



**ATTACHMENT 5.**

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



هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution: <i>AlYamamah University</i>	Date: <i>17/12/2018</i>
College/ Department: <i>College of Engineering and Architecture</i>	

### A. Course Identification and General Information

1. Course title and code: <b>Interior Arch Working Drawings -2- -IAR 401</b>																				
2. Credit hours: <i>3</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.Amira Al Samarrai</i>																				
5. Level/year at which this course is offered: <b>Junior / 4<sup>th</sup> year</b>																				
6. Pre-requisites for this course (if any): <b>IAR 311</b>																				
7. Co-requisites for this course (if any): <b>IAR 403,404</b>																				
8. Location if not on main campus: <b>Main Campus</b>																				
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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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>																				

## B Objectives

✓ What is the main purpose for this course?  
*This course aims to acquaint students with technical aspects of interior architecture working drawings. It introduces students to construction drawings, riser diagrams, plumbing and electrical symbols so that the student will be able to read them correctly and understand their detail. The course exposes students to actual construction and interior arch/design problems with close on-site observation as well as materials used in design and construction.*

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 focuses on technical aspects of interior architecture working drawings with an emphasis on construction techniques, building systems and finishes. The course includes creative problem solving and the development of working drawings for interior architecture and furniture as well as HVAC, lighting and more.*

1. Topics to be Covered		
<i>List of Topics</i>	<i>No. of Weeks</i>	<i>Contact Hours</i>
<i>Course introductions and class conduct policies</i>	<i>1</i>	<i>5</i>
<i>Floor System and Finishes through Advanced Working Drawings</i>	<i>2</i>	<i>10</i>
<i>Wall System and Finishes (Advanced Detailed Wall sections)</i>	<i>2</i>	<i>10</i>
<i>Roof System and Ceiling Finishes Working Drawings:</i>	<i>2</i>	<i>10</i>
<i>Furniture Working Drawings</i>	<i>2</i>	<i>10</i>
<i>Detailed Working Drawings (Stairs)</i>	<i>1</i>	<i>5</i>
<i>Electrical Working Drawings - Lighting</i>	<i>1</i>	<i>5</i>
<i>Electrical Working Drawings - Power</i>	<i>1</i>	<i>5</i>
<i>HVAC Working Drawings</i>	<i>1</i>	<i>5</i>
<i>Plumbing Working Drawings</i>	<i>1</i>	<i>5</i>

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	<i>15 1h/week (15 weeks)</i>		<i>60 4h/week (15 weeks)</i>	<i>0</i>	<i>0</i>	<i>15+60=75</i>
	Actual		<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>75</i>

Credit	Planned	NA	NA	NA	NA	NA	3
	Actual	NA	NA	NA	NA	NA	3

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>Outline the impact of structural and non-structural systems including (Elevators and Mechanical Lifts HVAC, Plumbing, Electrical/Lighting Solar and Energy Considerations) on the design solutions</i>	<i>Lectures Guided Discussion</i>	<i>Exams, Quizzes to assess students' recognition of CLO1  Final project, and class exercises and practice</i>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<i>Develop professional working drawings: floor plans (with furniture, elevations, sections, and other detailed working drawings.</i>	<i>Lectures In class practical work</i>	<i>✓ Final exam and project, ✓ Class exercises and practice ✓ Working drawings critiques to assess students' recognition of CLO2,3</i>
2.2	<i>Apply the technical aspects of interior architecture to read and produce advanced working drawings that emphasized on finishes, construction and other integrated systems.</i>	<i>In class discussion and critique Guided Discussion</i>	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<i>Grounding self-learning and professional relationships based on ethics and high moral standards through the manipulation of the working drawing techniques used for professional interior and arch drafting.</i>	<i>Research In class discussion</i>	<i>✓ Research Rubrics to assess students' recognition of CLO4</i>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		

4.1	<i>Communicate effectively through learning the necessary visual vocabulary, needed to produce professional interior working drawings</i>	<ul style="list-style-type: none"> <li>✓ <i>In class practical work</i></li> <li>✓ <i>In class discussion and critique</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b><i>Final project, and class exercises and practice</i></b></li> <li>✓ <b><i>Working drawings critiques</i></b></li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
	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	<i>Project Submission ( three phases)</i>	<i>5 &amp; 7 &amp; 14</i>	<i>25%</i>
2	<i>Attendance and Participation</i>	<i>NA</i>	<i>10%</i>
3	<i>Research</i>	<i>8</i>	<i>10%</i>
4	<i>Midterm Exam</i>	<i>7</i>	<i>15%</i>
5	<i>Final Assessment (Exam 20%+ Project 20%)</i>	<i>16</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

<p>1. List Required Textbooks</p> <ul style="list-style-type: none"> <li>• <i>Rosemary Kilmer, W. Otie Kilmer, Construction Drawings and Details for Interiors, John Wiley &amp; Sons; 2nd edition, 2009)</i></li> <li>• <i>Staebler, Wendy W. Architectural Detailing in Contract Interiors. New York, New York (USA): Whimey Library of Design, 1988. ISBN: 082300242X.</i></li> </ul>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> <li>• <i>Ching, Frank. D.K. Building Construction Illustrated. New York, New York (USA): John Wiley &amp; Sons, 1991. ISBN: 04-712888-53.</i></li> <li>• <i>Panero, Julius; Zelnik, Martin. Time-Saver Standards for Interior Design and Space Planning. Second Edition. New York, New York (USA): McGraw-Hill Professional, 2001. ISBN: 0071346163.</i></li> </ul>

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. <i>LMS – University Learning Management System</i> <i><a href="http://sweets.construction.com/">http://sweets.construction.com/</a></i>
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>Labs equipped 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 lectures</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  <ul style="list-style-type: none"> <li>✓ <i>University Student course exist survey online for obtaining Student Feedback on Effectiveness of Teaching</i></li> <li>✓ <i>Student Survey about their achievements and assessment for the course learning outcomes.</i></li> </ul>
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 <ul style="list-style-type: none"> <li>✓ <i>Class observation or peer review for the instructor to evaluate the teaching strategies</i></li> <li>✓ <i>Informal feedback from students during the term through discussion and conversation.</i></li> </ul>
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> <li>✓ <i>Self-development for the instructor in teaching and learning through workshops and research to develop the methods and strategies of teaching</i></li> <li>✓ <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></li> <li>✓ <i>Update the textbook each few years to make sure that the course is following the most recent and updated material.</i></li> <li>✓ <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></li> </ul>

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 *Amira Majeed Al Samarrai*

Signature: \_\_\_\_\_ Date Specification Completed: 17/12/2018

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

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