



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: <i>Al Yamamah University</i>	Date: <i>01/02/2019</i>
College/ Department : <i>College of Engineering and Architecture, Architecture Department</i>	

A. Course Identification and General Information

1. Course title and code: Drawing2: Shade/Shadow & Perspective Drawing - <i>DES 112</i>			
2. Credit hours: <i>2</i>			
3. Program(s) in which the course is offered. <i>Interior 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. Doaa Habis</i>			
5. Level/year at which this course is offered: <i>1st. year</i>			
6. Pre-requisites for this course (if any): <i>ARC 101</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

✓ What is the main purpose for this course?

This course:

- Teaches the student the principles of light, Shade & Shadows.
- Teaches the students the basics of spatial imaginations skills and the principles of architectural perspectives. One point and two point perspective.
- Assists the students acquire the practical skills of Architectural drawings and rendering perspectives.

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)

There is a need to concentrate on architectural drawings: Plans, elevations and sections.

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

Course Description:

The course develops the visual perceptive skills of the students. The course introduces the means of communicating simple forms graphically by transforming visual information into two-dimensional images with shade, shadows & perspective.

Skills of drawing plans, sections, and elevations; all are included in this course.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Line development (hatching, cross hatching, cross-contours, etc.,)	1	4
Isometric and Perspective Comparison <ul style="list-style-type: none"> - Types of Perspective - Types of Perspective from viewer's point of view. 	2	8
Two-point perspective Exterior	4	16
One-point perspective interiors	2	8
-Shade and Shadow in One-point perspective -Introduction to rendering techniques (Pencil and color pencil)	1	4
<i>Architectural Drawings: Plans</i>	3	12
<i>Architectural Drawings; sections and elevations</i>	2	8

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned		4*15weeks	NA	NA	NA	60
	Actual		4	NA	NA	NA	60
Credit	Planned		4	NA	NA	NA	2
	Actual		4	NA	NA	NA	2

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.			
<p>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.)</p>			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define Concepts of light, Shade and shadows.	<ul style="list-style-type: none"> ✓ Lectures ✓ Studio activities 	<ul style="list-style-type: none"> ✓ Assignments in class ✓ Homework exercises
1.2	Recognize the Principles of architectural perspectives.	<ul style="list-style-type: none"> ✓ Lectures ✓ Studio activities 	<ul style="list-style-type: none"> ✓ Assignments in class ✓ Homework exercises ✓ Exams & Quizzes
2.0	Cognitive Skills		
2.1	Comprehend, imagine and draw Perspective drawings.	<ul style="list-style-type: none"> ✓ Discussion ✓ Studio activities 	<ul style="list-style-type: none"> ✓ Assignments in class ✓ homework exercises ✓ Exams & Quizzes
2.2	Employ different methods for drawing One-point and Two-point perspective.	<ul style="list-style-type: none"> ✓ Studio activities ✓ Discussion 	<ul style="list-style-type: none"> ✓ Assignments in class ✓ homework exercises ✓ Exams & Quizzes
3.0	Interpersonal Skills & Responsibility		
3.1	Act responsibly in a personal and professional manner; display of ethical and high moral standards	<ul style="list-style-type: none"> ✓ Studio activities 	<ul style="list-style-type: none"> ✓ Exams, Quizzes ✓ In Class and homework exercises

4.0	Communication, Information Technology, Numerical		
4.1	<i>Communicate effectively in visual form and make use of information and communication resources.</i>	✓ <i>Studio activities</i>	✓ <i>In Class and homework exercises</i> ✓ <i>Final Project</i>
5.0	Psychomotor		
5.1	<i>Draw plans, sections and elevations for small houses</i>	✓ <i>Studio activities</i>	✓ <i>In Class and homework exercises</i> ✓ <i>Final Project</i>

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
3	<i>Quizzes, in class activities and homework exercises</i>	<i>From week 1 to 16</i>	<i>40%</i>
6	<i>Midterm Exam</i>	<i>Week 9</i>	<i>20%</i>
7	<i>Final exam (Theory and practical)</i>	<i>Week 15</i>	<i>40%</i>

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

✓ *Koller, E.L. **Light, Shade and Shadow.** Dover Publications, 2008.*

✓ *D'Amelio, Joseph, **Perspective drawing Handbook,** Dover Publication, 2004.*

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

*Martin, Leslie, **Architectural Graphics,** second edition, Mac Millan Publishers, 1970.*

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

NA

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

- ✓ *Lecture notes and Exercises*

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.)

Classroom equipped with data show, speakers, white board.. etc.

2. Technology resources (AV, data show, Smart Board, software, etc.)

Data show for in class lectures

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

- ✓ *University Student course exist survey online for obtaining Student Feedback on Effectiveness of Teaching*

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

- ✓ *Class observation or peer review for the instructor to evaluate the teaching strategies*
- ✓ *Informal feedback from students during the term through discussion and conversation.*

3. Processes for Improvement of Teaching

- ✓ *Self-development for the instructor in teaching and learning through workshops and research to develop the methods and strategies of teaching*
- ✓ *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.*
- ✓ *Update the textbook each few years to make sure that the course is following the most recent and updated material.*
- ✓ *Developing the assessment methods for the CLO periodically according to any evaluation, feedback, and any other new information that suggests an update in the methods.*

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)

- ✓ *Exchanging assessment criteria and rubrics of evaluation with our colleagues from other universities to verify the student achievement standards.*
- ✓ *Reviewing the assessment criteria and rubrics of evaluation with our colleagues within the department.*
- ✓ *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.*
- ✓ *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: Ms. Doaa Habis

Signature: _____ Date Specification Completed: 01/02/2019

Program Coordinator: _____

Signature: _____

Date received: _____