



**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**



هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution: <i>Al- Yamamah University</i>	Date: 31/03/2019
College/Department : <i>College of Engineering and architecture</i>	

### A. Course Identification and General Information

1. Course title and code: Foundations of colors – IAR 111																														
2. Credit hours: 3																														
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <i>Interior Architecture program</i>																														
4. Name of faculty member responsible for the course Shaima Khalid Alkathiri																														
5. Level/year at which this course is offered: Freshmen/ first & second year																														
6. Pre-requisites for this course (if any): Foundation 1 <sup>st</sup> level (DES 101 – DES 102 – IAR 101)																														
7. Co-requisites for this course (if any): DES 111 – DES 112																														
8. Location if not on main campus: Female campus																														
9. Mode of Instruction (mark all that apply): <table><tr><td>a. traditional classroom</td><td><input checked="" type="checkbox"/></td><td>Yes</td><td>What percentage?</td><td><input type="checkbox"/></td><td>100%</td></tr><tr><td>b. blended (traditional and online)</td><td><input type="checkbox"/></td><td></td><td>What percentage?</td><td><input type="checkbox"/></td><td></td></tr><tr><td>c. e-learning</td><td><input type="checkbox"/></td><td></td><td>What percentage?</td><td><input type="checkbox"/></td><td></td></tr><tr><td>d. correspondence</td><td><input type="checkbox"/></td><td></td><td>What percentage?</td><td><input type="checkbox"/></td><td></td></tr><tr><td>f. other</td><td><input type="checkbox"/></td><td></td><td>What percentage?</td><td><input type="checkbox"/></td><td></td></tr></table>	a. traditional classroom	<input checked="" type="checkbox"/>	Yes	What percentage?	<input type="checkbox"/>	100%	b. blended (traditional and online)	<input type="checkbox"/>		What percentage?	<input type="checkbox"/>		c. e-learning	<input type="checkbox"/>		What percentage?	<input type="checkbox"/>		d. correspondence	<input type="checkbox"/>		What percentage?	<input type="checkbox"/>		f. other	<input type="checkbox"/>		What percentage?	<input type="checkbox"/>	
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f. other	<input type="checkbox"/>		What percentage?	<input type="checkbox"/>																										
Comments:																														

## B Objectives

1. What is the main purpose for this course?

*Introducing fundamental color concepts and designs*

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)

- *Increase number of field trips to explore importance of colors in surrounding atmospheres.*
- *Engage students in renovation projects where colors hold a great impact.*
- *Change the main course content towards design and interior architecture.*

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

Course Description:

A fundamental course aims to explore color and design where students learn terminologies requires to color and light in addition to explore how colors effect each other and effect surroundings.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Course introduction and syllabus discussion	1	1
Introduction to color	1	2
History and application of colors in arts and designs	2	4
Developments of color theories	4	2
Color models and terminologies	4	2
Analysis of colors in interior spaces	5	2
Harmony of colors (colors pallet – mixing and matching and color wheel)	6	4
Introduction to colors effecting factors	6	2
Colors and light	8	2
Colors and cultures	8	2
Colors, materials and textures	9	4
Color systems	10	2
Colors psychology in residential projects	10	2
Colors psychology in commercial projects	12	2
Colors psychology in retail projects	12	2
Colors in design styles	13	4
Color representation methods	13	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	1/week 15	-	-	3/week 45	-	60
	Actual	1/week 15	-	-	3/week 45	-	60
Credit	Planned	-	-	-	-	-	3
	Actual	-	-	-	-	-	3

3. Additional private study/learning hours expected for students per week.	2
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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
<b>1.0</b>	<b>Knowledge</b>		
1.1	State color terminologies as used in the field of design.	<ul style="list-style-type: none"> <li>- Lecture.</li> <li>- In class discussions.</li> </ul>	<i>Class discussions:</i> students are requested to engage in analyzing displayed images and use taught terminologies, as an attempt to measure the power of each color in the displayed design.
1.2	State color names and vocabulary.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Historical analysis of painting.</li> <li>- Express colors of life.</li> </ul>	<i>Exercise ( assignment 1 &amp; class task):</i> students are required to select a historical example, work on extracting its colors and attempt to

			modernize these colors to make the painting suitable for a modern space. Students were also engaged in a class task requiring them to choose pallet that represent their childhood, teenage phase, adult and elderly stage and present it to class.
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Create color pallets based on the understanding of color principles and properties.	<ul style="list-style-type: none"> <li>- Lecture.</li> <li>- Class task.</li> </ul>	<i>In class group discussion:</i> on a number of selected designs, students were engaged in analyzing color selections in each design and judge its effectiveness.
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate understanding of colors principles theories and systems.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Assignment.</li> <li>- One to one discussion,</li> </ul>	<i>Indivial representation of a 3 dimensional design:</i> this task requires selecting a set of color selection(harmonic colors) , its theories and colors effecting factors such as shadow, texture and light.
3.2	Show knowledge towards color mixtures and impact of light on colors.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Assignment.</li> <li>- One to one discussion,</li> </ul>	<i>Indivial representation of a 3 dimensional design:</i> this task requires selecting a set of color selection(harmonic colors) , its theories and colors effecting factors such as shadow, texture and light.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Illustrate ideas visually through the use of colors.	<ul style="list-style-type: none"> <li>- Class tasks.</li> <li>- Assignment.</li> </ul>	<i>Number of activities to explore and measure students understanding</i>

			<i>towards colors</i> : first is expressing color wheel with its hues in a three-dimensional creative approach. Second states on using un familiar color selection to create a marble texture on an A3 paper.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Experiment the power of colors in different aspects in the design field.	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Class discussions.</li> </ul>	Students were requested to engage in discussion to measure power of colors in different types of projects, students were also required to summarize articles on colors expressing their personal proposition from these articles.

#### 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	Attendance	1- 15	10%
2	Class tasks	1- 15	10%
3	Assignment 1 (extracting colors from historical painting)	4	10%
4	Assignment 2 (3D color wheel)	7	10%
5	Assignment 3 (Materials & colors boards)	10	10%
7	Written exam	11	20%
8	Final project submission	15	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)

*4 hours per week (Class time).*

*1 hour after every lecture total of 2 hours per week (Free office hours).*

*24/7 Via emails.*

## E Learning Resources

1. List Required Textbooks

- Dalby, Stuart. Making model buildings. New York, New York (USA): Maureen Mitton (Authir) Visit Amazon's Maureen Mitton Page Sterling Publishin, Co.Inc, 1980. ISBN -10:0713709766.
- Winslow, Colin. The Handbook of Model-making for set designers. Corwood press, 2008. ISBN- 10: 1847970192, ISBN-13: 978- 1847970190.
- Neat, David. Model-making: Materials and methods. Crowood press, 2008. ISBN-10: 1847970176, ISBN-13: 978-1847970176.

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

N/A

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

N/A

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

N/A

## 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.)  Class room
2. Technology resources (AV, data show, Smart Board, software, etc.)  AV & data show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  N/A

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  <i>Course evaluation surveys.</i>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  <i>Students perception surveys - Informal feedback from students by instructor</i>
3. Processes for Improvement of Teaching <i>- Improve main course content to cover more topics in interior design than general colors studies.</i>
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)  <i>Check marks by head of department and approved</i>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  <i>Students feedback after enrolling in related courses – projects results and students colors selection decisions.</i>

Name of Course Instructor: Shaima Khalid Alkathiri

Signature: \_\_\_\_\_ Date Specification Completed: 31/03/2019

Program Coordinator: \_\_\_\_\_





Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_