

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

Course Specifications

**DSGN 201-01 - Interior Design Studio 3
(CS)**

Course Specifications

Institution	University of Dammam	Date 06/2014
College/Department College of Design, Interior Design Program.		

A. Course Identification and General Information

1. Course title and code: Interior Design Studio 3- DSGN 201-01			
2. Credit hours 5 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Interior Design program			
4. Name of faculty member responsible for the course Dr. Mai Shukri, Dr. Feryal Kurdi			
5. Level/year at which this course is offered Level 3, 2 nd year 1 st semester			
6. Pre-requisites for this course (if any) pass 1 st year			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus College of Design Campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other: Studio and tutorials	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
Comments:			

B Objectives

1. What is the main purpose for this course? This course aims to demonstrate how to think professionally, research, analyze and ask the proper questions then set standards and design according to data, to aspire new ideas and draw them manually in a professional way, and then be able to evaluate and criticize them.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) <ul style="list-style-type: none">Increased use of web-based materials as references.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

<p>Course Description:</p> <p>This studio is based on simple multi-faceted design problem of low complexity. It exposes the student to different interior design concepts and styles, way of thinking, and professional 2D and 3D manual drawings. Through the different phases of the project and its sub-assignments, the student will be trained to have wide latitude to experiment the analytical design process.</p> <p>As beginners, students will be able to design a familiar function within a limited area. A single-space/ single-functions residential space such as one floor studio apartment or hotel suite is recommended.</p> <p>Each student should select a special design style, research about it, collect all the anthropometric data needed, create a mood board that reflects that style and then create her own design theme.</p> <p>Upon completion of the course students will acquire the ability to develop a concept, illustrate it properly and be capable of submitting a full project through manual presentation. They will be also capable of using data books, create space planning and develop a basic understanding of area programming.</p>
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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to Residential design	1	8
Colleting anthropometric data for residential design	2	16
Interior Design styles	2	16
Creating mood boards	2	16

Design concepts	1	8
Design program	1	8
Manual presentation	2	16
Total	11	88 contact hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	12	24	52		Quizzes & juries: 32	120
Credit	6	12	26		16	60

3. Additional private study/learning hours expected for students per week.	10 hours
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize the design process of designing a residential building and interior.	Lecture, tutorial, discussion, feedback in critiques and tutorials.	Design project, design program, design concept, critiques, weekly progress tutorials (weekly grades), quizzes and juries
1.2	Reproduce a simple design program for a residential building		
1.3	Recognize Ergonomics and Anthropometrics and their role in defining the interior and space planning of the design project		
1.4	Recognize different interior design styles and their characteristics		
1.5	Recognize different materials and finishes and		

	furnishing that create a design style		
2.0	Cognitive Skills		
2.1	Apply simple design program to design project to ensure proper space organization	Lecture, tutorial, discussion, feedback in critiques and tutorials.	Design project, design program, design concept, critiques, weekly progress tutorials (weekly grades), quizzes and juries
2.2	Apply Ergonomics and Anthropometrics to design project to ensure proper space organization and effective layout.		
2.3	Define relevant aspects of a design problem (goals, objectives, performance criteria).		
2.4	Justify ideas, designs, and concepts based on specifications and criteria rather than personal preferences		
2.5	Prepare comprehensive design case studies to inform the design project and refine visual sense of aesthetics in interior design		
2.6	Apply all the basic vocabularies of visual perception, the elements and principles of design in two/ three-dimensional design solutions		
2.7	Apply a well-designed color scheme based on function and purpose in design project with regards to selected style.		
2.8	Design a creative small residential project based on given specifications and requirements that exhibits furniture and finishes selection and layout, color scheme, design style, design concept, and the design process.		
3.0	Interpersonal Skills & Responsibility		
3.1	Use critique and feedback on project to develop the projects without compromising her ideas or concept.	Tutorial, discussion, feedback in critiques and tutorials.	Design project, design program, design concept, critiques, weekly progress tutorials (weekly grades), group work, juries
3.2	Criticize her project and peers to achieve better designs and designers.		
3.3	Use time and project management skills to minimize stress and achieve better product.		
4.0	Communication, Information Technology, Numerical		
4.1	Express ideas clearly and coherently in oral communication like tutorials and critiques	Tutorial, discussion, feedback in critiques and tutorials, demonstration by instructors.	Design project, design program, design concept, critiques, weekly progress tutorials (weekly grades), juries
4.2	Use sketches as a design and communication tool (ideation drawings).		
4.3	Produce competent presentations using manual drawing techniques		
4.4	Calculate simple area program for residential		

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Weekly assessments	Varies	5%
2	Research	1-2	10%
3	Home juries	Varies	10%
4	Quizzes	Varies	10%
5	Submissions	Varies	5%
6	Midterm Jury	8	15%
7	Final project Jury	16	30%
8	Final Exam	14	10%
9	Attendance	All	5%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office hours are specified and instructors can be reached through email and blackboard

E Learning Resources

1. List Required Textbooks

No text book for the course

2. List Essential References Materials (Journals, Reports, etc.)

Book1:

- Title : " Architects' Data "
- Author: Ernst Neufert, Peter Neufert, Bousmaha Baiche and Nicholas Walliman .
- Publisher: Wiley-Blackwell Publishing . 3rd Edition (2002)
- ISBN-13: 978-0632057719

Book2:

- Title : Residential Interior Design: A Guide To Planning Spaces
- Author : Maureen Mitton, Courtney Nystuen
- Publisher: Wiley; 2 edition; (April 26, 2011)
- ISBN-13: 978-0470584736

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Book1:

- Title : " Designing Interiors " (January 2, 1992)
- Author : W. Otie Kilmer , Rosemary Kilmer
- Publisher: Wadsworth Publishing; 001 edition
- ISBN-13: 978-0030322334

Book2:

- Title: Space Planning for Commercial and Residential Interiors.
- Author : Sam Kubba
- Publisher: McGraw-Hill Professional; 1 edition,(January 3, 2003)
- ISBN-13: 978-0071381918

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Studio space to accommodate at least 25 students with drawing tables and chairs with ample natural and artificial light.

2. Computing resources (AV, data show, Smart Board, software, etc.)

Instructor computer linked to a projector and screen
Internet connection

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Space to present projects on walls or partitions

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Bi-annual student course evaluation by the department
- End of course feedback by instructor

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Bi-annual lecturing skills evaluation by students
- Annual instructor assessment by department head.

3 Processes for Improvement of Teaching

- Attending learning and teaching workshops
- Applying the latest advancements of teaching and learning strategies.
- Improving lecturing skills based on students feedback

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Periodic exchange and remarking of tests and assignment by colleagues and department staff
- Review of tests and assignments briefs with other members of department and learning and teaching unit.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Review course specifications and content every 2 years

Adapt course assessments to current trends in higher education