



## **ATTACHMENT 5.**

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

## Course Specifications

Institution: <i>AlYamamah University</i>	Date: <i>8/04/2018</i>
College/ Department : <i>College of Engineering and Architecture</i>	

### A. Course Identification and General Information

1. Course title and code: <i>Theory of architecture II -ARC 214</i>	
2. Credit hours: <i>2</i>	
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 <i>Ms.Rifqa Al Hashlamoun</i>	
5. Level/year at which this course is offered: <i>Sophomore 2 / 2nd year</i>	
6. Pre-requisites for this course (if any): <i>ARC 204</i>	
7. Co-requisites for this course (if any): <i>Non</i>	
8. Location if not on main campus: <i>COEA Studios</i>	
9. Mode of Instruction (mark all that apply):	
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"/>
<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?

*The course aims to introduce the students to the reasons behind the development the radical changes in architectural styles in western Europe and United States during the mid and late 19<sup>th</sup> century and the 20<sup>th</sup> century , Moreover, students are expected to Explain and recognize the philosophy of each of the studied architectural movements and Describe the main architectural characteristics for each movement / style by getting exposed to sample of projects representing the movement or style and by analyzing the theoretical writings and philosophical motifs related to the lead architects of each style . Upon the completion of the course, students must be able to criticize various architectural movements and schools.*

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)

*Adding the latest architectural movements that appeared in the early 21<sup>st</sup> century .*

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

Course Description:

The course focuses on the development of twentieth-century architecture in the western tradition including its social, technological, and conceptual aspects as an introduction to modern architecture - romantic trends - the gap between architecture and construction - eclecticism - Special emphasis is placed upon studying individual architects, buildings, and theoretical writings.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<i>Course introduction and class conduct policies, introduction to the late 19<sup>th</sup> and the 20<sup>th</sup> century architectural movements, reasons for development of various architectural movements (industrial revolution,..) .</i>	1	2
<i>The Mid and late 19<sup>th</sup> century architectural movements, the social and economic factors behind the changes and developments in architectural styles during the 19<sup>th</sup> century period ( industrial revolution , fresh revolution ,arise of industrial cites ..)</i>	1	2
<i>The impact of the industrial revolution on Architecture and urban planning , emergence of new building materials ( Glass , iron ) , New structural techniques, arise of prefabricated buildings ( Crystal palace ) ,the architectural debates that rose after the industrial revolution</i>	1	2
<i>Appearance of neoclassical architecture movement as a reaction to the Rococo and late Baroque ornamental style , Greek revival movement ( Europe and united states ) , eclecticism , Beaux-Art school , Criticism to the neo classical architecture and</i>	1	2

<i>eclectic movements</i>		
<i>Early modernism in western Europe and United States ; the movements of late 19<sup>th</sup> century and the beginning of 20<sup>th</sup> century , ( Arts and craft movement , Art Nnouveau ,chicago school...)</i>	3	6
<i>The rise of modern architecture movements , social and economic reasons behind the appearance of modern architecture movements ( radical rejection of traditional limitations in art and architecture) , ( Birth of the De Stijl and Bauhaus movement )</i>	3	6
<i>The international style – birth of the international style , Lead architects of the international style ) ..</i>	2	4
<i>Mid-century reactions Brutalism , High tech. Architecture, ...</i>	2	4
<i>Late modern architecture ( postmodernism , deconstruction ).</i>	2	4

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	32 2/week	0	0	0	0	32
	Actual	32	0	0	0	0	32
Credit	Planed	NA	NA	NA	NA	NA	2
	Actual	NA	NA	NA	NA	NA	2
3. Additional private study/learning hours expected for students per week.						2	

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	<i>Recognize the reasons for the development of different architectural movements and trends during mid and late 19<sup>th</sup> century and the 20<sup>th</sup> century</i>	<ul style="list-style-type: none"> <li>✓ Lectures</li> <li>✓ Data show slides</li> <li>✓ Discussion</li> <li>✓ Lecture presentation</li> <li>✓ Research assignments to explore different theoretical issues and personalities of the period being studied.</li> </ul>	<p><b><u>Quizzes , midterm and the final exam</u></b> : students are asked to list and explain the reasons behind the development of various architectural movements at specific periods ,</p> <p><b><u>Researches</u></b> : in the research project , students are asked to demonstrate the political , social and economic reasons behind the development of architectural movements . Mover , they are asked to link each movement development with the prior movement or style</p>
1.2	<i>Describe the main architectural characteristics of the studied architectural movements and styles</i>	<ul style="list-style-type: none"> <li>✓ Lectures</li> <li>✓ Case studies</li> <li>✓ Data show slides</li> <li>✓ Discussion</li> <li>✓ Lecture presentation</li> <li>✓ Research assignments to explore different theoretical issues and personalities of the period being studied.</li> </ul>	<p><b><u>Quizzes , midterm and the final exam</u></b> : students are asked to list the architectural characteristics of various movements and explain the reasons related to the appearance of specific architectural characteristics/ elements in each movement , students are asked to differentiate between buildings that are belonging to different schools of architecture</p> <p><b><u>Researches</u></b> : in the research project , students are asked to demonstrate the architectural characteristics of the movement <b><u>and explain the relationship between movement philosophy and the resulted architectural product</u></b></p>

<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Criticize the studied architectural movements and styles .	<ul style="list-style-type: none"> <li>✓ Lectures</li> <li>✓ Case studies</li> <li>✓ Data show slides</li> <li>✓ Discussion</li> <li>✓ Lecture presentation</li> <li>✓ Research assignments to explore different theoretical issues and personalities of the period being studied.</li> </ul>	<p><b><u>Quizzes , midterm and the final exam</u></b> : students are asked to criticize various architectural movements and trends , moreover, they are asked to discuss the criticism of other architects/ scholars about various movements .</p> <p><b><u>Researches</u></b> : in the research project , students are asked to discuss the criticism of other architects/ scholars about various movements and to give their own knowledge based criticism .</p>
2.2	Explain and recognize the philosophy and the ideology of each of the studied architectural movements and how this affected the resulted physical characteristics of the buildings built during that period , compare between various architectural trends in terms of the ideology , physical characteristics , ...	<ul style="list-style-type: none"> <li>✓ Lectures</li> <li>✓ Data show slides</li> <li>✓ Discussion</li> <li>✓ Lecture presentation</li> <li>✓ Theoretical writings</li> <li>✓ Research assignments to explore different theoretical issues and personalities of the period being studied.</li> </ul>	<p><b><u>Quizzes , midterm and the final exam</u></b> : students are asked to explain the movements inspiration ,motifs political , social and economic reasons behind the movements appearance , how movement ideology effected the resulted architectural outputs during a certain period . Moreover , students are asked to compare different architectural movements and trends and differentiate between the physical characteristics of buildings related to different architectural styles in terms of ( materials used , main elements, design principles )</p> <p><b><u>Researches</u></b> : in the research project , students are asked to explain movement ideology and how this affected the resulted architectural output .</p>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Grounding self-learning, team work, and professional relationships	<ul style="list-style-type: none"> <li>✓ Research</li> <li>✓ Demonstration of various architectural movements</li> </ul>	<b><u>Group research</u></b> : students were asked to conduct a group research to explore different Architectural movements ,styles and the lead architects of the20th century in

		✓ <i>Criticism and evaluation.</i>	<i>Europe and united states .</i>
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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	<i>Group project (Major research project) .</i>	<i>week 9</i>	<i>20%</i>
3	<i>Midterm exam</i>	<i>week 7</i>	<i>20%</i>
4	<i>Quizzes and essays</i>	<i>From week 1 to 16</i>	<i>20%</i>
5	<i>Final exam</i>	<i>Week 16</i>	<i>40%</i>

#### **D. Student Academic Counseling and Support**

<p>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)</p> <p><i>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.</i></p> <p><i>Types of feedback and consultations are proceeded through LMS and emails as well.</i></p>
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#### **E Learning Resources**

<p>1. List Required Textbooks</p> <ul style="list-style-type: none"> <li>✓ <i>Jencks. C., Architecture Today, London: Academy Editions , London</i></li> <li>✓ □ <i>Jencks. C., (1991) The Language of post Modern Architecture. Academy Editions. London.</i></li> </ul>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> <li>✓ <i>Frampton, Kenneth. (1980). Modern Architecture: a critical history London: Thames and Hudson.</i></li> <li>✓ <i>Curtis, William. (1997). Modern Architecture since 1900.</i></li> <li>✓ <i>Noever, Peter. (1991). Architecture in Transition: between Deconstruction and New Modernism.</i></li> <li>✓ <i>Nesbitt, Kate. (1996). Theorizing a New Agenda for Architecture, an Anthology of Architectural Theory 1965-1995. New York: Princeton Architectural Press.</i></li> </ul>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p><a href="http://guides.library.vcu.edu/architecture/websites">http://guides.library.vcu.edu/architecture/websites</a></p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>NA</p>

#### **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>Standard classrooms supplied with data show, speakers and sufficient electricity plugs for student's personal laptops.</i>
2. Technology resources (AV, data show, Smart Board, software, etc.)  <i>Data show for in class lecture</i>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  <i>Non</i>

### 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 Questioner/ survey for term activities and their assessment to collect student feedback <i>✓ Class observation or peer review for the instructor to evaluate the teaching strategies</i> <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>✓ Collaborative efforts between instructors to update and improve the teaching, specially through coordinating with the related courses that are pre-requisite or co-requisite to make sure that the LO is delivered and all topics need to be covered are discussed already.</i> <i>✓ Update the textbook each few years to make sure that the course is following the most recent and updated material.</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>✓ A jury/ committee consists of 3 members are giving feedback and evaluation for the students to verifying standards of student achievement</i> <i>✓ Exchanging assessment criterial and rubrics of evaluation with our colleagues from other universities to verify the student achievement standards.</i> <i>✓ Reviewing the assessment criterial and rubrics of evaluation with our colleagues within the department.</i>



- ✓ *Reviewing the standards of student achievement of the chairperson and dean for verifying and feedback.*

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.*
- ✓ *Arranging for student work exhibits and inviting different stakeholders and colleagues and peers from different universities as well to take their feedback and know where our students are standing between the similar program in Riyadh.*
- ✓ *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 *Rifqa Munir Al Hashlamoun*

Signature: \_\_\_\_\_ Date Specification Completed: 12/04/2018

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

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