| 1 | Course title | Basic design 1 |
|---|---|---|
| 2 | Course number | ( 0992121 ) |
| 3 | Credit hours (theory, practical) | 4 |
| | Contact hours (theory, practical) | 8 |
| 4 | Prerequisites/corequisites | none |
| 5 | Program title | Architecture engineering |
| 6 | Program code | |
| 7 | Awarding institution | University Of Jordan |
| 8 | School | Engineering |
| 9 | Department | Architecture engineering |
| 10 | Course level | 1 |
| 11 | Year of study and semester (s) | First Year |
| 12 | Other department (s) involved in teaching the course | ------ |
| 13 | Main teaching language | English |
| 14 | Delivery method | ☑Face to face learning ☐Blended ☐Fully online |
| 15 | Online platforms(s) | ☑Moodle ☑Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| 16 | Issuing/Revision Date | 2023 |

**17. Course Coordinator:**

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**18. Other instructors:**

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## 19. Course Description:

As stated in the approved study plan.
An introduction to principles of aesthetic appreciation, plastic art and architecture. Basic methods of design. Two and three-dimensional configurations. Model building using different experimental materials to implement imaginative and conceptual forms.
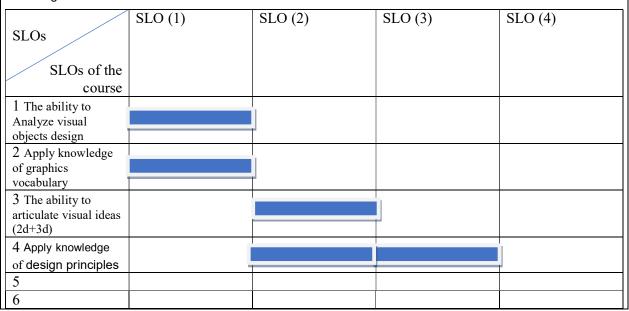
## 19. Course aims and outcomes:

A- Aims:

• Students will explore initial concepts that form the basis for architectural design.
• Developing vocabulary in architecture to be able to articulate visual ideas more fully
•Analyzing visual natural observation.
• Provide an overview of the design process (analysis, concept, development, and the final output) and how the ideas may have translated to drawings
• Many forms of visual communication from freehand drawing through orthographic projection and physical model-making are developed
• Students will learn basic presentation skills to be used throughout their academic career
• Model-making is explored through a variety of materials (folding Paper, hardboard, steel and wooden sticks)

B- Students Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:
SLO (1) identify and analyze architectural problems
SLO (2) Develop and apply architectural skills
SLO (3) Develop and research a creative thinking skills

A2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design

| SLOs ⟍ SLOs of the course | SLO (1) | SLO (2) | SLO (3) | SLO (4) |
|---|---|---|---|---|
| 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 | | | | |

## 21. Topic Outline and Schedule:

| Week | Lecture | Topic | Student Learning Outcome | Learning Methods (Face to Face/Blended/ Fully Online) | Platform | Synchronous / Asynchronous Lecturing | Evaluation Methods | Resources | |
|------|---------|-------|--------------------------|-------------------------------------------------------|----------|--------------------------------------|--------------------|-----------|---|
| 1 | 1.1 | Course Introduction | | Face to Face | | | | | |
| | 1.2 | Design elements , principles & qualities | 1 | | | | Discussion | 1 chapter 1 | |
| 2 | 2.1 | Design elements , principles & qualities | 1 | Face to Face | | | Pin Up | 1 chapter 6+7 | |
| | 2.2 | Islamic geometric patterns (motifs) | 4+2 | Face to Face | | | Feedback | Students research | |
| 3 | 3.1 | Islamic geometric patterns (motifs) + Extracting unit | 4+1+2 | Face to Face | | | Submission + Feedback | | |
| | 3.2 | Extracting unit | 1 | Face to Face | | | Feedback | | |
| 4 | 4.1 | Spatial Organizations | 3+4 | Face to Face | | | Feedback | 1 chapter 1+2 | |
| | 4.2 | Spatial Organizations | 3+4 | Face to Face | | | Feedback | 1 chapter 1+2 | |
| 5 | 5.1 | Spatial Organizations | 3+4 | Face to Face | | | Submission | 1 chapter 1+2 | |
| | 5.2 | Modular system (Introducing grid) | 4 | Face to Face | | | Feedback | 1 chapter 6 | |
| 6 | 6.1 | Modular system (Introducing grid) | 4 | Face to Face | | | Feedback | 1 chapter 6 | |
| | 6.2 | Modular system (Introducing grid) | 4 | Face to Face | | | Submission | 1 chapter 6 | |
| 7 | 7.1 | **Sketch Design** | | Face to Face | | | Class work | | |
| | 7.2 | Mass system | 3+4 | Face to Face | | | | 1 chapter 1+2+3 | |
| 8 | 8.1 | Mass system | 3+4 | Face to Face | | | | 1 chapter 1+2+3 | |

| | | | 3+4 | Face to Face | | | | 1 chapter 1+2+3 |
|---|---|---|---|---|---|---|---|---|
| | 8.2 | Mass system | | | | | Feedback | |
| 9 | 9.1 | Mass system | 3+4 | Face to Face | | | Feedback | 1 chapter 1+2+3 |
| | 9.2 | Mass system | 3+4 | Face to Face | | | Submission | 1 chapter 1+2+3 |
| 10 | 10.1 | Planar system | 3+4 | Face to Face | | | Feedback | |
| | 10.2 | Planar system | 3+4 | Face to Face | | | Feedback | |
| 11 | 11.1 | Planar system | 3+4 | Face to Face | | | Pin up | |
| | 11.2 | Planar system & lines | 3+4 | Face to Face | | | Feedback | |
| 12 | 12.1 | Holiday | | | | | | |
| | 12.2 | Planar system & lines | 3+4 | Face to Face | | | Feedback | |
| 13 | 13.1 | Holiday | | | | | | |
| | 13.2 | Planar system & lines | 3+4 | Face to Face | | | Feedback | |
| 14 | 14.1 | **Final Submission** | | Face to Face | | | Jury | |
| | 14.2 | | | Face to Face | | | | |
| 15 | 15.1 | **Final Sketch Design** | | Face to Face | | | Class work | |
| | 15.2 | | | Face to Face | | | | |

## 22 Evaluation Methods:

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

| Evaluation Activity | Mark | Topic(s) | SLOs | Period (Week) | Platform |
|---|---|---|---|---|---|
| Feedbacks | 20% | All Topics Design Process | 1+2+3 | | Face to Face |
| Submissions | 50% | Submission of Project | | | Face to Face |
| Sketch Design | 30% | | | 7 + 15 | Face to Face |
| | | | | | |
| | | | | | |
| | | | | | |

## 23. Course Requirements:

Design Studio, Drawing Tables, Hanging Boards, Data show

**24. 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 handing in 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:
One semester Project is divided into minor 1- 2 weeks exercises all have 80%
Final Exam 20%
F- Available university services that support achievement in the course:

**25. References:**

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.


Recommended books, materials, and media:

**Ching**, Fancis D K (1979). *Form, Space, and Order*. New York: Van Nostrand Reinhold

## 26. 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

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

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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 Course Coordinator: ----------------------------------Signature: ------------------ Date: ------------

Head of curriculum committee/Department: ---------------------------- Signature: --------------------------

Head of Department: --------------------------------------------------------- Signature: ----------------------

Head of curriculum committee/Faculty: ---------------------------------------- Signature: --------------------

Dean: ------------------------------------------------------ -Signature: -------------------------------------------