

**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Urban Design Project-3  
Neighborhood Design  
(PL470)**

January 2016

## Course Specifications

Institution	King Saud University	Date of Report: September 2015
College/Department : Urban Planning		

### A. Course Identification and General Information

1. Course title and code: <b>Urban Design Project-3: Neighborhood Design (PL470)</b>			
2. Credit hours: <b>4</b>			
3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) <b>B.Sc. in Urban Planning (Urban Design Track).</b>			
4. Name of faculty member responsible for the course: <b>Dr. Ziad A Alameddine</b>			
5. Level/year at which this course is offered: Level 9			
6. Pre-requisites for this course (if any) Urban Renewal Project 2: PL460			
7. Co-requisites for this course (if any) None			
8. Location if not on 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. Studio	<input checked="" type="checkbox"/>	What percentage?	60%
Comments:			
Although this course is a studio project based course, however, students are encouraged to use blackboard (Learning Management System). Course instructor has provided important information in the course's page that are necessary for students to carry out various tasks of their individual projects.			

## B Objectives

1. What is the main purpose for this course?

The objectives of this course are to:

- Introduce students to the principle elements of neighborhood concepts and designs.
- Provide students with opportunities to generate innovative ideas taking into account urban design standards and criteria of neighborhood designs.
- Initiate housing projects proposals that will result in the improvement of socio-economic welfare of a community.

By the end of the course students should be able to:

- Understand the urban design concepts and issues related to neighborhood design.
- Critically analyze the principles of residential neighborhood urban form and design.
- Aware of the importance of good neighborhood design for the city and the community.
- Develop urban codes, regulations and policies to make good residential space design.

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)

The course relies heavily on IT and web-based resources. Many examples of residential neighborhood design are analysed and reviewed from all over the world. Students are encouraged to go online and search for urban design examples that reflect the concepts and issues discussed in the course. They are also required to study similar local examples of residential space design and compare them with what they have learnt in the course and found in web reference materials.

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

The course focuses on developing students' skills, practices and values fundamental to designing successful neighborhoods. It teaches the student neighborhood design process including, data collection and analysis, site analysis, project program preparation, evaluation of alternatives and selection of preferred concept, land use and master plan development. As a practical course, it also focuses on preparing detailed housing clusters/layouts, and on establishing visual and spatial connections between various clusters and other services within the neighborhood. Throughout the duration of the course, the student is to consider urban design criteria as well as other various factors that influence the development of the project.

1. Coverage of Planned Program

Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<b>Phase1: Project data collection</b> <ul style="list-style-type: none"> <li>Project goals and objectives.</li> <li>Overview of the project scope and methodology.</li> <li>Study area selection and boundary definition.</li> <li>Site visit, preparation of base map, data collection and presentation of case studies (local and international).</li> </ul>	8 hours (Week 1)	8 hours	None
<b>Phase2: Existing condition</b> <ul style="list-style-type: none"> <li>Urban context/land use/ character</li> <li>Site accessibility (vehicular &amp; pedestrian routes).</li> <li>Spatial and visual analysis</li> <li>Identify the target market</li> <li>Determine desired lot areas by the market.</li> </ul>	8 hours (Week 2)	8 hours	None
<b>Phase3: Site Analysis</b> <ul style="list-style-type: none"> <li>Visual features (views to be preserved or avoided).</li> <li>Distinctive site features and elements.</li> <li>Topography (site elevation).</li> <li>Analysis of slope inclination.</li> <li>Slope percentages (grades).</li> <li>Soil conditions</li> <li>Hydrology (storm water runoff).</li> <li>Vegetation</li> <li>Environmental impacts (determine sources of pollution, if any).</li> <li>Climatic studies (sun-path and orientation, etc...).</li> </ul>	16 hours (Weeks 3&4)	16 hours	None
<b>First Presentation (assessment of Phase 1, 2 &amp; 3).</b>	4 hours (Week 5)	4 hours	None
<b>Sketch Design 1</b>	4 hours (Week 5)	4 hours	None

<p><b>Phase 4:</b> <b><u>Development Opportunities and Constraints</u></b></p> <ul style="list-style-type: none"> <li>• Potential development zoning according to natural characteristics of the site (critical, moderate and optimum condition for development).</li> <li>• Potential site accessibility.</li> <li>• Determine potential movement routes inside and outside the site.</li> <li>• Potential residential blocks and buildings orientation).</li> </ul> <p><b><u>Urban design Consideration</u></b></p> <ul style="list-style-type: none"> <li>• Social Aspects.</li> <li>• Economic Aspects.</li> <li>• Aesthetics.</li> <li>• Safety and security considerations.</li> </ul> <p><b><u>Project Program</u></b></p> <ul style="list-style-type: none"> <li>• Determine project density.</li> <li>• Determine number of various types of residential units and lot sizes.</li> <li>• Determine land use areas, percentages and parking spaces according to local urban codes and regulations.</li> </ul>	<p>4 hours (Week 6)</p> <p>4 hours (Week 6)</p> <p>8 hours (Week 7)</p>	<p>20</p>	<p>None</p>
<p><b>Second Presentation (assessment of Phase 1, 2, 3 &amp; 4).</b></p>	<p>4 hours (Week 8)</p>	<p>4 hours</p>	<p>None</p>
<p><b>Sketch Design 2</b></p>	<p>4 hours (Week 8)</p>	<p>4 hours</p>	<p>None</p>
<p><b>Phase 5:</b> <b><u>Preliminary concepts</u></b></p> <ul style="list-style-type: none"> <li>• Urban design alternatives and concepts (3 alternatives), indicating: proposed project components and program, linkages among site uses, connection with surrounding areas, areas to be preserved, restored or redeveloped, building heights and densities.</li> <li>• Selection and development of the optimal alternative.</li> </ul> <p><b><u>Master plan development</u></b></p> <ul style="list-style-type: none"> <li>• Development of land use plan.</li> <li>• Development of detailed master plan.</li> <li>• Design of road intersections and parking areas.</li> </ul>	<p>4 hours (Week 9)</p> <p>24 hours (Weeks 9, 10,11, 12)</p>	<p>28 hours</p>	<p>None</p>

<ul style="list-style-type: none"> <li>Design of public spaces, parks, squares and pedestrian walkways.</li> <li>Detailed plans, sections and perspectives of selected areas of the project showing: urban details to various types of roads, footpaths and public spaces.</li> <li>Project general perspective and physical model.</li> </ul>			
<b>Pre-final Presentation</b>	4 hours (Week 12)	4 hours	None
<b>Preparation for Final Submission</b>	16 hours (Weeks 13 & 14)	16 hours	

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28			84		112
Credit						4 credits

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

Students are expected to spend (4hours) developing their knowledge and work on assignments per week. Students are welcome to see the tutor during office hours to discuss any matter regarding the course.

Tutor's teaching load and office hours schedule is attached at office front door. A copy of schedule is included later in the course file.



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	8-9	9-10	10-11	11-12	1-2	2-3	4-5	5-6	6-7
Sunday		Office	PL430 Urban Design Project III						
Monday		PL411 Computer Presentation							
Tuesday	PL471 Spatial & Visual Analysis					RED503 Real Estate Land Development			
Wednesday		Office	PL430 Urban Design Project III						
Thursday		Office	Committee Meetings/Research Work						

First semester 1436-1437H



ARCHITECTURE & PLANNING EDUCATION EXCELLENCE



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

#### 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.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge:</b>		
1.2	Outline urban design considerations for residential projects (CLO).	Lectures & group discussions	Second presentation.
<b>2.0</b>	<b>Cognitive Skills:</b>		
2.1	Analyse complex urban settings and identify all forces that have influence on those settings (PLO 2-1). Analyze project site and urban context (CLO).	Lectures and presentations	First presentation.
2.2	Summarize projects opportunities and constraints using qualitative and/or quantitative analysis (PLO 2-2).	Lectures and presentations	First presentation. Sketch Design 1.
2.3	Compose scenarios and prepare design alternatives to complex urban situations (PLO 2-4).	One to one interaction with students in studio	Second presentation. Final Jury
2.4	Develop design solutions to urban design problems (PLO 2-5). Design concept/Master plan (CLO).	One to one interaction with students in studio	Pre-final presentation. Final Jury
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility:</b>		
3.1	Demonstrate work and time management capabilities (PLO3-3).	Lectures	Continuous assessment in studio. Submission of assignments on time. Pre-final presentation
3.2	Demonstrate competence in urban design and urban planning processes and ability to accommodate complex requirements through the design processes (PLO 3-4). Illustrate neighborhood project design process (CLO).	Lectures	First presentation. Final Jury.
<b>4.0</b>	<b>Communication, Information Technology, Numerical Skills:</b>		
4.1	Demonstrate oral, written and visual presentation abilities to convey designs and planning ideas to peers, professional and public audiences (PLO 4-1).	Lectures & presentations	Final Jury. Final report.
4.2	Illustrate advanced IT skills at various projects stages (PLO 4-2).	Visual presentations	Continuous assessment in studio. Sketch design 2. Pre-final presentation
4.3	Calculate density, floor area ratio, land and built areas required for the projects (PLO 4-3). Determine project program (CLO).	Lecture	Sketch Design 1. Second presentation.
<b>5.0</b>	<b>Psychomotor:</b>		
5.1	Employ graphical skills to illustrate design and planning ideas (PLO 5-1).	Lectures & presentations Final Jury	Continuous assessment in studio. Sketch design 2. Final Jury.
5.2	Produce scaled model to visualise project designs and concepts (PLO 5-2).	Lectures	Final Jury.



**Suggested Guidelines for Learning**

**Outcome Verb, Assessment, and**

**Teaching**

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	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	Continuous assessment in class	Weeks 1-14	10%
2	First presentation	Week (5)	10%
3	Sketch Design-1	Week (5)	5%
4	Second presentation	Week (8)	10%
5	Sketch Design-2	Week (8)	5%
6	Pre-final presentation	Week (12)	15%
7	Project final report	Week (15)	5%
8	Final Jury 35% Project model 5%	Week (15)	40%

The course instructor has developed and applied direct PLOs based CLOs assessment method using rubric. PLOs were mapped to CLOs and then to specific students' presentations, sketch designs and Juries. The table above indicates the distribution of grades to various assessments. The CLO assessments were aggregated to provide PLO benchmark. The actual benchmark set by the DUP Accreditation Committee is 70% and above for all studio projects courses.

A rubric was used in the Final Project Jury by jury members to assess specific PLOs based CLOs (see matrix below). The results for this assessment were aggregated and included in the course report in the section related to "course learning outcome assessment". The results were analysed and recommendations were made.

**Final Jury**  
 Urban Design Project 3 (PL470)  
 Neighborhood Design



First Semester 1436-1437

College of Architecture and Planning

**Jury Member Name:** .....

**Coordinator – Dr. Ziad Alameddine**

Assessment of PLOs based CLOs									
The student must demonstrate the ability to:									
	Students' Names	Compose scenarios and prepare design alternatives to complex urban situations (PLO 2-4) 10%	Develop design solutions to urban design problems (PLO 2-5) 10%	Demonstrate competence in urban design and urban planning processes... (PLO 3-4) 5%	Demonstrate oral, written and visual presentation abilities... (PLO 4-1) 5%	Employ graphical skills to illustrate design and planning ideas (PLO 5-1) 5%	Produce scaled model to visualize project designs and concepts (PLO 5-2) 5%	Total Grade 40%	Remarks
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

## Assessment of PLOs based CLOs

The student must demonstrate the ability to:					
<input type="checkbox"/> Compose scenarios and prepare design alternatives to complex urban situations. <b>(PLO 2-4): total 10 grades</b>	<b>Exceptional (A/A+) 9-10</b>	<b>Proficient (B/B+) 8-8.5</b>	<b>Marginal (C/C+) 7-7.5</b>	<b>Poor (D/D+) 6-6.5</b>	<b>Very weak (F) 0-5.5</b>
	<input type="checkbox"/> 3 outstanding project alternatives presented. <input type="checkbox"/> Alternatives are given in-depth thinking and highly consistent and coherent with analytical studies and urban design considerations. <input type="checkbox"/> The selected alternative reflects more than 90% of the selection criteria.	<input type="checkbox"/> 3 satisfactory project alternatives presented. <input type="checkbox"/> Alternatives are given good thought and consistent and coherent with analytical studies and urban design considerations. <input type="checkbox"/> The selected alternative reflects 80-89% of the selection criteria.	<input type="checkbox"/> 2 satisfactory project alternatives presented. <input type="checkbox"/> Alternatives show moderate consistency with analytical studies and urban design considerations. <input type="checkbox"/> The selected alternative reflects 70-79% of the selection criteria.	<input type="checkbox"/> 1 satisfactory project alternative presented. <input type="checkbox"/> One alternative shows little consistency with analytical studies and urban design considerations. <input type="checkbox"/> The selected alternative reflects 60-79% of the selection criteria.	<input type="checkbox"/> Unsatisfactory project alternative presented. <input type="checkbox"/> Not consistent with analytical studies and urban design considerations. <input type="checkbox"/> The selected alternative reflects 0-59% of the selection criteria.
<input type="checkbox"/> Develop design solutions to urban design problems. <b>(PLO 2-5): total 10 grades</b>	<b>Exceptional (A/A+) 9-10</b>	<b>Proficient (B/B+) 8-8.5</b>	<b>Marginal (C/C+) 7-7.5</b>	<b>Poor (D/D+) 6-6.5</b>	<b>Very weak (F) 0-5.5</b>
	<input type="checkbox"/> Design concept, master plan and land use plan are given in-depth thought in reflecting analytical studies and urban design considerations. <input type="checkbox"/> No design errors. <input type="checkbox"/> Exemplary effort is made to illustrate detailed outline to buildings blocks, lot shapes and design of urban spaces.	<input type="checkbox"/> Design concept, master plan and land use plan are given good thought in reflecting analytical studies and urban design considerations. <input type="checkbox"/> No major design errors. <input type="checkbox"/> An effort is made to illustrate detailed outline to buildings blocks, lot shapes and design of urban spaces.	<input type="checkbox"/> Design concept, master plan and land use plan are given moderate thought in reflecting analytical studies and urban design considerations. <input type="checkbox"/> 1-2 design errors. <input type="checkbox"/> Modest effort is made to illustrate detailed outline to buildings blocks, lot shapes and design of urban spaces.	<input type="checkbox"/> Design concept, master plan and land use plan are given little attention in reflecting analytical studies and urban design considerations. <input type="checkbox"/> 3-4 design errors. <input type="checkbox"/> Slight effort is made to illustrate detailed outline to buildings blocks, lot shapes and design of urban spaces.	<input type="checkbox"/> Design concept, master plan and land use plan are given no attention in reflecting analytical studies and urban design considerations. <input type="checkbox"/> 5 & above crucial errors. <input type="checkbox"/> No effort is made to illustrate detailed outline to buildings blocks, lot shapes and design of urban spaces.
<input type="checkbox"/> Demonstrate competence in urban design and urban planning processes and ability to accommodate complex requirements through the design processes. <b>(PLO 3-4): total 5 grades</b>	<b>Exceptional (A/A+) 4.5-5</b>	<b>Proficient (B/B+) 4-4.25</b>	<b>Marginal (C/C+) 3.5-3.75</b>	<b>Poor (D/D+) 3-3.25</b>	<b>Very weak (F) 0- 2.75</b>
	<input type="checkbox"/> Outstanding evidence of in-depth understanding to all project phases. <input type="checkbox"/> Logical and clear sequence to the design development process leading to the final solution. <input type="checkbox"/> All aspects of the project process are clear.	<input type="checkbox"/> Good evidence of understanding to all project phases. <input type="checkbox"/> A good sequence to the design development process leading to the final solution. <input type="checkbox"/> 1 aspect of the project process is unclear.	<input type="checkbox"/> Moderate evidence of moderate understanding to all project phases. <input type="checkbox"/> An acceptable sequence to the design development process leading to the final solution. <input type="checkbox"/> 2 aspects of the project process are unclear.	<input type="checkbox"/> Little evidence of understanding to all project phases. <input type="checkbox"/> Confused sequence to the design development process leading to the final solution. <input type="checkbox"/> 3 aspects of the project process are unclear.	<input type="checkbox"/> No evidence of understanding to all project phases. <input type="checkbox"/> No sequence to the design development process leading to the final solution. <input type="checkbox"/> Unclear project process and completely off track.



<input type="checkbox"/> Demonstrate oral, written and visual presentation abilities to convey design and planning ideas to peers, professional and public audiences. <b>(PLO 4-1): total 5 grades</b>	<b>Exceptional (A/A+) 4.5-5</b> <input type="checkbox"/> Mastery of oral presentation in discussing project ideas to peer. No verbal mistakes.  <input type="checkbox"/> Outstanding visual presentation of written report. No error.	<b>Proficient (B/B+) 4-4.25</b> <input type="checkbox"/> Good oral presentation in discussing project ideas to peer. 1-2 minor verbal mistakes.  <input type="checkbox"/> Good visual presentation of written report. 1-2 errors.	<b>Marginal (C/C+) 3.5-3.75</b> <input type="checkbox"/> Satisfactory oral presentation with little hesitation in discussing project ideas to peer. 3-4 minor verbal mistakes.  <input type="checkbox"/> Satisfactory visual presentation of written report. 3-4 errors.	<b>Poor (D/D+) 3-3.25</b> <input type="checkbox"/> Poor oral presentation with hesitation in discussing project ideas to peer. 5-6 verbal mistakes.  <input type="checkbox"/> Poor visual presentation of written report. 5-6 errors.	<b>Very weak (F) 0- 2.75</b> <input type="checkbox"/> Completely off track in discussing project ideas to peer. Many verbal mistakes.  <input type="checkbox"/> Major error in visual presentation of written report. More than 6 errors.
<input type="checkbox"/> Employ graphical skills to illustrate design and planning ideas. <b>(PLO 5-1): total 5 grades</b>	<b>Exceptional (A/A+) 4.5-5</b> <input type="checkbox"/> Outstanding drawing presentation. No error in using colors to reflect concepts and land uses. <input type="checkbox"/> Excellent general perspective and detailed perspectives, plans and sections of project are presented.  <input type="checkbox"/> Drawing legend and symbols used are clear and widely recognized in the field of specialization. No error in symbol use. <input type="checkbox"/> Project title, course information, drawing name, scale bar and North direction well displayed on drawings. No items missing.	<b>Proficient (B/B+) 4-4.25</b> <input type="checkbox"/> Good drawing presentation. Minor error in using colors to reflect concepts and land uses. <input type="checkbox"/> Good general perspective and detailed perspectives, plans and sections of project are presented.  <input type="checkbox"/> Drawing legend and symbols used are clear and recognized in the field of specialization. No error in symbol use. <input type="checkbox"/> Project title, course information, drawing name, scale bar and North direction displayed on drawings. No items missing.	<b>Marginal (C/C+) 3.5-3.75</b> <input type="checkbox"/> Moderate drawing presentation. Some error in using colors to reflect concepts and land uses. <input type="checkbox"/> Satisfactory general perspective and detailed perspectives, plans and sections of project are presented. One item missing <input type="checkbox"/> Drawing legend and symbols used are clear and recognized in the field of specialization. Error in using one of symbols. <input type="checkbox"/> Project title, course information, drawing name, scale bar and North direction modestly displayed on drawings. 1 item missing.	<b>Poor (D/D+) 3-3.25</b> <input type="checkbox"/> Poor graphical skills are employed. Error in using colors to reflect concepts and land uses. <input type="checkbox"/> Poor general perspective and detailed perspectives, plans and sections of project are presented. 1-2 items missing. <input type="checkbox"/> Drawing legend and symbols used are slightly recognized in the field of specialization. Error in using 2-3 symbols. <input type="checkbox"/> Project title, course information, drawing name, scale bar and North direction displayed on drawings. 2-3 items missing.	<b>Very weak (F) 0- 2.75</b> <input type="checkbox"/> Very poor graphical skills are employed. Bad use of colors to reflect concepts and land uses. <input type="checkbox"/> Unsatisfactory general perspective and detailed perspectives, plans and sections of project are presented. 2 items or more missing. <input type="checkbox"/> Drawing legend and symbols used are not clear and unrecognized in the field of specialization. Major error in symbols. <input type="checkbox"/> Project title, course information, drawing name, scale bar and North direction poorly displayed on drawings. 4 items & more missing.
<input type="checkbox"/> Produce scaled model to visualize project designs and concepts. <b>(PLO 5-2): total 5 grades</b>	<b>Exceptional (A/A+) 4.5-5</b> <input type="checkbox"/> Excellent and accurate scaled model with no errors in representing design concept. <input type="checkbox"/> Careful attention is given to designing building blocks, public spaces, pavements and parking areas.	<b>Proficient (B/B+) 4-4.25</b> <input type="checkbox"/> Accurate scaled model with no errors in representing design concept. <input type="checkbox"/> Attention is given to designing building blocks, public spaces, pavements and parking areas.	<b>Marginal (C/C+) 3.5-3.75</b> <input type="checkbox"/> Scaled model with minor errors with 1 error in representing design concept. <input type="checkbox"/> Moderate attention is given to designing building blocks, public spaces, pavements and parking areas. Error in 1 item.	<b>Poor (D/D+) 3-3.25</b> <input type="checkbox"/> Scaled model with 2-3 errors in representing design concept. <input type="checkbox"/> Slight attention is given to designing building blocks, public spaces, pavements and parking areas. Error in 2-3 items	<b>Very weak (F) 0- 2.75</b> <input type="checkbox"/> Inaccurate scaled model with 4 errors and more in representing design concept. <input type="checkbox"/> No scaled model presented.

#### 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 welcome to discuss any issue related to the project with the tutor. On top of his teaching load, the tutor has to leave 6 office hours schedule for students to come and discuss their project design with the tutor.
- The schedule is attached on the tutor's office door.

#### E. Learning Resources

1. List Required Textbooks

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

- Chapin, Ross 2011 " Pocket Neighborhoods: Creating Small-scale Community in a Large-scale World" The Tauton Press.
- Joseph De Chiara, Julius Panero, Martin Zelnik 1995: "Time-saver standards for housing and residential development" McGraw-Hill, - Architecture - 1114 pages
- Ron Kasprisin (2011): "Urban Design: The Composition of Complexity"

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

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- PLACES FOR PEOPLE AN URBAN DESIGN PROTOCOL FOR AUSTRALIAN CITIES available online at:  
[http://www.urbandesign.gov.au/downloads/files/INFRA1219\\_MCU\\_R\\_SQUARE\\_URBAN\\_PROTOCOLS\\_1111\\_WEB\\_FA2.pdf](http://www.urbandesign.gov.au/downloads/files/INFRA1219_MCU_R_SQUARE_URBAN_PROTOCOLS_1111_WEB_FA2.pdf)
- Watsonville Community Development Department 2001 "Watsonville Livable Community Residential Design Guidelines"

<http://cityofwatsonville.org/download/permitforms/community%20development%20residential%20design%20guideli>

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.)

- One Studio

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

- Learning Management System (Black-Board)
- Podium, data show and smart board.

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

- Library
- Internet

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Course & Staff evaluation questionnaires

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Council departmental meeting discussions

3 Processes for Improvement of Teaching

- Attending teaching improvement workshops when held by the University's Skills Development Deanship.

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)

- Check marking of a sample of students' projects and reports.

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

- Establishing a group discussion between the Head of the Department and all urban design project tutors where studio courses are reviewed and methods of assessment are recommended.

Faculty or Teaching Staff: **Dr. Ziad A Alameddine**\_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: **January 2015**

Received by: \_\_\_\_\_ Dean/Department Head

Signature: \_\_\_\_\_ Date: \_\_\_\_\_