنيل درجة الماجستير في التصوير)، إشراف د. نزار صابور، كلية الفنون الجميلة قسم التصوير، جامعة دمشق، 2004.</li> <li>• Lucie-Smith, Edward ,<i>L'ART D'AUJOURD'HUI</i> , Editions Nathan, Paris 1991, <i>Vidéo et après : la collection vidéo du Musée national d'art moderne</i> / sous la dir. de Christine Van Assche, Paris, Editions Carré / Editions du</li> <li>• <b>The Meaning of Beauty, E. Newton, London:•</b></li> </ul>



Electronic Materials	Electronic library services at the university - Global search engines - Provide a set of educational films for the theories of interior design - Utilizing web technologies 2 in the educational process •
Other Learning Materials	None•

## 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	- Classrooms for group of 60 students.
Technology equipment (projector, smart board, software)	- 1 Projector -1 laptop.
Other equipment (depending on the nature of the specialty)	Printer and plotter.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Student	Questionnaire
Effectiveness of students assessment	Instructor	Exams
Quality of learning resources	Student	Questionnaire
The extent to which CLOs have been achieved	Instructor	Questionnaire
Other		

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

