ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Jazan university	Date:
College/Department : Faculty of Architecture and design – department of architecture.	

A. Course Identification and General Information

1. Course title and code:
   Shade and perspective (213 ARC - 3)
2. Credit hours: 1H lecture + 2H tutorial.
3. Program(s) in which the course is offered.
   (If general elective available in many programs indicate this rather than list programs)
   BSc
4. Name of faculty member responsible for the course
   Soha Mohamed Mahmoud Ramadan.
5. Level/year at which this course is offered: 3rd level, 2nd year.
6. Pre-requisites for this course (if any):
   Basics of design and drawing (1) (arc111 - 3)
7. Co-requisites for this course (if any):
   None.
8. Location if not on main campus:
   None.
9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

- Understand the three-dimensional models and it's relations in the space, and infer its different elevations, then learn how to infer the shade and shadows of all the architectural drawings, and is followed by a study of architectural drawing and that perspective to be used in the show architectural design projects.

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)

- Viewing similar courses in various universities.
- Use the Internet continually to keep up with any new regard to the subject.
- Use modern references to update feeder information to the subject.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. About the subject and identify the projecting of models in the space, explain the shade and shadows, and how to drop shadow for a point.	1st	3
2.Drop shadows to different situations of straight line in the space. • practical exercises. Exercise (1)	2nd	3
3.Drop shadows to different situations of surfaces in the space. • practical exercises. Exercise (2)	3rd	3
4.Drop shadows to elevations. • practical exercises. Exercise (3)	Fourth	3
5. practical exercises. Exercise(4)	Fifth	3
6. Drop shadows to Simple geometric blocks. • practical exercises. Exercise (5)	Sixth	3

7. architectural perspective, and important definitions. • practical exercises. Exercise (6)	Seventh	3
8. Midterm exam.	Eighth	3
9. Mid-semester holiday.	Ninth	
10.Follow up exercises.	Tenth	3
11.Discussion of the exam . •Follow up practical exercises.	Eleventh	3
12. architectural perspective with 2 vanishing points. • practical exercises. Exercise (7)	Twelveth	3
13. practical exercises. Exercise (8)	Thirteenth	3
14.General review. •Follow up practical exercises.	Fourteenth	3
15.Quiz.	Fifteenth	3
16. Follow up practical exercises.	Sixteenth	3
Total	15	45

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	15	30				45
	Actual	15	30				45
Credit	Planed	15	15				30
	Actual	15	15				30

3. Additional private study/learning hours expected for students per week. None

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	- Identify the objects in a vacuum.	• theoretical lectures.	- Practical exercises, periodic tests, mid Term and quiz (60 degrees)
1.2	- Know the different elevations of the models.	• practical exercises	- Final test (40 degrees).
1.3	- Drop Shadow and shadows on the facade and different architectural elevations.	• discussion and dialogue	
1.4	- The ability to distinguish between engineering perspective (parallel) and architectural perspective.	• presentations	
2.0	**Cognitive Skills**		
2.1	- development of Imaginative ability of students to understand the 3D objects in the space.	• theoretical lectures.	- Practical exercises, periodic tests, mid Term and quiz (60 degrees)
2.2	- Linkage between 3D models and 2D levels through the conclusion dimensional projection models in different projections.	• practical exercises	- Final test (40 degrees).
2.3	- Imagine forms of shade and shadows and the difference between them.	• discussion and dialogue	
2.4	- Recognize the difference between geometric perspective (parallel) and architectural perspective	• presentations • scientific researches	
3.0	**Interpersonal Skills & Responsibility**		
3.1	- Participation of students during the process of explanation using the methods of collective discussion and to allow the students to apply some parts of the exercises on the blackboard in front of their colleagues.	• practical exercises • discussion and dialogue •Teem work.	- discussion of the mistakes of the students in various exercises, and try to make the students propose solutions to these errors, according to what has been understood before.
4.0	**Communication, Information Technology, Numerical**		
4.1	• Search on the Internet to learn about the different parts of the subject.	• practical application in the studio.	•practical exercises.
4.2	•Convert from meters to centimeters.	• Household exercises.	
4.3	• The ability to convert from scale to another.		
5.0	**Psychomotor**		
5.1	None	None	None

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	Weekly assessment of works and handed on transparent paper by pencils.	Every week	Calculate as a part of final handover.
2	Midterm exam.	Eighth weak	10 degrees
3	Quiz.	Fifteenth week	10 degrees
4	Final assessment of drawings, inking handed.	Sixteenth week	35 degrees
5	Commitment of attendance.	Every week	5 degrees
6	Final exam.	Eighteenth week	40 degrees

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)

That during office hours be allocated to each member of staff by 10 office hours per week, to ensure the availability of faculty to provide academic advice and guidance to students that need it.

E Learning Resources

1. List Required Textbooks

- Book shadow and perspective - Aleppo University - d. Mohammed Najib Kayali

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

- Ching, Francis D.K. Architectural Graphics. Third Edition. NY: Van Nostrand Reinhold, 1996.
- Book shadow and perspective - Minia University d. Tarek Abdel Raouf
- Descriptive Geometry - University of Technology - BAGHDAD - Jassim Shehab my life.
- Engineering perspective - Damascus University - d. Paul Hnbarh.

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

- www.architectmagazine.com
- www.wikipedia.com

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

None

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.) Drawing studio with 30 tables and 30 chairs.
2. Technology resources (AV, data show, Smart Board, software, etc.) A projector device is available to be used in explaining the lectures and exercises, but it need maintenance.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching None
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
3. Processes for Improvement of Teaching - Compare to the subject specification of what is taught during the semester and what is taught in similar universities. - Compared the students' works in similar universities.
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) None.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Establish a library for faculty of Architecture and Design. - Providing all the necessary references to students. - Providing the means for a modern display to facilitate the process of explaining the subject.

Name of Course Instructor: **Soha Mohamed Mahmoud Ramadan**

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____