



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: AL YAMAMAH UNIVERSITY	Date: 3/4/2019
College/Department : <i>College of Engineering and Architecture, AIA Department</i>	

A. Course Identification and General Information

1. Course title and code: History of Architecture 2 -ARC 213																				
2. Credit hours: 2																				
3. Program(s) in which the course is offered. <i>Architecture Program</i> (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course Arch. Amany Al Rahhal																				
5. Level/year at which this course is offered: <i>Sophomore 1 / 2nd year</i>																				
6. Pre-requisites for this course (if any): ARC 203																				
7. Co-requisites for this course (if any): Non																				
8. Location if not on main campus: Engineering building																				
9. Mode of Instruction (mark all that apply): <table><tr><td>a. traditional classroom</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="100%"/></td></tr><tr><td>b. blended (traditional and online)</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>c. e-learning</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>d. correspondence</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>f. other</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr></table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>	b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>																	
<p>Comments: <i>Different moods of instructions are applied whether on campus and off campus. Such as lectures, seminars, studio, one to one discussions, student -center based activities, project- based , research work , demonstration, ...etc . Off campus activities such field visits and educational trips. Adding to that Learning Management System LMS is applied and effective.</i></p>																				

B Objectives

1. What is the main purpose for this course?

This course aims to enable students to understand factors that influenced Muslim architecture through history. Furthermore, the course also aims to introduce design principles that formulate Muslim architecture.

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)

NA

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

Course Description:

This course is an introduction to the development of architecture throughout the Muslim world. It includes ideas and cultures that influenced the formation of the architectural character in Muslim society.

Emphasis is on the Islamic Architecture in the Arab region, Turkey, Persia, Spain and India, including important cities such as Al Madinah Al Munawwarah, Cairo, Damascus, Baghdad and Istanbul. The course emphasizes selected examples of religious, civic and residential Muslim Architecture in chronological order. Highlighting the factors that contribute to the development of the unique of various cultures, social-political-technological, military and environmental and the development of structural systems, materials, construction methods and different building types. The courses cover different eras from the Prophet's time, Umayyad, Abbasside, Fatimid, Seljuk, Mamluk and Ottomans Architecture.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Course introductions and class conduct policies	1	2
Early Islamic period, Architecture in the period of Prophet Mohammad (pbuh)		
Architecture during the period of the Prophet's (pbuh) Caliphs.	1	2
Umayyad Architecture	2	4
Umayyad Architecture in Andalusia	1	2
Abbasside Architecture and Tolonian Architecture	2	4
Fatimid Architecture	2	4
Seljuk, Zenkis and Ayyubid Architecture	2	4

Mamluk Architecture.	1	2
Ottoman Architecture.	1	2
Ottoman Architecture. Muslim Architecture (Brief introduction to know its relation to other historical periods)	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30 2h/week (15 weeks)	NA	0	0	0	30
	Actual	30		0	0	0	30
Credit	Planned	NA	NA	NA	NA	NA	2
	Actual	NA	NA	NA	NA	NA	2

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

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		
1.1	Outline the architectural physical forms of different Muslim periods.	✓ Lectures ✓ Guided Discussion	Quizzes and Exams
2.0	Cognitive Skills		
2.1	Analyze architecture through different Islamic periods and cultures.	✓ Lectures ✓ Guided Discussion	Exams, Quizzes research

2.2	Distinguish between different regions of the architecture of the Islamic world.	✓ Lectures ✓ <i>In class discussion and critique</i>	Exams, Quizzes
3.0	Interpersonal Skills & Responsibility		
3.1	Act responsibly in personal and professional relationships.	✓ <i>In class discussion and critique</i>	Group work research
4.0	Communication, Information Technology, Numerical		
4.1	Communicate effectively both orally, visually and in writing through learning the necessary visual vocabulary, needed to present the needs and aspirations of given periods	✓ Lectures ✓ <i>In class discussion and critique</i>	Oral presentation for their research to assess student's verbal communication skills. Midterm and Final Exam to assess their written communication skills
5.0	Psychomotor		
	NA	NA	NA

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	Assignments & Research	4&11	20%
2	Quiz 1, 2	8, 12	20%
4	Mid-Term	9	20%
5	Final Exam	16	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)

Office hours are offered to students, 10 office hours per week dedicated to students. Part of this office hours is academic advising and the other part is for counseling in any difficulties in the course. Office hours are posted on the office door.

Types of feedback and consultations are proceeded through LMS and emails as well.

E Learning Resources

1. List Required Textbooks

George Michel, Architecture of the Islamic World: Its History and Social Meaning, Published by Thames and Hudson, London 1995

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

Fletcher's S., A history of Architecture, Final edition, London: The Butterworth Group.

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

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

Non

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.) <i>Classroom equipped with data show, speakers and sufficient electricity plugs.</i>
2. Technology resources (AV, data show, Smart Board, software, etc.) <i>Data show for class lecture</i>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Non

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <i>University Student course exist survey online for obtaining Student Feedback on Effectiveness of Teaching</i>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department ✓ <i>Informal feedback from students during the term through discussion and conversation.</i>
3. Processes for Improvement of Teaching ✓ <i>Self-development for the instructor in teaching and learning through workshops and research to develop the methods and strategies of teaching.</i> ✓ ✓ <i>Developing the assessment methods for the CLO periodically according to any evaluation, feedback, any other new information that suggests an update in the methods.</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>Exchanging assessment criteria and rubrics of evaluation with our colleagues from other universities to verify the student achievement standards.</i> ✓ <i>Reviewing the assessment criteria and rubrics of evaluation with our colleagues within the department.</i> ✓ <i>Reviewing the standards of student achievement of the chairperson and dean for verifying and feedback.</i>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- ✓ *Reviewing the course file including the results and the surveys through the Quality Assurance committee for periodically revision to decide any actions required or updates needed.*
- ✓ *Updating the course activities and tasks each term and connect them more with all co-requisite and related courses and compare results to make sure which types of activities are giving the best achievements.*

Name of Course Instructor: **Arch. Amany Al Rahhal**

Signature: _____ Date Specification Completed: **3/4/2019**

Program Coordinator: _____

Signature: _____ Date Received: _____