



Amman - Jordan

## Study Plan

Faculty                      Architecture and Design  
Specialization            Architecture Engineering  
Semester                    Second  
Academic Year            2019/2020

Course Name              Architectural Design (5)  
Course Number           1101481

A copy of the Study Plan shall be given to each registered student in this course. The Study Plan shall be preserved for future use.



F112-3, Rev. c

Ref.: Deans' Council Session (03/2018-2019), Decision No.: 14, Date: 15/09/2018

## 1. Lecturer Information

1. Lecturer Name: Wael Waleed Al-Azhari
2. Office Number: 341B
3. Phone Number: 06 4790222 ext. 267
4. Email: dean-archdesg@meu.edu.jo
5. Office Hours: 14:00-15:00 Sunday, Monday, Tuesday, Wednesday

## 2. Place and Date of the Course

1. The Days and Time of the Course: 08:00-11:30 Monday, Wednesday
2. Place: E009
3. Course Laboratory (if any):

## 3. Sources and References

1. Course Book:

Özay, E. (2020). *Urban Renewal and School Reform in Baltimore: Rethinking the 21st Century Public School*. London: Routledge.

2. Other References:

Alexander, C., Ishikawa, S., and Silverstein, M. (1977). *A Pattern Language: Towns, Buildings, Construction*. New York: Oxford University Press.

Baker, G. (1996). *Design Strategies in Architecture: An Approach to the Analysis of Form*, First Edition. London: Taylor & Francis.

Broadbent, G. and Ward, A. (1969). *Design Methods in Architecture*. London: Lund Humphries.

Clark, R. and Pause, M. (1985). *Precedents in Architecture*. New York: Van Nostrand Reinhold Company.

Jonas, W. (2001). A Scenario for Design. *Design Issues*, 17(2), 64-80.

Kalay, Y. (2004). *Architecture's New Media: Principles, Theories, and Methods of Computer-Aided Design*. Cambridge: the MIT Press.

Kruger, C. and Cross, N. (2006). Solution Driven Versus Problem Driven Design: Strategies and Outcomes, *Design Studies*, 27(5), 527-548.

Neufert, E. (1970). *Architects' Data*. London: Lockwood.

Suwa, M. and Tversky, B. (1997). What Do Architects and Students Perceive in their Design Sketches? A Protocol Analysis, *Design Studies*, 18(4), 385-403.

Wolfram, S. (2002). *A New Kind of Science*. Champaign, IL: Wolfram Media.

#### **4. Course Description**

##### **1. The Description:**

The design of buildings with typical and repetitive spaces over more than one floor within specific building types; fitting together the various (formal, functional, structural, environmental, etc.) systems that comprise the building. As in its predecessor but with more sophisticated design problems that combine typical spaces and various other spaces with a variety of volumes and masses, with special emphasis on large spaces and their various requirements.

##### **2. Objectives:**

- Investigating the complexities of underlying critiques and representations of constructed culture in order to discover the opportunities for meaning, interpretation, and intervention.
- Identifying and comparing formative ideas, concepts of space and formal orders within a cultural artifact that will form the foundation of analysis.

- Synthesizing analytical and intuitive thinking as a method for critique, comprehension, and design generation.
- Developing architectural spaces that emphasize scale and measure relative to human perception.
- Refining student communication skills, placing greater emphasis on independent thought, self-critique, and graphical/ verbal/ textual acuity.

## **5. Learning Outcomes of the Course**

1. Demonstrate critical thinking through a self-reflective process of conceptualization and design thinking.
2. Implement complex two and three-dimensional graphic representation techniques using a wide variety of traditional and digital media.
3. Apply a design decision-making process through appropriate technical documentation.
4. Incorporate a wide range of technical skills and professional architectural knowledge during schematic design.
5. Demonstrate the ability to synthesize a wide range of variables into an integrated design solution.
6. Understanding how to collaboratively lead teams of stakeholders in the process of conceiving, developing and implementing design solutions.

## **6. Learning Outcomes of the Programme**

1. Implement concepts of architecture with high proficiency.
2. Keep pace with intellectual and practical developments to fulfill the varying needs of society.
3. Understand the importance of local heritage and preserve it.
4. Understand the diverse civilizations of the world and boost cultural exchange.
5. Apply innovation and critical thinking on various fields of Architecture.
6. Find creative and innovative solutions for various design dilemmas.

7. Use high skills in expressing and communication.
8. Continuously learn conduct research and apply it in professional practices.
9. Adhere to professional ethics and principles of practice.

## 7. Teaching Methods

The studio will employ all reasonable means of study within the design process, including hand sketching, orthographic drawing, physical and virtual modeling, digital image manipulation, etc. The students are expected to give their fullest effort in this regard, and while this effort does not, in itself, guarantee excellent work, it does offer the greatest opportunity for design development through a rigorous process. As part of this process, the students will be expected to record their work in a sketchbook, referencing their own understanding their own work. Selected texts and articles will accompany the specific projects, as will the respective class discussions and presentations. Student participation is highly encouraged and will be reflected in grading.

## 8. Evaluation Methods and their Percentage Value %

#	Evaluation	Value	Description
1.	Exams	20%	Sketch Designs during the Semester
2.	Final Exam	20%	Final Sketch Design
3.	Homework	50%	Design Project(s)
4.	Participation	10%	Readings
<b>Total</b>		<b>100%</b>	

## 9. The Timetable for the Implementation of Course



F112-3, Rev. c

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Week	Subject	Reference in the Course Book (Pages)	Number of Educational Output of the Material	Output Number of the Programme
1	Course Overview	xix-xxi	1	1,2,8
2	Site Analysis	3-32	3,5	3,4,7
3	Site Analysis	3-32	3,5	3,4,7
4	Site Constraints	37-58	3,4,5,8	3,4,7
5	Brief Requirements	157-185	2,5,6	3,4
6	Brief Requirements	157-185	2,5,6	3,4
7	Architectural Concept	63-83	1,2,5	5,6
8	Architectural Concept Development	63-83	1,2,5	5,6
9	Architectural Plans Development	218-230	2	2,6,7
10	Architectural Plans Development	218-230	2	2,6,7
11	Architectural Plans Development	218-230	2	2,6,7
12	Architectural Elevations Development	256-267	2	2,6,7
13	Architectural Elevations Development	256-267	2	2,6,7
14	Architectural 3Ds Development	269-277	2,5	2,7
15	Architectural Presentation	283	2,6	2,7
16	Final Jury		6	7,9

## 10. Course Policies

- They are demonstrated according to the regulations of granting the degree (Bachelor and Masters)/ student guide.
- They should be explained to the students in the first meeting.

### 1. Attendance:

Architectural professionals understand the importance of being present, on time, with work completed. Adherence to these professional attributes begins in architectural education. To that end, the Faculty has established a policy to underscore the importance of full attendance, except for illness or religious holidays, not exceeding 15% of the total number of classes.

### 2. Delays:

Late work will not be accepted for full credit. A late penalty of 10% per day will be assessed against work turned in late. All assignments are expected to be complete and turned in, but only work that is turned in on time will be eligible for full credit. It is your responsibility to use class time effectively.

### 3. Examinations:

Students absent from a required presentation, assignment, or examination will receive, without exception, an F for that presentation, assignment, or examination. Students appearing more than 15 minutes late for a critique will be considered late and will not receive a critique. Two late arrivals will count as one absence.

### 4. Homework and Projects:

Assignments/projects are generally posted to the instructor's web site. If a student misses class for any reason, please check the site, there will usually be useful information, so that the student does not fall behind.

### 5. Attending the Exams and Meeting the Deadlines:

There will be intermediate design reviews during the course of each project. Attendance and participation in design reviews are mandatory. Usually one studio session or a part of a session is used for final review of each design project. Students should be prepared to orally present their work at intermediate reviews as well as final reviews.

## 6. Cheating and Punishment:

### First Offense

On the first infraction, the student will be given a zero on the assignment and will be given the opportunity for a second chance in avoiding future infractions.

The student, parent/guardian, and school counselor will be sent a message/email notifying them of the offense, the action taken, and the consequence if a second infraction occurs.

The infraction will be documented in the student's file.

### Second Offense

On the second infraction, the student will be administratively removed from the course and assigned a "Dropped" status. Please review the Withdrawal Policy for more information.

The student, parent/guardian, and school counselor will be sent a message/email notifying them of the offense, the action taken, and the consequence, which is removal from the course.

The infraction will be documented in the student's file.



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