

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)



## Course Specifications

Institution : Jazan University	Date: 27/3/1439
College/Department : Faculty of Design and Architecture , Architecture Dept.	

### A. Course Identification and General Information

1. Course title and code: <b>History of Architecture 1 (211 عمر - 3)</b> <b>تاريخ وتطور العمارة 1</b>			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Academic Girls Campus 1</b>			
4. Name of faculty member responsible for the course <b>Arch. Nawaf Saeed Al Mushayt</b>			
5. Level/year at which this course is offered: : <b>Semester 3 , year 2</b>			
6. Pre-requisites for this course (if any): <b>None</b>			
7. Co-requisites for this course (if any): : <b>None</b>			
8. Location if not on main campus: <b>Non</b>			
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"/>
Comments: <b>The course was taken place in a screen room.</b>			



## B Objectives

1. What is the main purpose for this course?

- 1- **This course explains and clarifies the relations between the architectural concept, the philosophy of design and construction through different ages and the effects of geographical, geological, climatic, physical, social, cultural, and religious influences on different civilizations and their inter-related architecture; through a comparative analytical study of art and architecture of various ancient civilizations: Ancient Egyptian, West Asiatic and Mesopotamia, Babylonian, Assyrian and Persian and the Classical ages of Greek, Roman and the early Christian and Byzantine periods**

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)

- **Developing the student's skills by using multi-media presentations.**
- **Developing site analysis and data collection.**
- **Students need to practice and improve their presentation skills.**
- **Students need enough references and books and periodicals that discuss the subject matter.**

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

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b>Monuments : city of Ur, White Temple at Uruk, Ziggurat at Ur, Palace of Assurnasirpal (Nimrud), Palace at Khorsabad, city of Babylon</b>	1	4
<b>Egyptian Monuments: mastaba tombs, Djoser funerary complex, pyramids at Giza</b>	2	8
<b>Greek architecture</b>	2	8
<b>Roman architecture</b>	2	8
<b>Christian and Byzantine: Monuments: Old St. Peters</b>	2	8
<b>Romanesque Monuments: Charlemagne's Palace (Aachen), Plan of St. Gal</b>	2	8



<b>Gothic Monuments: St. Denis, Notre Dame (Paris), Notre Dame (Laon), Chartres Cathedral, Reims</b>	2	8
<b>Medieval Fortresses, Palaces, and towns</b>	2	8
<b>Renaissance Rome</b>	1	4
<b>Total</b>	16	64

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	Lecture	Tutorial	Laboratory	Practical	Other:	Total
	Actual	32	0	0	32		64
Credit	Planned	Lecture	Tutorial	Laboratory	Practical	Other:	Total
	Actual	32	0	0	16		48

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

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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.**

**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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Know the different architectural styles of various ancient civilizations	lectures, seminars,	Continuous assessment of work and summative assessment at the final submission
1.2	Develop an understanding of architectural styles and forms in relation to their environmental natural and human contexts		
	Explain the nature of construction methods related to existing materials, technology and labor through different ages.		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Compare architectural features of different eras.	lectures, seminars,	Continuous assessment of work and summative assessment at the final submission
2.2	Explain how of evolution of construction, art and architecture through ages.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Develop critical thinking abilities.	lectures, seminars,	Continuous assessment of work and summative assessment at the final submission
3.2	Apply philosophy of designs and inter-relations with contexts in architectural design.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use proper terminology of style	lectures, seminars	Continuous assessment of work and summative assessment at the final submission
4.2	Develop presentation skills		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<b>Presentation</b>	<b>12</b>	<b>5%</b>
2	<b>Research</b>	<b>5</b>	<b>10%</b>
3	<b>Modeling.</b>	<b>12</b>	<b>5%</b>
4	<b>Assignment</b>		<b>15%</b>



5			
6	<b>Total for semester work</b>		<b>60%</b>
7	<b>Final exam</b>	<b>18</b>	<b>40%</b>

#### 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)

**40 hours per week , 5 days per week**

#### E Learning Resources

##### History of urban form

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

**All the available magazines, Journals and Publications in the field of Architecture Design and the other branches serving this field.**

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

- Arch daily.com

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

#### 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.)

- **65 seats for students**
- computer lab with internet access

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

- **multi-media projector**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)



## Transparencies papers, Graphical tools

Model making Lab., and essential accessories.

### G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

#### - Questionnaire

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

#### Internal review by department council

3. Processes for Improvement of Teaching

- Follow departmental instructions to improve teaching.
- Training and workshops programs to improve their skills
- Feedback from students

Model making lab., and essential accessories.

-Tools and materials for models

- plotter

-papers

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)

- Encourage group assessment for projects

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Internal review by department council
- academic development and quality dept. review for course files

Name of Course Instructor: **Arch. Nawaf Saeed Al Mushayt.**

Signature: **Nawaf Saeed Al Mushayt** Date Specification Completed: **27/3/1439**

Program Coordinator **Arch. Eatezaz Abdelrahman Mustafa Mohammedani**

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