Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
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	Number of Pages	06

1.	Course Title	Design & Psychology
2.	Course Number	0932447
3.	Credit Hours (Theory, Practical)	3 credits/theory
	Contact Hours (Theory,)	3 hours
4.	Prerequisites/ Corequisites	0
5.	Program Title	Bachelor of Architectural Engineering
6.	Program Code	02
7.	School/ Center	Engineering
8.	Department	Architecture
9.	Course Level	elective
10.	Year of Study and Semester (s)	Fall 2024
11.	Other Department(s) Involved in Teaching the Course	
12.	Main Learning Language	Arabic and English
13.	Learning Types	■Face to face learning ■Blended ☐Fully online
14.	Online Platforms(s)	☐Moodle ■Microsoft Teams
15.	Issuing Date	Fall 2024
16.	Revision Date	Fall 2024

17. Course Coordinator:

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18. Other Instructors:

Name: office number: Phone number: Email: Contact hours:

19. Course Description:

The built environment is fundamentally shaped by human experience, cognition, and behavior. Architecture is not merely a physical construct but a dynamic **medium of interaction between people and their surroundings**. Understanding the **psychological and behavioral dimensions** of human-environment interactions is essential for designing spaces that promote **well-being, productivity, and social cohesion**.

This course explores the **interdisciplinary relationship between design and psychology**, drawing from **environmental psychology, behavioral sciences, and cognitive theories** to inform architectural practice. By integrating knowledge from **social sciences, human psychology, and design methodologies**, students will develop **a systematic and research-driven approach to spatial design**. The course highlights how insights from **behavioral sciences**—just like **formal and physical sciences**—can be leveraged to create **responsive, adaptive, and user-centered environments**. This course aims to:

1. Introduce students to the principles of environmental psychology and their application to architectural design.
2. Develop students' ability to analyze and design spaces that respond to human behavior, perception, and cultural identity.
3. Foster critical thinking and research skills to address complex environmental and behavioral challenges in architecture.
4. Enhance students' understanding of Jordanian and Middle Eastern architectural contexts, integrating them with global design practices.
5. Prepare students to meet NAAB standards for design, human behavior, and professional responsibility, equipping them for licensure and practice.

20. Program Intended Learning Outcomes:

1. Develop an intellectual base of knowledge in architecture's historical, theoretical, practical, and technological aspects and understand the interaction with allied disciplines such as engineering, mathematics, and arts.

3. Design sustainable and user-centered solutions to meet specified public health, safety, and welfare requirements, while considering and responding to cultural, social, environmental, and technological factors across various scales and complexity levels.

5. Communicate and collaborate effectively with a wide range of audiences to carefully receive and eloquently deliver ideas through various communication methods.

6. Adhere to ethical, legal, and professional standards and responsibilities in architectural practice, and demonstrate an understanding of the architect's role in society.

7. Employ architectural research methods and critical thinking skills to assess and propose sustainable built environment solutions, and demonstrate commitment to lifelong learning and continuous development.

21. Course Intended Learning Outcomes:

Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

1. **Demonstrate foundational knowledge of environmental psychology** and critically analyze its application in architectural design.
2. **Analyze and design architectural spaces that respond to human behavior, perception, and cultural identity**, incorporating user-centered and evidence-based design approaches.
3. **Apply critical thinking and research methodologies** to address complex environmental and behavioral challenges in architecture.
4. **Examine and integrate Jordanian and Middle Eastern architectural contexts** with global design practices, recognizing the cultural, social, and historical influences on the built environment.
5. **Meet NAAB standards for design, human behavior, and professional responsibility**, demonstrating preparedness for architectural licensure and professional practice.

These in return will help in

1. **Design Thinking (NAAB SPC A.1)**: Apply design processes to create functional, user-centered architectural solutions informed by environmental psychology principles.
2. **Human Behavior (NAAB SPC A.6)**: Analyze how human behavior, perception, and needs influence the design of the built environment, including personal space, privacy, and social interaction.
3. **Research (NAAB SPC A.8)**: Conduct research on environmental psychology and behavioral settings, synthesizing findings into design proposals.
4. **Cultural Context and Social Factors (NAAB SPC A.7, B.3)**: Evaluate the cultural, social, and environmental factors shaping architecture.
5. **Sustainability and Professional Practice (NAAB SPC A.9, B.11)**: Incorporate sustainable design principles and ethical considerations into environmentally responsive architecture.
6. **Communication Skills (NAAB SPC A.4)**: Effectively present and critique design projects through drawings, models, and oral presentations, engaging with peers and instructors.

Course ILOs	The learning levels to be achieved					
	Remembering	Understanding	Applying	Analysing	evaluating	Creating
1	✓					
2	✓	✓	✓			
3				✓		✓
4	✓	✓		✓		
5	✓					

6	✓	✓	✓	✓	✓	✓

22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:

Program Intended Learning Outcomes (PILOs)	Course Intended Learning Outcomes (CILOs)					Justification
	CILO 1	CILO 2	CILO 3	CILO 4	CILO 5	
PILO 1:	✓			✓	✓	CILO 1 builds a theoretical foundation in environmental psychology, a key aspect of architectural theory. CILO 4 integrates historical and cultural knowledge of regional contexts, and CILO 5 ensures a broad intellectual base aligned with NAAB standards, including interdisciplinary connections.
PILO 3:		✓		✓	✓	CILO 2 directly involves designing user-centered spaces that consider human behavior and cultural identity, aligning with cultural and social factors. CILO 4 addresses regional environmental and cultural factors, and CILO 5 ensures alignment with NAAB standards for user-centered design and safety.
PILO 5:					✓	CILO 5, through meeting NAAB standards, includes communication skills necessary for professional practice, such as articulating design ideas and collaborating with stakeholders, aligning with effective communication.
PILO 6:					✓	CILO 5 explicitly focuses on meeting NAAB standards for professional responsibility, directly aligning with ethical, legal, and professional standards in architectural practice and understanding the architect's societal role.
PILO 7:	✓	✓	✓			CILO 1 involves critical analysis of environmental psychology, CILO 2 applies research to user-centered design, and CILO 3 directly employs research methods and critical thinking to address environmental challenges, fostering skills for lifelong learning.

- **PILO 1**: Aligns with CILO 1, 4, and 5, as the course emphasizes theoretical knowledge (environmental psychology), historical/cultural contexts (Jordanian/Middle Eastern architecture), and a broad intellectual foundation (NAAB standards).
- **PILO 3**: Strongly connects with CILO 2, 4, and 5, focusing on user-centered design, cultural responsiveness, and professional standards that ensure public health, safety, and welfare.
- **PILO 5**: Primarily linked to CILO 5, as NAAB standards include communication skills for professional practice, though the course does not explicitly emphasize collaboration with diverse audiences beyond professional contexts.
- **PILO 6**: Directly tied to CILO 5, which addresses professional responsibility and the architect's societal role through NAAB alignment.
- **PILO 7**: Relevant to CILO 1, 2, and 3, as these outcomes focus on research, critical thinking, and application to environmental challenges, though the course emphasizes analysis over proposing solutions.
- **Unmapped PILOs**: PILO 2 (not provided in the list) and other potential outcomes (e.g., leadership, technical skills) are not directly addressed, as the course focuses on theoretical and analytical skills rather than practical design or management.
- **Justifications**: Each mapping is justified by highlighting the specific focus of the CILO (e.g., research, design, professional standards) and how it contributes to the broader program goals, ensuring a clear connection between course and program objectives.

23. NAAB Student Performance Criteria (SPC)

This course contributes to the following NAAB learnings outcomes (2020 edition):

- **A.1 Design Thinking**: Through design projects and studio work, students develop creative, user-centered solutions.
- **A.4 Communication Skills**: Presentations, sketches, and critiques enhance visual and oral communication.
- **A.6 Human Behavior**: Understanding environmental psychology and behavior informs design decisions.
- **A.7 Cultural Context and Social Factors**: Analysis of Jordanian and Middle Eastern contexts ensures culturally sensitive designs.

- **A.8 Research**: Students conduct research on environmental psychology and apply findings to design.
- **A.9 Sustainability**: Environmental elements (e.g., noise, crowding) and sustainable design are integrated.
- **B.3 Collaborative Practice**: Group activities and peer reviews foster collaboration.
- **B.11 Professional Responsibility**: Ethical design considerations, including user well-being, are emphasized.

24. Topic Outline and Schedule:

Week 1: Introduction to Architectural Design and Environmental Psychology

- **Topics**: Overview of the course, NAAB standards, and the relationship between architecture and human behavior; introduction to environmental psychology concepts.
- **Key Concepts**: Human-environment interactions, psychological needs
- **Readings**: Lang, J. (1991). *Creating Architectural Theory: The Role of the Behavioral Sciences in Environmental Design*, Introduction.
- **Activities**: Icebreaker activity; group discussion on local spaces and their behavioral impact;
- **NAAB Alignment**: Communication Skills (A.4). Human Behavior (A.6).

Week 2: Nature of the Problem

- **Topics**: Changing Nature of Professional-Client Relationship; Changes in Researcher/Clients/Users/Designers Relationship. Changes in the Architectural Context: Complex Society of Today, Social Distance, Administrative Distance. Architectural Determinism: Form and Function
- **Key Concepts**: Complexity, social fragmentation, bureaucratic challenges, and their effect on design processes. Impact of globalization, urbanization, and technology on architectural practice; social and administrative distances in modern societies, particularly in Jordan.
- **Readings**: Lang, J. (1987). Creating Architectural Theory: The Role of Behavioral Sciences in Environmental Design. VNR, New York. Pp. 13-31. Rapoport, Amos. (1979). Cultural Origins of Architecture. In: Snyder, James C., and Catanese, Anthony. (editors), Introduction To Architecture. McGraw-Hill Book Company, USA, pp. 2-20. Moore, Gary T. (1979). Environment-Behavior Studies. In: Snyder, James C., and Catanese, Anthony. (editors), Introduction to Architecture. McGraw-Hill Book Company, USA, pp. 46-48

Week 3: Nature of Architecture and Architectural Theory

- **Topics**: Defining architecture as art, science, and discipline; overview of architectural theory's role in practice and critique.
- **Key Concepts**: Art vs. science in architecture, theoretical frameworks (world views).
- **Topics**: Types of architectural theories (positive: substantive and procedural; normative); the role and need for a theoretical base in architecture.
- **Key Concepts**: Positive vs. normative theories, theory's practical utility, need for empirical grounding.
- **Readings**: Lang, J. (1991). *Creating Architectural Theory: The Role of the Behavioral Sciences in Environmental Design*, Introduction.

- **Activities**: Seminar on defining architecture's nature; students propose a theoretical framework for a local project.

Week 4: Environment-Behavior Research and Applications in Architecture

- **Topics**: Definitions (behavioral sciences, environmental psychology, environment-behavior research); Rapoport's three questions; environmental elements, built environment, behavioral settings, social interaction, perception, cognition, meaning, aesthetics, personal space, privacy, territoriality, and sample applications (residential and institutional design).
- **Key Concepts**: Environment-behavior models (Barker, Broadbent, Veitch & Arkkelin, Lang, Zeisel); practical applications in design.
- **Readings**: Moore, Gary T. (1979). Environment-Behavior Studies. In: Snyder, James C., and Catanese, Anthony. (editors), Introduction to Architecture. McGraw-Hill Book Company, USA, pp. 46-71. Rapoport, Amos. (1976). The MUTUAL INTERACTION OF PEOPLE AND THEIR BUILT ENVIRONMENT. Mouton Publishers, The Hague, Paris.

Week 5: Human Characteristics and Needs

- **Topics**: General characteristics of humans, motivations (visceral, somatic, comprehensive), personality traits, and their influence on design.
- **Key Concepts**: Psychological needs, cultural variations
- **Readings**: Chadirji, R. 1983. The Identification of Architectural Needs in the Middle East, lecture at RIBA, London, on the 11th January. Lang, J. 1987. Creating Architectural Theory: The Role of Behavioral Sciences in Environmental Design. VNR, New York. pp. 84-108. Kalat, James W. 1993. Introduction to Psychology. Brooks, Cole Publishing Company, Pacific Grove, California. Calhoun, J. & Acocella, Joan Ross. (1991). Psychology of Adjustment and Human Relationships. McGraw-Hill, Inc., USA.
- **NAAB Alignment**: Human Behavior (A.6), Cultural Context (A.7).

Week 6: Social Systems, Cultural Systems, and Architecture

- **Topics**: Impact of social and cultural systems on architectural design; Jordanian cultural heritage (Islamic, Roman) and its behavioral implications.
- **Key Concepts**: Cultural identity, social interaction, and design for community cohesion.
- **Readings**: Havilalnd, William A. 1993. Cultural Anthropology, 7th edition. Holt, Rinehart, and Winnston, Inc., USA.
- **Activities**: Studio project sketching a culturally sensitive design for a Jordanian neighborhood; seminar on cultural influences.
- **NAAB Alignment**: Cultural Context (A.7), Social Factors (B.3).

Week 7: Environmental Elements and the Built Environment

- **Topics**: Ambient conditions (light, noise, crowding), stress, affordances, and their effects; defining and classifying the built environment.
- **Key Concepts**: Environmental quality, user comfort, and design for well-being in Jordan's climate.

- **Topics**: Barker's behavioral settings model, social interaction in the environment, and design implications.
- **Key Concepts**: Settings as systems, social dynamics, and community design in Amman.
- **Readings**: Barker, R. G. (1968). *Ecological Psychology: Concepts and Methods for Studying the Environment of Human Behavior*, Chapter 2; Zeisel, J. (2006). *Inquiry by Design*, Chapter 5. McAndrew, Francis T. (1993). *Environmental Psychology*. Brooks/Cole Publishing Company, California. Chapters 3,4,7 Lang, J. (1987). *Creating Architectural Theory*, Chapter 6. Bartuska, T. J. (1994). The built environment: Definition and scope. In T. J. Bartuska & G. L. Young (Eds.), *The built environment: A collaborative inquiry into design and planning* (pp. 3–14). Wiley.
- **NAAB Alignment**: Sustainability (A.9), Human Behavior (A.6).

Week 8: Mid-Term Review and Feedback. Meaning and Semiotics in the Built Environment

- **Topics**: Review of mid-term design proposals; peer and instructor feedback on integrating environmental psychology into design.
- **Activities**: 15-minute presentations per student on mid-term projects; Q&A and critique session.
- **Topics: Semiotics, nonverbal communication, and meaning in architecture; Rapoport's model and Hershberger's classification of meaning.**
- **Key Concepts**: Symbolic design, cultural symbolism in Jordanian architecture (e.g., Umayyad arches).
- **Readings**: Rapoport, A. (1982). *The Meaning of the Built Environment*, Chapter 3; Jencks, C. (1987). *The Language of Post-Modern Architecture*, Chapter 1.
- **NAAB Alignment**: Communication Skills (A.4), Research (A.8), Cultural Context (A.7), Design Thinking (A.1).

Week 9: Environmental Perception and Cognition

- **Topics**: Environmental perception (psychophysics, Gestalt theory), cognitive maps, schemata, and their role in design.
- **Key Concepts**: How people see, understand, and navigate built spaces; implications for Amman's urban layout.
- **Readings**: Rapoport, A. (1982). *The Meaning of the Built Environment*, Chapter 2; Lynch, K. (1960). *The Image of the City*, Chapter 1. Moore, Gary T. 1979b. Knowing about Environmental Knowing: The Current State of Theory and Research on Environmental Cognition. Environment and Behavior, Vol. 11, No. 1, pp. 33-71. Veitch, R & Arkkelin,.D (1995). *Environmental Psychology: An Interdisciplinary Perspective*. Prentice-Hall, Englewood Cliffs, NJ. Chapter 4(pp. 75-116)
- **NAAB Alignment**: Design Thinking (A.1), Human Behavior (A.6).

Week 10: Environment-Behavior Models and Design Applications

- **Topics**: Broadbent's, Veitch and Arkkelin's, Lang's, and Zeisel's models; applying environment-behavior research to architectural design.
- **Key Concepts**: Design process integration, evidence-based design, and local applications.

- **Readings**: Broadbent, G. (1973). *Design in Architecture: Architecture and the Human Sciences*, Chapter 3; Veitch, R., & Arkkelin, D. (1995). *Environmental Psychology: A New Agenda*. Prentice Hall, Chapter 1.
- **NAAB Alignment**: Design Thinking (A.1), Research (A.8).

Week 11: Personal Space and Privacy

- **Topics**: Definitions of personal space (Hall's hidden dimension), privacy functions and mechanisms; their design implications.
- **Key Concepts**: Intimate, personal, social, and public distances; privacy in dense urban settings like Amman.
- **Readings**: Hall, E. T. (1966). *The Hidden Dimension*. Doubleday, Chapter 1; Altman, I. (1975). *The Environment and Social Behavior: Privacy, Personal Space, Territory, Crowding*. Brooks/Cole, Chapter 3.
- **NAAB Alignment**: Human Behavior (A.6), Design Thinking (A.1).

Week 12: Territoriality and Defensible Space

- **Topics**: Territoriality (types, functions, markers), Oscar Newman's defensible space theory; surveillance, image, and location in design.
- **Key Concepts**: Safety, control, and community in urban environments; applications in Amman.
- **Readings**: Newman, O. (1972). *Defensible Space: Crime Prevention Through Urban Design*. Macmillan, Chapter 1; Altman, I. (1975). *The Environment and Social Behavior: Privacy, Personal Space, Territory, Crowding*. Brooks/Cole, Chapter 3.
- **NAAB Alignment**: Human Behavior (A.6), Social Factors (B.3).

Week 13: Environmental Aesthetics, Attitudes, and Evaluation

- **Topics**: Aesthetics in architecture, user attitudes, and environmental evaluation; applying psychological principles to design beauty and functionality.
- **Key Concepts**: Aesthetic judgment, user satisfaction, and sustainability in Jordan.
- **Readings**: Lang, J. (1987). *Creating Architectural Theory*, Chapter 5. Steg, L., & de Groot, J. I. M. (Eds.). (2018). *Environmental psychology: An introduction* (1st ed.). Wiley-Blackwell.
- **Activities**: Critique of a Jordanian aesthetic design (e.g., Roman Theatre); mid-term project proposal presentations.
- **NAAB Alignment**: Design Thinking (A.1), Human Behavior (A.6).

Week 14 & 15: Final Presentations and Course Wrap-Up

- **Topics**: Presentation of final design projects integrating architectural design and environmental psychology; reflection on course themes and NAAB standards.
- **Activities**: 15-minute final project presentations per student; Q&A, feedback, and discussion on future applications in Jordanian architecture.

- **NAAB Alignment**: Communication Skills (A.4), Design Thinking (A.1), Professional Practice (B.11).

Week	Lecture	Topic	ILO(s) Linked to the Topic	Learning Type	Platform Used	Synchronous/Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Introduction to Architectural Design and Environmental Psychology	1, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
1	1.2	Introduction to Architectural Design and Environmental Psychology	1, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
2	2.1	Nature of the Problem	1, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
2	2.2	Nature of the Problem	1, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
3	3.1	Nature of Architecture and Architectural Theory	1, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
3	3.2	Nature of Architecture and Architectural Theory	1, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
4	4.1	Environment-Behavior Research and Applications in Architecture	1, 2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
4	4.2	Environment-Behavior Research and Applications in Architecture	1, 2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
5	5.1	Human Characteristics and Needs	1, 2, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
5	5.2	Human Characteristics and Needs	1, 2, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
6	6.1	Social Systems, Cultural Systems, and Architecture	2, 4, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
6	6.2	Social Systems, Cultural Systems, and Architecture	2, 4, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
7	7.1	Environmental Elements and the Built Environment	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
7	7.2	Environmental Elements and the Built Environment	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
8	8.1	Mid-Term Review and Feedback	2, 5	Face-to-Face	Teams	Synchronous	Midterm Review	Student Projects
8	8.2	Meaning and Semiotics in the Built Environment	2, 4	Face-to-Face	Teams	Synchronous	Midterm Review	As noted in the detailed schedule
9	9.1	Environmental Perception and Cognition	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
9	9.2	Environmental Perception and Cognition	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule

Week	Lecture	Topic	ILO(s) Linked to the Topic	Learning Type	Platform Used	Synchronous/Asynchronous Lecturing	Evaluation Methods	Learning Resources
10	10.1	Environment-Behavior Models and Design Applications	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
10	10.2	Environment-Behavior Models and Design Applications	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
11	11.1	Personal Space and Privacy	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
11	11.2	Personal Space and Privacy	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
12	12.1	Territoriality and Defensible Space	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
12	12.2	Territoriality and Defensible Space	2, 3	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
13	13.1	Environmental Aesthetics, Attitudes, and Evaluation	2, 3, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
13	13.2	Environmental Aesthetics, Attitudes, and Evaluation	2, 3, 5	Face-to-Face	Teams	Synchronous	Participation	As noted in the detailed schedule
14	14.1	Final Presentations and Course Wrap-Up	2, 3, 5	Face-to-Face	Teams	Synchronous	Final Presentations	Student Projects, Instructor Notes
14	14.2	Final Presentations and Course Wrap-Up	2, 3, 5	Face-to-Face	Teams	Synchronous	Final Presentations	Student Projects, Instructor Notes

25. Instruction and Evaluation Methods:

This course employs a **seminar-based approach**, integrating **theoretical instruction, literature review, critical discussion, and applied case study analysis** to enhance students' understanding of the **intersection between architecture and psychology**. The structure is designed to be **open-ended yet well-organized**, fostering an environment that encourages **active participation, critical thinking, and application**.

The course will follow a **progressive two-phase teaching methodology**, ensuring a **gradual transition from foundational knowledge to independent inquiry and project-based learning**:

1. **First Phase: Lecture-Based Instruction**
   - The initial phase will consist of **lectures delivered by the instructor**, focusing on **fundamental theories, principles, and key readings** necessary for subsequent discussions.
   - These lectures will provide a **structured foundation in environmental psychology, perception, and human behavior in architectural spaces**.
2. **Second Phase: Seminar-Based Engagement**

- The course will shift toward **student-led discussions**, where students will **analyze and critique** selected readings.
- Each session will incorporate **summarized reading materials, student essays, and guided discussions**, encouraging deeper engagement with **environment-behavior theories, spatial cognition, and case studies**.
- Small **group collaborations (2-4 students per group) will be formed** to facilitate **critical discourse and interactive learning**.
- **Applied Project & Case Study Presentations**
  - Students will **take an active role** in directing discussions by presenting **group projects focused on architectural psychology, morphology, and design critique**.
  - Emphasis will be placed on **writing as a craft, architectural modeling techniques, and analytical skills**.
  - Students will engage in **peer critiques**, refining their ability to **articulate architectural arguments and respond to critical feedback**.
  - Discussions will revolve around **textual analysis, case study precedents, and real-world design applications**.

After the second week of the semester, students will be **provided with reading materials** ensuring **adequate preparation for discussions**. The class will meet **twice weekly**, fostering a consistent **balance between theoretical instruction and hands-on application**. This **dynamic teaching method** ensures that students develop **a robust conceptual framework**, while also **enhancing their ability to critically analyze, discuss, and apply design psychology principles** in architectural practice.

The final grade for this course will be based on a **comprehensive evaluation of students' engagement, analytical rigor, research quality, and presentation skills**. Assessment will encompass **active participation in seminar discussions, performance in examinations and quizzes, quality of written work, and effectiveness in verbal and visual communication**.

1. Participation, Seminar and reading Engagement, and Preparation (10%)

To facilitate meaningful discussion and **intellectual engagement with the course material**, students are required to **complete all assigned readings before each seminar session**. Active reference to these readings in discussions will be taken into account in participation grading.

Participation in this course is **not limited to attendance** but requires **active intellectual contribution** to seminar discussions. Students are expected to critically engage with the course material by asking questions, formulating arguments, and contributing meaningful insights. Passive attendance without substantive engagement in discussions will not be sufficient to attain a **grade of B or above**.

2. Examinations (Midterm and Final) – 80%

Both the midterm and final exams will assess students' **factual, procedural, and conceptual knowledge** accumulated throughout the semester. The exams will evaluate students' ability to:

- Demonstrate a comprehensive understanding of key **theories, concepts, and case studies**.
- Apply **environmental psychology principles** to architectural contexts.
- Critically analyze and synthesize theoretical perspectives with **design applications**.

3. Term Paper (10%)

The **term paper** serves as a major component of the assessment, emphasizing **depth of research, intellectual strength of argumentation, and clarity of structure**. To receive a **grade of B or higher**, the paper must:

- Be based on **thorough and methodologically sound research** on a specific topic relevant to design and psychology.
- Demonstrate **coherent argumentation, critical analysis, and engagement with scholarly literature**.
- Be professionally structured and well-articulated, following **academic writing standards**.

Papers that fail to properly cite all sources, including **textual and visual materials**, will not be considered for **a grade in the B range or higher**. **Plagiarism or failure to attribute sources will result in academic penalties.**

Grade Scale:
Approximate distribution of students within scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
88-100	84-87	79-83	75-78	71-74	66-70	62-65	58-61	54-58	53-50	45-49	0-44
15%		50%						35%			

Grade Scale:

- **A, A-** indicates **excellent** performance.
- **B+, B, B-** indicates **good** performance.
- **C+, C, C-** indicates **satisfactory** performance.
- **D+, D** indicates **less than satisfactory** performance.
- **D-, F** indicates unsatisfactory performance (no credit: always include last date of attendance).

Passing Grades	Description
A, A-	**Outstanding** and **excellent** performance. Normally achieved by a minimum of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter. The student demonstrates a flawless and comprehensive understanding of the required knowledge and skills, executing them impeccably across various situations. Consistent evidence of analysis, synthesis, and evaluation is apparent,
B+, B, B-	**Very good**, **good** and **solid** performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area. The student consistently and comprehensively grasps the required knowledge and skills, applying them proficiently in diverse contexts. Evidence of analysis, synthesis, and evaluation is typically
C+, C, C-	**Satisfactory**, or **minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter. The student demonstrates a good overall understanding of the required knowledge and skills, effectively applying them in standard situations. Occasional instances of analysis, synthesis, and
D+, D	**Marginal** Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter. The student displays limited achievement across most objectives, or encounters clear difficulties in specific areas. There is a restricted understanding of the required knowledge and skills, with full application possible only in typical situations with assistance.
Failing Grades	**Description**
D-, F	**Unsatisfactory** performance. Wrote final examination and completed course requirements; no supplemental. The student exhibits very limited achievement across all objectives, struggling to grasp the required knowledge and skills and facing challenges in applying them adequately even with support.

Evaluation Activity	Mark (%)	Topic(s)	ILO/s Linked to the Evaluation Activity	Period (Week)	Platform
Class Participation & Discussions	10%	Engagement in environmental psychology, behavior, and architecture-related discussions	Active critical thinking, engagement in discussions, articulation of design responses	Weeks 1–14	In-Class, LMS
Weekly Reading Reflections	0%	Assigned readings on environmental psychology, human behavior, and design	Understanding fundamental theories and research in environmental psychology	Weeks 2–12	LMS (Moodle, Blackboard)
Case Study Analysis (Group Presentation)	15%	Analysis of built environments using psychology-based critique frameworks	Ability to analyze and present case studies critically	Weeks 5–8	In-Class, LMS
Midterm Exam	30%	Covering topics from Weeks 1–7 (Psychology, Environment-Behavior Theories, Design)	Evaluating theoretical comprehension, critical reasoning, and knowledge retention	Week 8	In-Class
Design Critique Assignment	15%	Application of environment-behavior theories to a real or hypothetical design problem	Ability to critique architectural projects using scientific and psychological lenses	Week 10	LMS

Final Research Paper	10%	In-depth study on a selected topic in environmental psychology and architecture	Research skills, academic writing, critical analysis, synthesis of concepts	Week 14	LMS (Turnitin, Submission Portal)

Evaluation Activity	Mark	Topic(s)	ILO/s Linked to the Evaluation activity	Period (Week)	Platform

26. Course Requirements:

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform…etc.):

27. Course Policies:

All university rules and regulations will be strictly followed in evaluating students.

A- Attendance policies:

Absence percentage will not exceed 15% of the total lectures of the semester, which means that by the sixth absence, the student will not attend the final exam. Leaving class before it ends, or taking an extended bathroom or water break that lasts 1/3 of the class time or longer, will be considered an unexcused absence.

B- Absences from exams and handing in assignments on time:

- assignments are to be handed in on the dates and times scheduled
- incomplete work is accepted with the highest grade being at a C
- late work is not accepted
- work submitted by others is not accepted
- extensions are not granted
- make-ups are not granted

If a student is unable to submit a piece of coursework or attend an exam by the published deadline due to circumstances beyond control such as an emergency or other mitigating reasons that is accepted by the University (The circumstances must be fully and officially documented), the student has to hand it in as soon as he/she can after that. There will be no adjustment made for absence, late work, or incomplete work due to controllable

events (such as visits to the Student Health Center, job interviews, holiday flights, and work schedules).

The grade of I (Incomplete) is assigned ONLY in accordance with the criteria set out in the School of engineering Bulletin and University regulations. A grade of Incomplete may be given only when the work of the course is substantially completed when the student's work is of passing quality. https://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior, and Ai use:

Misbehaviour:

Instructor may refuse a student admission to a lecture, a tutorial or learning activity set out in the course outline because of lateness, misconduct, inattention or failure to meet the responsibilities of the course set out in the course outline. Students who neglect their academic work may be assigned a final grade of N or debarred from final examinations.

Behaviours that inhibits other students' ability to learn and an instructor's ability to teach persistently or grossly interferes with classroom activities is considered disruptive and is subject to disciplinary action. A student responsible for disruptive behaviour may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

Academic dishonesty includes but is not limited to acts such as cheating on exams or assignments; plagiarizing the words or ideas of others; fabricating material or citations; facilitating acts of academic dishonesty by others; claiming authorship of works done by others whether students or professionals; submitting work completed previous works by self or others; and/or submitting the same work to multiple classes in which a student is enrolled simultaneously. All these cases will be dealt with according to the rules and regulation stated out in the rules and regulations applied at the University of Jordan as posted on the University webpage

Policy on the Use of Generative AI Tools in the Course

In this course, the use of **generative AI tools** (e.g., **ChatGPT, DALL-E, Midjourney, etc.**) is **permitted under specific conditions** to support students in **enhancing their research, refining their ideas, and improving their academic writing skills**. However, AI tools **must be used ethically and transparently**, adhering to **academic integrity standards** set by the university.

Permitted Uses of AI Tools

Students may use generative AI tools for the following activities:

- **Brainstorming and conceptual development:** Exploring ideas related to design and psychology in architecture.
- **Refining research questions:** Structuring and narrowing down research topics.

- **Finding preliminary information on a topic:** Gaining insights to support critical analysis.
- **Drafting outlines and organizing thoughts:** Structuring arguments and coursework.
- **Grammar and style checks:** Enhancing the clarity and readability of academic writing.

Prohibited Uses of AI Tools

The use of generative AI tools is **not allowed** for the following activities:

- **Generating content that misrepresents your original work**, including AI-composed responses for seminar discussions, presentation scripts, or Zoom chats.
- **Completing group work assigned specifically to you**, unless explicitly approved by all group members.
- **Drafting writing assignments in part or in full**, including essays, case study analyses, or reports.
- **Producing entire sentences, paragraphs, or complete assignments using AI tools**, as this undermines independent critical thinking and academic originality.

Responsibility, Citation, and Academic Integrity

Students are **fully responsible** for all submitted work, including any content derived from AI tools. This means ensuring that information is **accurate, free from misinformation, does not violate intellectual property laws, and aligns with ethical research standards**.

Any use of AI tools must be properly documented and cited in accordance with the university's academic honesty policy. Students should use **[Insert Preferred Citation Style, e.g., APA, Chicago, MLA]** when referencing AI-generated content.

Consequences of Unauthorized AI Use

Unauthorized use of AI tools will be considered a **violation of academic integrity** and subject to appropriate academic penalties. Any assignment found to have relied on AI in **unauthorized ways** will be subject to penalty as stated by the rules and regulations of student conduct at the university of jordan
https://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx

E- Grading policy:

See above

F- Available university services that support achievement in the course:

Access to Wi-Fi internet, Proper electronic library, Department library, Main Library

G-Lecture room courtesy

- Academic and social manners and civility are not trivial; they help to establish and maintain the quality of relationships between individuals involved in the academic experience and they inform proper everyday behaviours. To that end, kindly observe the following guidelines for maintaining a civil educational environment
- Punctuality in attendance and leaving: It's courteous to be on time and to not leave class early. Students who arrive late disrupt class unnecessarily. Students who walk out of class early risk giving an unintentionally negative impression by exiting unexpectedly. If circumstances require you to be late for class, or require you to leave early, please alert the instructor either before or after class. Punctuality is highly appreciated; habitual lateness is likely to have a negative impact on one's grade.
- In deciding whether or not to attend class: Please do not ask your instructor if she is covering anything “important” on that day. This course is carefully planned out – every lecture is important.
- Respect for others: treating opinions and ideas with respect is a basic courtesy that is appreciated by all. It's important that each of us extend this courtesy to each other as part of our everyday class interactions. Respectful behaviors include listening carefully and attentively to what others have to say, offering comments and challenges to ideas in ways that address issues rather than personalities, coming to class on time, being prepared for the day's readings and activities, and refraining from talking or reading while others are speaking.
- Class Rules: lecture halls are communal spaces. All students are expected to be respectful to others who share the space, no beverages or food is allowed into the lecture room. Keep the room tidy and clean, and give utmost care to the equipment.
- Working on the lab computers during presentations: all students are expected to pay attention and take notes during lectures. Please refrain from working on the individual computers during class, presentations or discussions unless you take permission or doing so is an explicit component of the class exercise. Working on anything not related to lecture topic will lead to immediate dismissal from class. Repeating such actions will eventually affect the final grade
- Mobile phones: the use of phones in any manners is strictly prohibited. All Please make certain that all electronic devices are turned off before class begins.
- Bringing a newspaper or study materials (from other classes) to class: do not study material from other classes during this class. If you feel that you must spend our class time studying or doing homework, please go to the library.
- The content of the syllabus, lectures, and presentations; the design of the assignments; and calculation of the grade you earn are not starting points for negotiation. While the instructor is always willing to work with students on a one-on one-basis, individual terms cannot be negotiated with each student.
- Bringing guests to class: If you wish to bring a guest to class e.g. friend, relative, siblingplease consult with the instructor prior to the visit. Visitors are generally welcome in class; however, the instructor does reserve the right to decline accommodating requests for visits.
- The instructor reserves the right to request that a student (or visitor) leave the classroom in the event that his or her behaviour becomes unduly distracting or disruptive to the purposes of the class or to maintaining the civility of the classroom environment.

28. References:

A- Required book(s), assigned reading and audio-visuals:

B- Recommended books, materials, and media:

- Altman, I. 1975. THE ENVIRONMENT AND SOCIAL BEHAVIOR. Monterey, California: Brooks/Cole.
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- Jomah, Hisham A. S. 1991. Architects, Clients, and Their Relationship. Edinburgh Architecture Research, Vol. 18, pp. 71-85.
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- Kaplan, Stephen. 1988. Perception and Landscape: conceptions and misconceptions. In: Nasar, Jack L. (ed.), ENVIRONMENTAL AESTHETICS: Theory, Research, & Applications. Cambridge University Press, New York.
- Katzer, Cook, Crounch. 1982. EVALUATING INFORMATION. Addison-Wesly Publishing Company, London.
- Krampen, Martin. 1991. Environmental Meaning. In: Zube, Ervin & Moore, Gary T. (editors), ADVANCES IN ENVIRONMENT, BEHAVIOR, AND DESIGN vol. 3. Plenum Press, New York & London, pp. 231-268.
- Environmental Psychology An Introduction, Second Edition by Linda Steg Judith I. M. de

- Lang, J. 1987. CREATING ARCHITECTURAL THEORY: The Role of Behavioral Sciences in Environmental Design. VNR, New York.
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- Zube, Ervin & Moore, Gary T. (editors). 1991. ADVANCES IN ENVIRONMENT, BEHAVIOR, AND DESIGN vol. 3. Plenum Press, New York & London.

29. Additional information:

Name of the Instructor or the Course Coordinator: ……	Signature: ……	Date: ……
Name of the Head of Quality Assurance Committee/ Department ……	Signature: ……	Date: ……
Name of the Head of Department ……	Signature: ……	Date: ……
Name of the Head of Quality Assurance Committee/ School or Center ……	Signature: ……	Date: ……
Name of the Dean or the Director ……	Signature: ……	Date: ……