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

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)**	2023/2024, Spring semester
11.	**Other Department(s) Involved in Teaching the Course**	None
12.	**Main Learning Language**	
13.	**Learning Types**	☐Face to face learning ☐Blended ☐Fully online
14.	**Online Platforms(s)**	☐Moodle ☐Microsoft Teams
15.	**Issuing Date**	27/2/2022/
16.	**Revision Date**	9/3/2024

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						

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					
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	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous	Evaluation Methods	Learning Resources
1	1.1	Course Introduction		Face to Face			discussion	Neufert's Architects' Data
	1.2	Site visit		Face to Face			discussion	Site measuring
	1.3	Site measuring		Face to Face			Feedback	
2	2.1	Drawing plan		Face to Face			Feedback	
	2.2	Drawing section		Face to Face			Feedback	
	2.3	Designing space		Face to Face			Feedback	
3	3.1	Designing space		Face to Face			Feedback	
	3.2	Technical drawing and design		Face to Face			Pin Up	Neufert's Architects' Data
	3.3	Technical drawing and design		Face to Face			Pin Up	
4	4.1	Introduction to project 2		Face to Face			Discussion	
	4.2	Data collection		Face to Face			Discussion	Neufert's Architects' Data
	4.3	Data collection		Face to Face			Feedback	Neufert's Architects' Data
5	5.1	Case study		Face to Face			Feedback	
	5.2	Case study		Face to Face			Feedback	
	5.3	submission		Face to Face			Hanging	
6	6.1	Site analysis		Face to Face			Feedback	
	6.2	Site analysis		Face to Face			Feedback	
	6.3	Site analysis		Face to Face			Feedback	
7	7.1	Submission		Face to Face			Hanging	
	7.2	Midterm Exam		Face to Face			Quiz	
	7.3	Standards		Face to Face			Feedback	
8	8.1	Standards		Face to Face			Feedback	
	8.2	Standards		Face to Face			Feedback	
	8.3	Submission		Face to Face			Hanging	
9	9.1	Design development		Face to Face			Feedback	
	9.2	Design development		Face to Face				
	9.3	Design development					Feedback	
10	10.1	Design development					Feedback	
	10.2	Design development					Feedback	

	10.3	Design development					Feedback	
11	11.1	Submission					Hanging	
	11.2							
	11.3							
12	12.1							
	12.2							
	12.3							
13	13.1							
	13.2							
	13.3							
14	14.1							
	14.2							
	14.3							
15	15.1							
	15.2							
	15.3							

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	Period (Week)	Platform

			Evaluation activity		
Feedback	30%	All Topics Design Process			Face to Faces
Pin Up	40%	Submission of Project			
Sketch Design	30%				

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 2 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

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

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

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