

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Computer Urban Presentation
(PL 411)**

January 2016

Course Specifications

Institution: King Saud University	Date of Report: January 2016
College/Department: College of Architecture/Urban Planning Department	

A. Course Identification and General Information

1. Course title and code: Computer Urban Presentation, PL 411			
2. Credit hours: 2 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B.Sc. in Urban Planning (Urban Design Track).			
4. Name of faculty member responsible for the course Dr. Ziad A Alameddine			
5. Level/year at which this course is offered Level 7			
6. Pre-requisites for this course (if any) Arch 355			
7. Co-requisites for this course (if any) N/A			
8. Location if not on main campus Main 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 type="checkbox"/>	What percentage?	<input type="checkbox"/>
c. E-learning	<input checked="" type="checkbox"/>	What percentage?	40%
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Computer Lab	<input checked="" type="checkbox"/>	What percentage?	60%
Comments:			

B Objectives

1. What is the main purpose for this course?

The course's main objectives is to develop student's abilities and advanced practical skills in the field of urban presentation that enables the student to explore his personal talents in presenting urban ideas, concepts and projects.

On successfully completing the course, the student must be able to:

Illustrate advanced IT skills that assist in visualizing urban design projects.

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).

In the first week of the semester, the course instructor distributed a students' survey that aim at identifying the level of proficiency of students in various 3D modeling and rendering programs. The students' surveys are included in the Appendix at the end of the course file. The survey results indicated that students have learnt Sketchup and ArchiCad and 2D AutoCAD from previous courses. The survey also indicated that students have little experience with AutoCAD 3D modeling and rendering using Photoshop. In discussing the matter with the students, the majority showed interest in learning the technique of transferring CAD models to Photoshop for final presentation of their urban design project courses. Based on the survey result and the group discussions with the students, the course instructor has modified the time allocated to various topics of the course to put more emphasis on teaching the techniques of transferring CAD models to Photoshop (around 60% of the overall time allocated for the course). The students' final exam results for the current semester have been included in the course file that shows a considerable improvement in students' learning outcome.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

In studying this course, the student will develop presentation skills and techniques that enable the transformation of his design into 2D and 3D visual representations using advanced digital technologies in rendering and 3D digital modelling, including AutoCAD and Photoshop. The course reflects talents and personal creativity through engaging students with practical exercises, which covers three-dimensional modeling, surfaces, shades and shadows, materials, rendering and animation that helps portraying urban design projects virtually.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Orientation and general background to the course and an introduction to digital modelling and visualization for urban design.	1 week	3
Overview of 3D modelling. Create and work with 3D models. Types of 3D models including solid, surface (3D thickness), and mesh models (Using AutoCAD)	2 weeks	6
Basics of rendering, create, apply and modify materials to objects (Using AutoCAD)	1 week	3
Animation (concept and procedure), 3D Navigation tools, walk and fly through (concept and procedure) (Using AutoCAD)	1 week	3
AutoCAD to Photoshop/Introduction to Photoshop	1 week	3
Rendering master plan using Photoshop	2 weeks	6
Midterm Exam	1 week	3
Rendering perspectives using Photoshop	2 week	6
Rendering elevations using Photoshop	1 week	3
Rendering sections using Photoshop	1 weeks	3
Student report review and submission	1 week	3
Total hours with assessment	14 weeks	42

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	14 hrs			28 hrs		42 hrs
Credit						2 credits

3. Additional private study/learning hours expected for students per week.	
	4 hrs

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1			
2.0	Cognitive Skills		
2.1			
3.0	Interpersonal Skills & Responsibility		
3.1	N/A	N/A	N/A
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate advanced 3D modelling skills and rendering techniques	Lectures and audio visual demonstrations and presentations	<ul style="list-style-type: none"> Follow up and continuous assessment in class Midterm exam Review and assessment of students' reports/project Final exam
5.0	Psychomotor		
5.1			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. 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	Class follow up and continuous assessment in class	Weeks 1-14	10%
2	Midterm exam	Week 9	20%
3	Final report/practical project	Week 14	30%
4	Final exam	Week 16	40%

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)

- Students are free to consult the course instructor during the office hours that are indicated in the schedule outside his office



Kingdom of Saudi Arabia
Ministry of Higher Education
KING SAUD UNIVERSITY
College of Architecture & Planning

المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك سعود
كلية العمارة والتخطيط



Name: Dr. Ziad A Alameddine

الاسم: د. زياد أحمد علم الدين

Period	1	2	3	4	5	6	7	8	9
Day	9-10	10-11	11-12	1-2	2-3	3-4	4-5	5-6	6-7
Sunday	PL411 Computer Presentation			PL471 Spatial & Visual Analysis					
Monday	Office	PL430 Urban Design Project III							
Tuesday	Department Council/Committee Meetings/Research Work								
Wednesday	Office	Arch 265 Computer Drafting Skills							
Thursday	Office	PL430 Urban Design Project III							

Second semester 1436-1437H



ARCHITECTURE & PLANNING EDUCATION EXCELLENCE

رئيس قسم التخطيط العمراني: د. عبد الله بن أحمد الخيال

E. Learning Resources

1. List Required Textbooks

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

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

- Kurland, Kristen (2012): "AutoCAD 2013 - 3D tutorials". Autodesk.
- Cantrell, Bradely and Wes Michaels (2010): "Digital drawing for landscape architecture: contemporary techniques and tools for digital representation in site design". New Jersey: John Wiley & Sons.
- Onstott, Scott (2010): "Enhancing Architectural Drawings and Models with Photoshop". Indiana:

<p>Wiley Publishing Inc.</p> <ul style="list-style-type: none"> Onstott, Scott (2005): “Enhancing CAD Drawings with Photoshop”. Alameda: SYBEX Inc.
<p>4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)</p> <ul style="list-style-type: none"> Faculty Blackboard (https://lms.ksu.edu.sa) http://www.derneer.hostnamez.net/index.html http://www.maskat.diplo.de/contentblob/2709504/Daten/791838/ Official Autodesk Web Site (AutoCAD 2012 or higher version). Official Adobe Web Site (Photoshop CS5.5 or higher version). You Tube (AutoCAD tutorials). CAD Tutor: http://www.cadtutor.net/
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> AutoCAD 2012 or latest version. Adobe Photoshop CS5 or latest version.

F. Facilities Required

<p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> Computer Laboratory
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> Local Area Network, PCs, printing facilities (plotters and printers) Data show and related software.
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>25 computers (Work station – high performance).</p>

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> Direct inquires (interviews and questionnaires)
<p>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> Measuring student performance through assessing exercises, exams and final report/practical project.
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> Students' opinion survey is implemented.
<p>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)</p> <ul style="list-style-type: none"> Periodical review by Head of Department and accreditation committee to assess student performance.

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

- Periodical review by Head of Department to assess student performance.

Faculty or Teaching Staff: Dr. Ziad Ahmad Alameddine

Signature: _____ **Date Report Completed: January 2016**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____