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| Form: Course Syllabus | Form Number | EXC-01-02-02A |
| | Issue Number and Date | 2/3/24/2022/2963 05/12/2022 |
| | Number and Date of Revision or Modification | |
| | Deans Council Approval Decision Number | 2/3/24/2023 |
| | The Date of the Deans Council Approval Decision | 23/01/2023 |
| | Number of Pages | 06 |

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| 1. | Course Title | Basic Design (2) |
| 2. | Course Number | 0992122 |
| 3. | Credit Hours (Theory, Practical) | 4 |
| | Contact Hours (Theory, Practical) | 8 |
| 4. | Prerequisites/ Corequisites | 0992121 |
| 5. | Program Title | Bachelor of Architecture Engineering |
| 6. | Program Code | 0902 |
| 7. | School/ Center | School of Engineering |
| 8. | Department | Department of Architecture Engineering |
| 9. | Course Level | Undergraduate, 1st year Students |
| 10. | Year of Study and Semester (s) | 2024/2025, Spring semester |
| 11. | Other Department(s) Involved in Teaching the Course | None |
| 12. | Main Learning Language | |
| 13. | Learning Types | <input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online |
| 14. | Online Platforms(s) | <input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams |
| 15. | Issuing Date | 27/2/2022/ |
| 16. | Revision Date | 9/3/2025 |

17. Course Coordinator:

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19. Course Description:

As stated in the approved study plan.

An introduction to architectural design. Relation between architectural spaces and the surroundings. Entrances and in-out relation. Relation between 2D and 3D.

20. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

1. Emphasize the previously learned Design Elements Principles such as scale, proportion, balance, harmony, unity, and variety.
2. Understanding human needs through studying human requirements, human scale, and human dimensions as they relate to humans as a user, modules, and function
3. Achieving an ability to explain the spatial relationship amongst different masses and spaces.
4. Analyzing design principles in a natural environment through studying the following: nature, colors, phenomenon, elements and components, control, and constraint.
5. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into an architectural design project.

21. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

1. Use of Precedents
2. Ordering Systems Skills
3. Design Thinking Skills



4. Fundamental Design Skills

| Course ILOs | The learning levels to be achieved | | | | | |
|-------------|------------------------------------|---------------|----------|-----------|------------|----------|
| | Remembering | Understanding | Applying | Analysing | evaluating | Creating |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
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22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:

| Program ILOs / Course ILOs | ILO (1) | ILO (2) | ILO (3) | ILO (4) | ILO (5) |
|--|---------|---------|---------|---------|---------|
| 1 The ability to Analyze visual objects design | | | | | |
| 2 Apply knowledge of graphics vocabulary | | | | | |



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|--|--|--|--|--|--|
| 3 The ability to articulate visual ideas (2d+3d) | | | | | |
| 4 Apply knowledge of design principles | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

23. Topic Outline and Schedule:

| Week | Topic | Achieved ILOs | Evaluation Methods | Reference |
|------|------------------|---|---|-----------|
| 1 | 24 Feb 26 Feb | Introduction to project 1 , Site visit, site measuring & discussion A A. 3 | Lab assignment | 2 |
| 2 | 3 Mar 5 Mar | Creating and drawing a plan Creating and drawing a section A.8 C.2 | Lab assignments, feedback and home works | |
| 3 | 10 Mar 12 Mar | Technical drawing (pencil drawing) Technical drawing (pen drawing) A.7 C.7 A.2 A.7 | Lab assignments and feedback Plan and Section Submission (pin up) | 1 2 |
| 4 | 17 Mar | Architectural data and standards | Lab assignments and home works | 3 |



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|----|--------|---|--------------------|---|----------------------------|
| | 19 Mar | Data collection (architectural data and standards) | A.2 A.1 A. 3 | Drawing plans and sections | Neufert's Architects' Data |
| 5 | 24 Mar | Architectural data and standards | A.2 | Plans and Sections Submission (pin up) | |
| | 26 Mar | Stairs | | Lab assignments and home works | |
| 6 | 31 Mar | Eid Al Fiter Holiday | | | |
| | 2Apr | | | | |
| 7 | 7 Apr | Introduction to project 2: Data collection and research | A.2 | Lab assignments and home works | 1 |
| | 9 Apr | | A. 3 | | 2 |
| 8 | 14 Apr | Data collection, Case studies and site selection feedback | A.2 | Lab assignments and home works | 2 3 |
| | 16Apr | Keywords and concepts | | Lab assignment and feedback | |
| 9 | 21 Apr | Mid Term Exam | A.1 A. 3 | (10%) | |
| | 23Apr | Massing and conceptual plan | A.1 | | |
| 10 | 28 Apr | Development | A.8 | Submission | |
| | 30 Apr | Plans and sections | C.2 | | |
| 11 | 5 May | Development | A.7 C.7 | Lab assignments and home works | 1, 2 |
| | 7 May | | A.1 A. 3 | | 3 |
| 12 | 12 May | Development | A.2 | | |



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|----|--------|-----------------------|-----|--|--|
| | 14 May | | | Lab assignments and home works | |
| 13 | 19 May | Development | A.2 | Lab assignments and home works | |
| | 21 May | | C.7 | | |
| 14 | 26 May | Final submission | A.2 | Submission (pin up), oral presentation and External Jury | |
| | 28 May | | A8 | | |
| 15 | 2 June | | | Final Exam (20%) | |
| | 4 June | Final day of teaching | | | |

24. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

| Evaluation Activity | Mark | Topic(s) | ILO/s Linked to the Evaluation activity | Period (Week) | Platform |
|---------------------|------|---------------------------|---|---------------|---------------|
| Feedback | 30% | All Topics Design Process | | | Face to Faces |
| Pin Up | 40% | Submission of Project | | | |
| Sketch Design | 30% | | | | |
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25. Course Requirements:

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

Design Studio, Drawing Tables, Hanging Boards, Data show

26. Course Policies:

A- Attendance policies:

Attendance for this studio is mandatory. Attendance will be taken on every studio throughout the semester

If you must miss a class meeting, contact your tutor and explain the reason for your absence, or contact your tutor upon your return to determine what work you missed.

Work will take place in the lecture hall, studio, or field environments. You are expected to work on assigned projects during class time, even if you are not directly engaged with your tutor.

An absence of more than 15% of all the number of classes, which is equivalent of (7) classes, requires that the student provides an official excuse to the instructor and the dean. • If the excuse was accepted the student is required to withdraw from the module. • If the excuse was rejected the student will fail the module and mark of zero will be assigned as stated in the laws and regulations of the University of Jordan. Please refer to pages 133 and 134 of the student handbook

B- Absences from exams and submitting assignments on time:

For weekly exercises: one day late lose 30%

2-3 days late students lose 50%

More is not accepted unless the student have an accepted excuse



Final exam, make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to provide an excuse for the absence within three days to schedule a make-up session; otherwise, the recorded score for that exam for the student will be a zero.

C- Health and safety procedures:

All student should follow Studio instruction of how to use cutters, cutting pad and should bring a special rubber/ metal ruler cutter

D- Honesty policy regarding cheating, plagiarism, misbehavior:

Students are expected to observe all University guidelines pertaining to academic misconduct.

Students should show all sketches he/she went through to achieve the final design

E- Grading policy:

Two semester Projects ,the first one is 3 weeks of studio assignments, the second one is 10 weeks studio work, exercises all have 80%

Final Exam 20%

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

27. References:

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

1. Ching, Fancis D K (1979). Form, Space, and Order. New York: Van Nostrand Reinhold.
2. Ching, Fancis D K (1975). Architectural Graphics. New York: Van Nostrand Reinhold. Baker, Geoffrey H (1989). Design Strategies in Architecture: an approach to the analysis of form. New York: Van Nostrand Reinhold.
3. Clark, Roger H and Michael Pause (1985). Precedents in Architecture. New York: Van Nostrand Reinhold.
4. Laseau, Paul (1989). Graphic Thinking for Architects and Designers. New York: Van Nostrand Reinhold.
5. Krause, Jim, 2002, Color Index, David & Charles Book. Ohio, USA
6. Baker, Geoffrey H (1989). Design Strategies in Architecture: an approach to the analysis of form. New York: Van Nostrand Reinhold.

B- Recommended books, materials, and media:

1. Ching, Fancis D K (1979). Form, Space, and Order. New York: Van Nostrand Reinhold
2. Neufert's Architects' Data , 2012, Blackwell Publishing Ltd



28. Additional information:

Development of ILOs is promoted through the following teaching and learning methods:

Pedagogical strategy, is based on the following principles:

(1) Reflective teaching, Reflection-on-action Schön (1983): reflection means recognizing, examining, and ruminating over the way tutors teach¹. After every design studio notes were addressed, besides the evaluation of all reflection notes after the project ended Navaneedhan (2011).

(2) Push students to think about doing, through design process. (Sickler- Voit, 2007). Tutors provide weekly sheets for students which stipulate the tasks.

(3) Developing students' abilities to direct their own learning, evaluate their own progress, and support the learning of others. (Holgate, 2008)

(4) Communicating the design development; by interpretation of their sketches. (Goldschmidt, 2003) within studio feedback and critiques.

(5) The use of sketches as an extension of mental imagery; therefore has the freedom of imagery to retrieve previously stored images and to manipulate them rapidly (Goldschmidt, 2003)

(6) Expanding and varying the search space of alternatives

(7) Portfolio Assessment: A portfolio is a structured collection comprising evidence and critical reflection on that evidence. Summative assessment is based upon the cumulative output of the preceding weeks of formative assessment and feedback.

(8) Students are afforded the opportunity on a weekly basis to develop and demonstrate the skills and learning that will be required to complete the summative assessment.

(9) Formal Feedback Provision: The iterative process of the studio tutorial allows the tutor to monitor the students' progress effectively; any misunderstandings in communications or expectations can be attended to at the following session. Feedback provides the practice of critiquing.

(10) Informal progress feedback: the ability of tutors to communicate assessment criteria explicitly

(11) Defining Learning Outcomes on weekly basis; to be clear for both students and tutors team members.

Formal studio feedback and critique sessions are mostly structured as a series of interlocking reasoning processes. Initial presentations usually involve persuasive and rhetorical components in which students attempt to convince their tutors that their design proposal is an ideal solution by reasoning through the choices they have made and highlighting the project's strongest points. On the other hand, tutors as critics identify particular features of the design for further discussion and elaboration, often drawing out what they see as problems requiring solutions, or areas needing improvement. Walking through why a feature is problematic (or successful) from the critic's point of view requires a reasoned explanation that in general makes sense to both the critic and the student. The student is then free to accept or counter the criticism with his/her own reasoning

¹ http://www.weblearn.bham.ac.uk/prodait/resources/cr_on_teaching.pdf.



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