Course Syllabus - BSc

General Information:

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| College | Faculty of Engineering |
| Department | Architectural department |
| Semester | Second (Spring) | Academic Year | 2020/2021 |

Course Details:

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| --- | --- | --- | --- |
| Course Code | 60381202 | Course Title | Basic design 2  |
| Credit Hours | 3 | Theoretical | 1 | Practical | 4 | Contact | 5 |
| Course Level | Year | 1 | Semester | 2 |
| Pre-requisite | 60381101 | Co-Requisite | none |
| Required, Elective, or Special Topics | Required |
| Web Address |  |

Course Instructor Information:

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| --- | --- |
| Instructor Name | Eng. Hiba Basim Abu-Ehmaid |
| Instructor Email | hebabasem@aau.edu.jo  |
| Course Time | 9:00-11:00 Sunday & Tuesday  |
| Office Hours | 10:00-12:00 SATURDAY |
| Office Number | D2-12 |
| Office Phone | 435 |
| Lab Instructor Name | NONE |
| Teaching Assistant Name | NONE |

Course Description:

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| Learn and analyze elements and principles of design to create three-dimensional formations. Understanding of form, spatial space, principles of vacuum regulation, human scale, color, lighting, abstract models. |

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Textbook: Title, Author(s), Edition, Year, ISBN, Publisher, Book website.

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| --- | --- |
| Title | *Architecture: Form, Space, and Order*, |
| Author(s) | Francis D. K. Ching |
| Edition | 4th Edition |
| Year | 2014 |
| ISBN | 9781118745083 |
| Publisher | Wiley |
| Book website | https://www.amazon.com/Architecture-Francis-D-K-Ching/dp/1118745086 |

References:

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| --- |
| 1. Francis D. K. Ching, *Architecture Graphics*, 2009.
2. [Roger H. Clark](http://www.amazon.com/Roger-H.-Clark/e/B001HD3042/ref%3Ddp_byline_cont_book_1), [Michael Pause](http://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Michael+Pause&search-alias=books&text=Michael+Pause&sort=relevancerank), *Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis*, 2012.
3. [Wucius Wong](http://eu.wiley.com/WileyCDA/Section/id-302479.html?query=Wucius+Wong), *Principles of Form and Design*, 1993
4. Paul Zelanski, Mary Pat Fisher, *Design Principles and Problems*, 1996.
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Course Educational Objectives (CEO):

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|  | Students will be expected to apply the concepts learned from the lectures and demonstrations to create two or three-dimensional visual compositions. |
|  | This course intends to prepare students for study in a wide variety of art and design disciplines  |
|  | This course gives student’s confidence in organizing and utilizing ideas in a new and useful approach. |
|  | It emphasizes a balance between the formal and communicative aspects of design |
|  | Students are presented with design problems and are challenged to device appropriate solutions.  |
|  | This Course intends to teach students to express themselves visually and to be able to show their creativity. |

Course Learning Outcomes CLO

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| --- | --- |
| **The expected learning outcomes of this course are preparing graduates competent in:** | Weight |
| 1. Learning how to translate; themes, ideas, thoughts and feelings into abstract third form using previously learned designs principals and elements, such as scale, proportion, balance, harmony, unity and variety, expressing space.
 | 25% |
| 1. Relating the 3d dimension compositions to human scale and function, through logical sequences of clear spaces.
 | 25% |
| 1. Realizing the importance of balance in the 3d dimension, when we are dealing with a multi-angle design view.
 | 25% |
| 1. Achieving an ability to explain the spatial relationship amongst different masses and spaces.
 | 25% |
| **Total** | 100% |

Topics and Timeline of the Course:

| Week | Topic | Course Learning Outcomes (CLO) |
| --- | --- | --- |
| 1 | Introduction: Text Books, syllabus & course contents, Equipment list to obtainDefinitions: Define basic terms in design |  |
| 2 | Additive exercise | Achieving an ability to explain the spatial relationship amongst different masses and spaces. |
| 3 | Additive exercise | Achieving an ability to explain the spatial relationship amongst different masses and spaces. |
| 4 | Subtraction Exercise | Realizing the importance of balance in the 3d dimension, when we are dealing with a multi-angle design view. |
| 5 | Subtraction Exercise | Realizing the importance of balance in the 3d dimension, when we are dealing with a multi-angle design view. |
| 6 | Modeling by Gyps Material | Learning how to translate; themes, ideas, thoughts and feelings into abstract third form using previously learned designs principals and elements, such as scale, proportion, balance, harmony, unity and variety, expressing space. |
| 7 | Linear layers | Realizing the importance of balance in the 3d dimension, when we are dealing with a multi-angle design view. |
| 8 | Folding  | Achieving an ability to explain the spatial relationship amongst different masses and spaces. |
| 9 | Sketch design | Use 3D-model to explore and diagram design concepts. |
| 10 | Self-Expression through Object ‘REPRESENTING ME’ | Learning how to translate; themes, ideas, thoughts and feelings into abstract third form using previously learned designs principals and elements, such as scale, proportion, balance, harmony, unity and variety, expressing space. |
| 11 | Self-Expression through Object ‘REPRESENTING ME’ |
| 12 | Self-Expression through Architectural Space’ LIFE CAPSULE |
| 13 | Self - Expression through Architectural Space’ LIFE CAPSULE |
| 14, 15 | Final project | Learn and analyze elements and principles of design to create three-dimensional formations. Understanding of form, spatial space, principles of vacuum regulation, human scale, color, lighting, abstract models. |

Course Policies

| Item | Policy |
| --- | --- |
| Quizzes | * A minimum 4 quizzes are given.
* Each Quiz is out of 10.
* If five quizzes or more are given then the lowest quiz's grade is dropped.
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| Exams | * The format of the exams is generally (but NOT always) as follows: General Definitions, Multiple-Choice, True/False, Analyze a Problem, Essay Questions, etc.
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| Makeup Exams | * Makeup exam should not be given unless there is a valid excuse.
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| Drop Date | * Last day to drop the course is according to the University regulations.
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| Academic Honesty | * Cheating or copying on exam or quiz is an illegal and unethical activity.
* Standard AAU policy will be applied.
* All graded assignments must be your own work (your own words).
 |
| Attendance | * Excellent attendance is expected.
* AAU policy requires the faculty member to assign ZERO grade if a student misses 15% of the classes.
* Sign-in sheets will be circulated.
* If you miss class, it is your responsibility to find out about any announcements or assignments you may have missed.
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| E-Learning | * It is your responsibility to check the course’s eLearning website regularly (at least once every 2-3 days) for announcements and material.
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| Workload | * The student should expect to spend 6 hours per week as an average workload.
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| Graded Exams | * Instructor should return exam papers graded to students within one week after the exam date.
 |
| Participation | * Participation in and contribution to class discussions will affect your final grade positively. Raise your hand if you have any question.
* Making any kind of disruption and (side talks) in the class will affect you negatively.
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| Homework's and project | * Homework's are as mentioned in the previous table.
* Students organize themselves in teams of (2-3) students each. Each team will give at least one presentation regarding a selected case, delivering a fully working application.
* More details about phases and topics of the projects will be given later on.
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| Measuring Tools | Details (Includes the tools for measuring the performance (Time of submitting the assignment or taking the exam), the educational outcomes related to the tools for measuring the performance). |
| --- | --- |
| 3D form | * As symbolic monument which expresses a clear theme and translates some ideas, thoughts and feelings.
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| 1 single space: | * A single space reflects mass and volume, dealing with human scale and function.
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| Multiple spaces | * Here students need to go through researches arriving to discover needs of special function that lead them to design special human space including multiple areas.
 |
| Lectures and slide demonstrations: | * To explain and clarify basic design issues.
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| Practical Studio | * Series of exercises and projects used to illustrate the design basics and develop student skills
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Course Evaluation Time and Grade

| Course Learning Outcomes (CLO) | Grade | Expected Due Date | Assessment Tools |
| --- | --- | --- | --- |
| Learning how to translate; themes, ideas, thoughts and feelings into abstract third form using previously learned designs principals and elements, such as scale, proportion, balance, harmony, unity and variety, expressing space. | 40% | 5th week | Assignments |
| Understanding of form, spatial space, principles of vacuum regulation, human scale, color, lighting, abstract models. | 25% |  14th week | Mid project |
| Achieving an ability to explain the spatial relationship amongst different masses and spaces. | 35% | 15th week | Final project |