

Academic Program Description Form

University Name: ... Basrah university.....

Faculty / Institute: Engineering

Scientific Department:architecture.....

Final Certificate Name: Bachelor of Science in architecture

Academic System: Courses (Bologna system), semester

Description Preparation Date:

File Completion Date: 1/12/2025

Signature:

Head of Department Name:

Dr. Alwaleed K. Al-Baaj

Date: 1/12/2025

Signature:

Scientific Associate Name:

Dr. Munzer A. Ismael

Date: 1/12/2025

The file is checked by:

Department of Quality Assurance and University Performance:

Director of the Quality Assurance and University Performance Department:

Date 1/12/2025

Signature:

أ.د. مفيد تركي رشيد



**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2026-2025

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAM SPECIFICATION

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	University of Basrah
2. University Department/Centre	Architecture Engineering Department
3. Program Title	Architecture Engineering
4. Title of Final Award	Bachelor of Architecture Engineering
5. Modes of Attendance offered	Semester System
6. Accreditation	ABET
7. Other external influences	Field and scientific visits
8. Date of production/revision of this specification	2024
9. Aims of the Program	
1. .	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1- Clarifying the basic concepts of architectural design.
- A2- Acquiring the skill in addressing and addressing the problems faced by the architectural designer.
- A3- Acquiring basic skills for designing various buildings.
- A4- Acquisition in the field of programs for engineering designs.
- A5- Designing an integrated residential and urban environment.

A6- Understanding the reality of the labor market and its various requirements. A7- Achieving the a to k criterion.
A. The program's skill objectives. B1 - The ability to design buildings. B2 - The ability to think about solving realistic design problems. B3 - Writing scientific reports and reading diagrams in a correct engineering manner.
Teaching and Learning Methods
1- Explanation and clarification through lectures. 2- Display scientific materials with projectors: data show, smart boards, plasma screens. 3- Self-learning through homework and mini-projects within the lectures. 4- Laboratories. 5- Graduation projects. 6- Scientific visits. 7- Seminars held in the department. 8- Summer training.
Assessment methods
1- Short exams (Quiz). 2- Homework. 3- Semester and final exams for theoretical and practical subjects. 4- Small projects within the lesson. 5- Interaction within the lecture. 6- Reports.
C. Thinking Skills C1. Attention: raising the students' attention by implementing one of the application programs on the display screen in the hall C2. Response: Follow up the student's interaction with the material displayed on the screen C3. Attention: Follow up on the interest of the student who interacted the most with the presented material. C4. Formation of direction: meaning that the student is sympathetic to the presentation and may have an opinion towards the presented topic and defend it. C5. Formation of value behavior: meaning that the student reaches the top of the emotional ladder, so he has a constant level in the lesson and does not let up or get bored.
Assessment methods

- Active participation in the classroom, a guide to the student's commitment and responsibility.
- Commitment to the deadline in submitting the duties and research required of the student to submit them.
- The quarterly and final exams express commitment and cognitive and skill achievement.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Develop the student's ability to deal with technology.

D2. Developing the student's ability to deal with the Internet.

D3. Developing the student's ability to deal with multiple means.

D4. Develop the student's ability to dialogue and discussion.

11. Admission standard (development of college or institute admission regulations)

Rate: At least 90%

Age: No more than 25 years

Number: Up to 50 students per year

12. Key sources of information about the program

1- The websites of Iraqi and international universities.

2- The workshops held by the Ministry of Higher Education in addition to the Ministry's standards.

3- The path for American Academic Accreditation Program (ABET).

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Programme Learning Outcomes	
LO1	Identify the various types of business organisations and their legal forms.
LO2	Understand the role of business in society and the impact of business on the environment.
LO3	Identify the various types of business organisations and their legal forms.
LO4	Understand the role of business in society and the impact of business on the environment.
LO5	Identify the various types of business organisations and their legal forms.
LO6	Understand the role of business in society and the impact of business on the environment.
LO7	Identify the various types of business organisations and their legal forms.
LO8	Understand the role of business in society and the impact of business on the environment.
LO9	Identify the various types of business organisations and their legal forms.
LO10	Understand the role of business in society and the impact of business on the environment.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Course Description Form

1. Course Name:	
Principles of Art and Architecture	
2. Course Code:	
ARE113	
3. Semester / Year:	
Year	
4. Description Preparation Date:	
1/12/2024	
5. Available Attendance Forms:	
Personal attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 /2	
7. Course administrator's name (mention all, if more than one name)	
Dr. Noor Abdulameer Almansor	
8. Course Objectives	
Course Objectives	1. Preparing the theoretical base that is integrated with the architectural design subject. 2. Introducing the new student to the basics of architecture and its connection with other fields of knowledge in general, and the field of art. 3. Developing the artistic taste of the new architectural student. 4. Giving a clear vision of the connection and overlap of the engineering field and the technical field in architecture to the new student, and the integration of the relationship between the two.
9. Teaching and Learning Strategies	

Strategy	• Teaching by enhancing participation with students and interaction by opening discussions. • Reports and assignments for selected subjects that ensure the analysis of realistic compositions with technical references. • Quizzes. • Presentation of lectures using demonstration means, such as a data show using the PowerPoint program.				
10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2	Taste and understand works of art in general and architectural projects.	An introductory to the material with an introduction to art, architecture, and their connection with other areas.	Given a lecture using the projector	
Second	2	- The basic principles underlying architecture as a science and art. - Analyse architectural projects as formal and functional formations and identify the most important pioneers of architecture	The study of architectural design elements (elements of visual art).	Given a lecture using the projector and tests	
Third	2		- Identify the typical design principles and possible ways of connecting design elements. - Class assignment	Given a lecture using the projector and discussions with the students	Give marks for evaluation
Fourth	4		- Study the concept of unity in Unity design and its requirements as well as The Associated vocabulary. - Homework	Given a lecture using the projector and discussions with the students	Give marks for evaluation
Fifth			- Knowledge of proportion and proportionality in	Given a lecture using the	Give marks for
Sixth	2				

			the division of lines and surfaces (golden mean). - Quiz	projector and discussions with the students	evaluation	
Seventh	2		Expanding the knowledge of proportion and proportionality in the division of lines and surfaces (ratio 1: $\sqrt{2}$)	Given a lecture using the projector and discussions with the students		
Eighth	2	Analyse architectural projects as formal and functional formations and identify the most important pioneers of architecture.	- Study the subject of measurement and proportions in the body and form (human scale). - Report	Given a lecture using the projector and presentations for the students	Give marks for evaluation	
Ninth	2	- Analyse architectural projects as formal and functional formations and identify the most important pioneers of architecture. - Development on the analysis of architectural projects and knowledge of the ideas of	- A visual analytical study in the concept of body Form (basic form, proportionality, transformation, reduction, addition, and other related concepts). - Class assignment	Given a lecture using the projector and discussions with the students	Give marks for evaluation	
Tenth			- A visual analytical study in the concept of space (corresponding to space and mass, the definition of	Given a lecture using the projector and discussions	Give marks for evaluation	
Eleventh	4					
Twelfth						

			spaces by elements, the quality of architectural spaces, and other concepts associated with it). - Quiz	with the students	
Thirteenth	2		Study the subject of architectural design (the main areas of architectural design).	Given a lecture using the projector and discussions with the students	
Fourteenth	4		Study the subject of architectural design (architectural composition).	Given a lecture using the projector and discussions with the students	
Fifteenth					

11.Course Evaluation

The 100 mark is divided as following:
 10% Homework
 10% class assignment
 10% Quiz
 10% Mid-term exam
 10% Report
 50% Final exam

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	(Principles in Art and Architecture), Shirin Ahsan Sherzad .
Main references (sources)	
Recommended books and references (scientific journals, reports ...)	- (Design Fundamentals), Robert Gillam Scott.

	- (<i>Architecture: Form, Space & Order</i>), Francis D.K. Ching.
Electronic References, Websites	• Arch daily • Arch h2o • Arch space • Dezeen • https://faculty.uobasrah.edu.iq/faculty/3427/teaching

Course Name:	
Construction of Buildings I	
Course Code:	
ARE211	
Semester / Year:	
One / Second stage	
Description Preparation Date:	
1/12/2024	
Available Attendance Forms:	
Class lectures / Classroom or electronic	
Number of Credit Hours (Total) / Number of Units (Total)	
60 / 3	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Saddam Khalaf Faleh	
Email: saddam.faleh@uobasrah.edu.iq	
Course Objectives	
Course Objectives	• Knowledge of load-bearing construction and its advantages • The ability to choose appropriate construction materials and construction methods to make the building environmentally effective. • Developing the ability to make detailed drawings for load-bearing building

	• Understanding the construction and structural details of implementation.				
Teaching and Learning Strategies					
Strategy	• Linking the theoretical part to the constructions that are created as applied examples • Activating participation and mutual discussions to interact with the syllabus. • Learning drawings for load bearing building with evaluation. • Training and reviewing the curriculum through drawings making, assignments, and day sketches. • Use educational videos. • A field visit to a building under construction.				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	4	Introduction to building construction	Curriculum objective + basic definitions + references and grades	Theoretical and means of explanation using the blackboard and data show	Setting performance standards
second	4	Knowledge of construction systems, including load-bearing systems	Construction processes + construction methods + construction systems (load-bearing construction)	Practically, by directing on the submitted drawings	Criticism and clarification
Third	4	Know the types and details of reinforced concrete	Foundations, their types and details	Theoretical and means of explanation using	Discuss the submitted drawings &

		foundations with drawings		the blackboard and data show	Make grade decision
Fourth	4	walls and choose what is appropriate	Walls + Brick walls as construction component & walls classifications	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Fifth	4	Connecting masonry walls	Walls - walls built with bricks + bonding and connection methods	Theoretical and means of explanation using the blackboard and data show	Criticism and clarification
Sixth	4	Drawing door and window openings Linteling	Linteling of openings in masonry walls + Quiz	Presentation	Discuss the submitted drawings & Make grade decision
Seventh	4	Brick with I-Section steel girders Slabs	Brick floors with I-section steel bonding with gypsum traditional method	Theoretical and means of explanation using the blackboard and data show	Criticism and clarification
Eighth	4	Cast in situ reinforced concrete floors	Reinforced concrete floors and slabs	Theoretical and means of explanation	Discuss the submitted

				n using the blackboard and data show	drawings & Make grade decision
Ninth	4	Roofing of openings using traditional methods	Roofing using arches and domes	Theoretical and means of explanation using the blackboard and data show	Criticism and clarification
Tenth	4	drawings and details for lintels	Lintels, RC & steel.	presentation	Discuss the submitted drawings & Make grade decision
Eleventh	4	Stair characteristics, design and drawing	Stairs in solid construction	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Twelfth	4	Details for buildings from footing to roof	Rendering of plans for a section of the building from the foundation to the roof	presentation	Quiz
Thirteenth	4	Damp, thermal and sound insulations details	Resistance to environmental factors in slabs (flatness)	Theoretical and means of explanation using	Criticism and clarification

				the blackboard and data show	
Fourteenth	4	Constructional details	Pre-final submission of drawings	Presentation	Determine actual standards Matching actual performance with desired performance Discuss the results Make grade decision
Fifteenth	4	Final details presentations	Final submission of drawings	Presentation	Determine actual standards Matching actual performance with desired performance Discuss the results Make grade decision

Course Evaluation	
10% Mid-term exam	
10% Quiz/homework/day sketch	
60% Project (drawings for sample of load-bearing building) continuous evaluation along the course	
20% Final exam	

Learning and Teaching Resources	
Required textbooks (curricular books, if any)	1- 1- Building Construction - By : Eng. Atef Al-Suhairi
Main references (sources)	1- Building Installation - By: Eng. Anis Jawad Salman 2- Building Construction – By: Eng. Zuhair Sako - Artin Levon 3- The construction of Buildings, By: R. Barry
Recommended books and references (scientific journals, reports ...)	The construction of Buildings, By: R. Barry
Electronic References, Websites	All relevant websites

Course Name:	
Construction of Buildings II	
Course Code:	
ARE221	
Semester / Year:	
Second / Second stage	
Description Preparation Date:	
1/12/2024	
Available Attendance Forms:	
Class lectures / Classroom or electronic	
Number of Credit Hours (Total) / Number of Units (Total)	
60 / 3	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Saddam Khalaf Faleh Email: saddam.faleh@uobasrah.edu.iq	
Course Objectives	
Course Objectives	Knowledge of load-bearing construction and its advantages

	• The ability to choose appropriate construction materials and construction methods to make the building environmentally effective. • Developing the ability to make detailed drawings for skeletal RC building • Understanding the construction and structural details of implementation.
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1. Teaching and Learning Strategies

Strategy	• Linking the theoretical part to the constructions that are created as applied examples • Activating participation and mutual discussions to interact with the syllabus. • Learning drawings for skeletal RC building with evaluation. • Training and reviewing the curriculum through drawings making, assignments, and day sketches. • Use educational videos. • A field visit to a building under construction.
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	4	Introduction to skeletal building construction methods	Curriculum objective + basic definitions + references and grades	Theoretical and means of explanation using the blackboard and data show	Setting performance standards
second	4	Knowledge of construction systems, including skeletal systems	Construction processes + construction methods + construction systems (skeletal RC construction)	Practically, by directing on the submitted drawings	Criticism and clarification

Third	4	Know the types and details of reinforced concrete foundations using with skeletal RC buildings with drawings	Foundations used with skeletal system, their types and details	Theoretical and means of explanation using the blackboard and data show	Discuss the submitted drawings & Make grade decision
Fourth	4	Partitions walls and choose what is appropriate	Partitions + masonry walls & RC walls and other types with classifications	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Fifth	4	Connecting masonry walls with RC Columns and Beams	Masonry walls bonding and connection with structure methods	Theoretical and means of explanation using the blackboard and data show	Criticism and clarification
Sixth	4	Drawing longitudinal section from substructure to superstructure	Reinforced concrete columns and beams	Presentation	Discuss the submitted drawings & Make grade decision
Seventh	4	Cast in situation reinforced concrete floors with skeletal structures	Openings Linteling for skeletal structures	Theoretical and means of explanation using the blackboard and data show	Criticism and clarification
Eighth	4	Cross-section for concerned building	Reinforced concrete	Theoretical and means of	Discuss the submitted

			floors and slabs	explanation using the blackboard and data show	drawings & Make grade decision
Ninth	4	Elevators	Details for elevator well, pit and machine room	Theoretical and means of explanation using the blackboard and data show	Criticism and clarification
Tenth	4	Finishing	Finishes for external and internal walls	presentation	Discuss the submitted drawings & Make grade decision
Eleventh	4	Finishing details	Finishes for floors	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Twelfth	4	Doors	Doors characteristics and details	presentation	Quiz
Thirteenth	4	Windows	Windows characteristics and details	Theoretical and means of explanation using the blackboard and data show	Criticism and clarification
Fourteenth	4	Constructional details	Pre-final submission of drawings	Presentation	Determine actual standards

					Matching actual performance with desired performance Discuss the results Make grade decision
Fifteenth	4	Final details presentations	Final submission of drawings	Presentation	Determine actual standards Matching actual performance with desired performance Discuss the results Make grade decision

Course Evaluation

10% Mid-term exam
 10% Quiz/homework/day sketch
 60% Project (drawings for sample of skeletal building) continuous evaluation along the course
 20% Final exam

Learning and Teaching Resources

Required textbooks (curricular books, if any)	4- 1- Building Construction - By : Eng. Atef Al-Suhairi
Main references (sources)	1- Building Installation - By: Eng. Anis Jawad Salman

	5- Building Construction – By: Eng. Zuhair Sako - Artin Levon 6- The construction of Buildings, By: R. Barry
Recommended books and references (scientific journals, reports ...)	The construction of Buildings, By: R. Barry
Electronic References, Websites	All relevant websites

Course Name:	
Architectural Design IV	
1. Course Code:	
ARE301	
2. Semester / Year:	
Stage 3	
3. Description Preparation Date:	
1/12/2024	
4. Available Attendance Forms:	
In person	
5. Number of Credit Hours (Total) / Number of Units (Total)	
360/14	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Alwaleed K. Al-baaj Email: alwaleed.al-baaj@uobasrah.edu.iq	
Course Objectives	
Course Objectives	The student gets acquainted with a multi-story project, in order to learn through it the principles of design for functional requirements of a typical, recurring nature, such as educational, administrative, residential, and commercial buildings, and to get acquainted with some construction details directed for this purpose, as well as the possibility of applying what the student learned from theoretical lessons related to services. The study includes a set of quick tests. To identify the student's

	ability to make the right design decisions within a short period of time.				
Teaching and Learning Strategies					
Strategy	1. Visiting the site dedicated to designing the project and preparing special analytical studies for that in terms of identifying the determinants of the site, the neighborhoods, and the axes of movement around the site 2. make analytical studies of the functional activities and the relationships between them and studying the standards of the project spaces to conclude a functional program for the spaces of the project spaces 3. Opening the field of the student by expanding his imagination towards finding solutions to the design problems of the project 4. Developing students' technical skills through the required show and making models 5. Make many sketch design to discover the student's ability to design				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-5	54	project1	Project multi-function	Show projects	Multi style of showing (printing-power point show)
6-14	114	Project 2	Project containing large and medium-sized spaces.	Show projects	Multi style of showing (printing-power point show)
15	12	Day sketches	Day sketch for project	On computers	Files
16-20	45	Project 3	Project containing multi story building	Show projects	Multi style of showing (printing-power point show)

21-29	114	Project 4	Project multi story building like (academic, commercial ...etc)	Show projects	Multi style of showing (printing-power point show)
30	12	Day sketches	Day sketch for project	On computers	Files

Course Evaluation

The 100 mark is divided according to the tasks assigned to the student, such as initial studies of projects, followed by prelim, pre-final, and final submissions in addition to the day sketch.

Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Neufert
Recommended books and references (scientific journals, reports ...)	Architects' data
Electronic References, Websites	Any website related with module

Course Name:

Principle Urban Planning

Course Code:

ARE313

Semester / Year:

Stage 3

Description Preparation Date:

1/12/2024

Available Attendance Forms:

Presence

Number of Credit Hours (Total) / Number of Units (Total)

30/2

Course administrator's name (mention all, if more than one name)

Name: Dr. Alwaleed K. Al-baaj

30

Email: alwaleed.al-baaj@uobasrah.edu.iq

Course Objectives					
Course Objectives		The lesson aims to address the problems that appear in contemporary cities, and explain the reasons that led to this, and to present recommendations for the solutions that would reduce the burden of problems on urban residents, as well as to familiarize students with many theories of city planning, and to introduce students to the land uses of cities and the criteria for the areas of those land uses.			
Teaching and Learning Strategies					
Strategy		6. . Conducting field studies to analyze the existing problems of cities 7. Giving a role to the student to present proposals to find solutions to the problems that cities suffer from 8. Prepare reports for each student explaining his perception of the problems he suffers from within his urban environment, and provide recommendations for solutions according to his scientific vision. 9. Students are present in a virtual space through exploratory films, whether from the Internet or tourist visits from the students themselves - applying the idea of virtual education in real reality 10.Theoretical knowledge is reinforced through field visits to the city of Basra and even at the level of other cities. 11.Preparing explanatory means in the form of power points programs and sheets for the model that is analyzed by the students as a photo or video report that approaches reality			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	introduction	planning, urban planning 31	Show projects + Discussion	power point show

2-4	6	Theories of cities planning	Theories of world planner	Show projects + Discussion	power point show
5	2	Planning the Arab Islamic cities	Features of Arab Islamic cities Planning	Show projects + Discussion	power point show
6	2	The problems of contemporary cities +(Quizzes)	Cities problems	Show projects + Discussion	power point show
7	2	Study of population	The importance of population studies for city planning	Show projects + Discussion	power point show
8	2	Land use study	Definition of land use - Factors affecting the distribution of land use	Show projects + Discussion	power point show
9	2	Housing in contemporary cities	Housing crisis, its negative impact and causes	Show projects + Discussion	power point show
10	2	Commercial land use - Midterm Exam	Commercial land uses and ways of distributing them within cities	Show projects + Discussion	power point show
11	2	Industrial land use	Industrial land use , and requirements and their impact within the general master plan of cities	Show projects + Discussion	power point show

12	2	Pollution in cities- (Quizzes)	Pollution in cities types and causes	Show projects + Discussion	power point show
13	2	Services in cities	Urban infrastructure services	Show projects + Discussion	power point show
14	2	Transportation planning– (report)	Transportation planning methods	Show projects + Discussion	power point show
15	2	Planning of Smart cities and Digital, technology cities	City planning using advanced and smart methods	Show projects + Discussion	power point show

Course Evaluation

Distributing the score out of 100 according to the projects display , day sketches

Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports ...)	Urban planning books
Electronic References, Websites	Any website related with module

Course Name:

History of Architecture III

Course Code:

ARE312

Semester / Year:

First Semester (Course 1)/ third stage

55

Description Preparation Date:

2024/12/1	
Available Attendance Forms:	
In-person	
Number of Credit Hours (Total) / Number of Units (Total)	
30 hours / 2 units	
Course administrator's name (mention all, if more than one name)	
Lecturer Hala Abdul Kareem Abdul Ghani hala.abdulkarem@uobasrah.edu.iq	
Course Objectives	
Course Objectives	Understanding the historical and architectural context Providing students with a comprehensive background on the development of architecture across. ancient, medieval, and modern eras.- Highlighting the relationship between architecture and social, economic, religious, and political conditions. Architectural Analysis- Training students to distinguish between different architectural schools and movements.- Identifying elements of architecture (planning, space, facades, materials) and their development. Critical Capacity Building- Enhancing comparative and analytical skills of architectural styles.- Connecting the past with the contemporary reality and benefiting from historical heritage in modern design. Architectural Identity Enhancement- Introducing students to both local and global architectural heritage.- Instilling the concept of preserving cultural identity while engaging with global trends. Research and Documentation Skills- Encouraging students to use academic sources, drawings, and historical plans.- Developing 3D models to preserve heritage values and reinforce architectural realism
Teaching and Learning Strategies	
Strategy	1. Interactive Lectures: - Presenting theoretical material supported with images, drawings, documentaries, and PowerPoint presentations. - Open discussions to deepen understanding. 2. Project-Based Learning: - Assigning students research/projects on architecture of specific civilizations or historical periods.- Creating 3D models using laser cutting machines (individual or group presentations).

	3. Comparative and Analytical Learning:- Encouraging students to compare architectural models from different eras.- Analyzing buildings based on form, function, and symbolism.- Organizing scientific visits to archaeological sites or historical buildings. 4. Blended Learning:- Using digital sources: educational platforms, virtual museums, recorded lectures.- Assigning students to follow up online lectures and documentaries. 5. Continuous Assessment:- Short quizzes, assignments, class discussions.- Active participation contributes to final grad
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Early Christian Architecture (Intro)	Introduction to key architectural features	Explanatory lecture, document a	A documentary video explaining the most important architectural features to be studied.
2	2	Gen of Church Architecture – House Churches	Understanding early church forms	Lecture, PowerPoint	Power Point
3	2	Regence of Church Architecture – Basilica	(Intro) Discussion on Basilica architecture	Lecture, PowerPoint	Power Point
4	2	Development of Basilica Architecture	Evolution of Basilica structures	Lecture, PowerPoint	Power Point
5	2	Byzantine Architecture (Intro)	Main features of Byzantine architecture	Lecture, PowerPoint	Power Point
6	2	Byzantine Architecture (Key Factors & Landmarks)	Influences and characteristics	Lecture, PowerPoint	Power Point

7	2	Review of Material	Short quiz	Oral/Written exam	-
8	2	Romanesque Architecture (Intro)	Understanding Romanesque style	Lecture, PowerPoint	Power Point
9	2	Field Visit	Visit important religious heritage sites	Scientific field trip, on-site discuss	
10	2	Romanesque Architecture (Factors & Landmarks)	Deeper analysis of Romanesque	Discussion Lecture, PowerPoint	Power Point
11	2	Gothic Architecture (Intro)	Gothic Architecture (Intro) Introduction to Gothic features	Lecture, PowerPoint	Power Point
12	2	Gothic Architecture (Factors & Landmarks)	Gothic Architecture (Factors & Landmarks) Influences and key landmarks	Lecture, PowerPoint	Power Point
13	2	Gothic Architecture in France & Italy	Comparative study of Gothic works	Lecture, PowerPoint	Power Point
14	2	Gothic Architecture in England & Spain	Comparative study of Gothic works	Discussion Lecture, PowerPoint	Power Point
15	2	Final Review & 3D/2D Models	Student presentations of selected landmarks	Student-led explanation, 3D/2D	

Course Evaluation

- Midterm exam, short tests, assignments, class discussions (40%).- Final exam (60%).- Total: 100%

Learning and Teaching Resources

Main References	1. Dr. Abdel-Baqi Ibrahim – Architecture Through History 2. Dr. Atef Al-Iraqi – History of Architecture and Arts 3. Spiro Kostof – A History of Architecture: Settings and Rituals 4. Marvin Trachtenberg & Isabelle Hyman – Architecture: From Prehistory to Post-Modernism
Recommended References	Francis D.K. Ching – Architecture: Form, Space, and Order Electronic references: British Museum, Metropolitan Museum website

Course Name:

History of Architecture IV

Course Code:

ARE312

Semester / Year:

First Semester (Course 2) / third stage

Description Preparation Date:

1/12/2024

Available Attendance Forms:

In-person

Number of Credit Hours (Total) / Number of Units (Total)

30 hours / 2 units

Course administrator's name (mention all, if more than one name)

Asst. Lecturer Hala Abdul Kareem Abdul Ghani

hala.abdulkarem@uobasrah.edu.iq

Course Objectives	
Course Objectives	Understanding the historical and architectural context Providing students with a comprehensive background on the development of architecture across. ancient, medieval, and modern eras.- Highlighting the relationship between architecture and social, economic, religious, and political conditions. Architectural Analysis- Training students to distinguish between different architectural schools and movements.- Identifying elements of architecture (planning, space, facades, materials) and their development. Critical Capacity Building- Enhancing comparative and analytical skills of architectural styles.- Connecting the past with the contemporary reality and benefiting from historical heritage in modern design. Architectural Identity Enhancement- Introducing students to both local and global architectural heritage.- Instilling the concept of preserving cultural identity while engaging with global trends. Research and Documentation Skills- Encouraging students to use academic sources, drawings, and historical plans.- Developing 3D models to preserve heritage values and reinforce architectural realism
Teaching and Learning Strategies	
Strategy	1. Interactive Lectures:- Presenting theoretical material supported with images, drawings, documentaries, and PowerPoint presentations.- Open discussions to deepen understanding. 2. Project-Based Learning:- Assigning students research/projects on architecture of specific civilizations or historical periods.- Creating 3D models using laser cutting machines (individual or group presentations). 3. Comparative and Analytical Learning:- Encouraging students to compare architectural models from different eras.- Analyzing buildings based on form, function, and symbolism.- Organizing scientific visits to archaeological sites or historical buildings. 4. Blended Learning:- Using digital sources: educational platforms, virtual museums, recorded lectures.- Assigning students to follow up online lectures and documentaries.

		5. Continuous Assessment:- Short quizzes, assignments, class discussions.- Active participation contributes to final grad			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction	Renaissance architecture	presentation	A documentary video explaining the most important architectural features to be studied.
2	2	The Beginning of Renaissance Architecture - Part One	Baroque architecture	presentation	Power Point
3	2	Rococo Architecture	The Beginning of Renaissance Architecture – Part Two	presentation	Power Point
4	2	Classical Architecture	Post-Renaissance Architecture Part 1	presentation	Power Point
5	2	Neo-Gothic Architecture	Architectural Trends in the 19th Century, 1	presentation	Power Point
6	2	Industrial Architecture	Architectural Trends in the 19th Century, 2	presentation	Power Point
7	2	Discussion of Previous Study Material	Quick Exam	-	-

8	2	Eclectic Architecture	Architectural Trends in the 19th Century, 3	presentation	Power Point
9	2	Colonial Architecture	Architectural Trends in the 19th Century, 4		Power Point
10	2	Neo-Romanticism	Architectural Trends in the 19th Century, 5	presentation	Power Point
11	2	Modernism in Architecture	The Beginning of Modernist Architecture	presentation	Power Point
12	2	Key Architectural Features	Modernist Architecture	presentation	Power Point
13	2	Definition of Characteristics	Examples from the Modernist Movement	presentation	Power Point
14	2	Key Influencing Factors	Report Discussion	Students explain the details of the selected landmarks.	Students discuss using a two-dimensional display
15	2	Building Analysis	Report Discussion	Students explain the details of the selected landmarks.	Students discuss using a two-dimensional display

Course Evaluation

- Midterm exam, short tests, assignments, class discussions (40%).- Final exam (60%).- Total: 100%

Learning and Teaching Resources

1. Banister Fletcher – A History of Architecture

2. Leonardo Benevolo – The Architecture of the Renaissance	
3. William J.R. Curtis – Modern Architecture: Since 1900	
4. Khalid Al-Sultani – A Hundred Years of Modernism	
Recommended References**- Charles Jencks – Modern Movements in Architecture- Kenneth Frampton – Modern Architecture: A Critical History- Electronic sources and website	

1. Course Name:	
Surveying	
2. Course Code:	
ARE326	
3. Semester / Year:	
Two / Third stage	
4. Description Preparation Date:	
1/12/2024	
5. Available Attendance Forms:	
Class lectures / Practical exercises (Field work)	
Number of Credit Hours (Total) / Number of Units (Total)	
45 / 2	
Course administrator's name (mention all, if more than one name)	
Name: Sattar Matrood Isawi Email: s.isawi@campus.tu-berlin.de	
Course Objectives	
Course Objectives	• Understand the fundamental principles and concepts of surveying in the context of architectural engineering. • Develop proficiency in using surveying instruments and equipment, including total stations, theodolites, and levels. • Demonstrate the ability to conduct accurate and precise

	measurements of distances, angles, and elevations using various surveying techniques. • Apply trigonometric and geometric principles to solve surveying problems related to architectural engineering, such as determining heights, slopes, and areas. • Interpret and analyze survey data, including maps, plans, and field notes, to extract relevant information for architectural design and constructions.				
Teaching and Learning Strategies					
Strategy	• Explanation and clarification using class lectures. • Presentations, site photos and videos. • Field work and Tutorials hours. • Reading and self-learning. • Home Works. • Short Assignment (quizzes). • Interaction during lectures • Practicing the examples, home-works, and reports. • Tutorials and discussions. • Mid-term and final exams.				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Fundamental principles and concepts of surveying	Introduction and basics	Lecture notes and Presentation	Interaction and communication
Second	3	Role of surveying in the design and construction process. Units; conversions; scales and coordinate systems in surveying	Introduction and basics 42	Lecture notes and Presentation	Interaction and communication

Third	3	Units; conversions; scales and coordinate systems in surveying	Solved problems	Lecture notes and Presentation	Interaction and communication
Fourth	3	Basic measurements in surveying	Principles of surveying	Lecture notes and Presentation	Interaction and communication
Fifth	3	Types of distance measurements	Principles of surveying	Lecture notes and Presentation	Interaction and communication
Sixth	3	Distance measurement using measuring tape	Construction Surveys	Lecture notes, Practical field work	Exercise report
Seventh	3	Making maps using tape survey	Construction Surveys	Lecture notes, Practical field work	Exercise report
Eighth	3	Layout of building lines	Construction Surveys	Lecture notes, Practical field work	Exercise report
Ninth	3	Leveling methods, benchmarking, differential leveling, and Leveling tasks in construction	Leveling	Lecture notes and Presentation	Interaction and communication
Tenth	3	Sources of errors in levelling and how to correct for errors in the measurement	Leveling	Lecture notes and Presentation	Interaction and communication
Eleventh	3	Setting up and adjustment of level instrument, measuring points elevation	Basic surveying instruments. (Level instrument)	Lecture notes, Practical field work	Exercise report
Twelfth	3	Total station instruments and	Basic surveying instruments.	Lecture notes and	Interaction and

		their applications in constructions	(Total station)	Presentation	communication
Thirteenth	3	Setting up and adjustment of total station instrument, Topographic survey	Basic surveying instruments. (Total station)	Lecture notes, Practical field work	Exercise report
Fourteenth	3	Areas and volumes computation for regular and irregular shapes	Areas and volumes computation	Lecture notes and Presentation	Interaction and communication
Fifteenth	3	Fundamental principles of Geographic Information System (GIS)	Geographic Information System (GIS)	Lecture notes and Presentation	Interaction and communication

Course Evaluation	
10% Quiz/homework 20% Practical exercises (weekly Field work) 15% Mid-term exam 10% Practical final exam 45% Final exam	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Chandra, A. N. (2006). Plane Surveying 2nd edition, New Age International Limited: New Delhi, India.
Recommended books and references (scientific journals, reports ...)	"Surveying for Engineers" by J. Uren and W.F. Price (Year: 2014)
Electronic References, Websites	All relevant websites

Course Name:
Structures I
1. Course Code:
ARE315

Semester / Year:	
One / Third stage	
Description Preparation Date:	
1/12/2024	
Available Attendance Forms:	
Class lectures / Classroom or electronic	
Number of Credit Hours (Total) / Number of Units (Total)	
30 / 2	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Saddam Khalaf Faleh Email: saddam.faleh@uobasrah.edu.iq	
Course Objectives	
Course Objectives	• Knowledge of construction materials, their behaviour, and the effect of forces on buildings and their paths • Learning of structural elements, structural components, and their behaviour under the influence of loads • Design of structural members (simple and continuous reinforced concrete beams) • Procedure of choose the appropriate dimensions and specifications for structural elements.
Teaching and Learning Strategies	
Strategy	• Linking the theoretical study to the practical structures that are created as applied examples. • Activating participation and mutual discussions to interact with the curriculum material. • Training and reviewing the material through reports, assignments, and quick tests. • Use educational videos and photos of constructed buildings. • Visit the construction materials laboratory.

Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Introduction on structures	Introduction to reinforced concrete structures	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
second	2	Knowledge of reinforced concrete and how concrete and steel work together	Important definitions of reinforced concrete	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Third	2	The strength of concrete and rebar and the optimal use of the specific type	Strength of materials and stress-strain curves	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Fourth	2	Forces and load paths	Structural behavior of reinforced concrete beams	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Fifth	2	Knowing the types of loads and methods of calculating and	Structural elements and methods of force transmission	Theoretical and means of explanation using the	Interaction and communication

		distributing of forces		blackboard and data show	
Sixth	2	Knowing the structural elements, the loads placed on members, and their behavior under the influence of the load	Types of loads imposed on structures	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Seventh	2	Analysis and design introduction	How to distribute the loads from the ceilings to the lintels, according to the American code, and how the lintels behave under the influence of the load	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Eighth	2	Learn beams design and analysis	Components of the structural structure and the paths for transferring loads from the slabs to the beams and then to the columns	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Ninth	2	Learn to design and analyze beams for flexure	An introduction to the analysis and design of reinforced concrete beams to	Theoretical and means of explanation using the blackboard	Interaction and communication

			resist bending moments	d and data show	
Tenth	2	Learn to design and analyze beams for shear resistance	Analysis and design of reinforced concrete simple beams (reinforcement in the tension zone) to resist bending moments	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Eleventh	2	Continuous beams design	Analysis and design of continuous reinforced concrete beams (reinforcement in the tension zone) to resist bending moments	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Twelfth	2	Shear design for beams	Design of simple concrete lintels for shear resistance	Theoretical and means of explanation using the blackboard and data show	Quiz
Thirteenth	2	Examples	Designing continuous concrete lintels, choosing the lintel dimensions, and drawing a section in	Theoretical and means of explanation using the blackboard and data show	Home work

			them for shear resistance		
Fourteenth	2	Discussions	A summary of how to calculate quickly, choose the dimensions of the beams, and draw the sections	Theoretical and means of explanation using the blackboard and data show	Report
Fifteenth	2	Tutorial	Review	Theoretical	Discussion

Course Evaluation

25% Mid-term exam
15% Quiz/homework/report
60% Final exam

Learning and Teaching Resources

Required textbooks (curricular books, if any)	7- Reinforced Concrete Design, By: Svetlana Brzev & John Pao 8- ACI 318-08
Main references (sources)	Concrete structures / General Administration for Curriculum Design and Development / Kingdom of Saudi Arabia
Recommended books and references (scientific journals, reports ...)	Reinforced Concrete Design, By: Svetlana Brzev & John Pao
Electronic References, Websites	All relevant websites

Course Name:

Structures II

Course Code:

ARE325

Semester / Year:

Second / Third stage	
Description Preparation Date:	
1/12/2024	
Available Attendance Forms:	
Class lectures / Classroom or electronic	
Number of Credit Hours (Total) / Number of Units (Total)	
30 / 2	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Saddam Khalaf Faleh Email: saddam.faleh@uobasrah.edu.iq	
Course Objectives	
Course Objectives	• RC Slabs types, thickness evaluation, and moment distribution • Knowledge of analysis and design of reinforced concrete slabs. • Characteristics and resistance reinforced concrete columns • Design and analysis of reinforced concrete columns. • Distribution of reinforced concrete beams and columns • Procedure of analysis and design steel girders and columns
Teaching and Learning Strategies	
Strategy	• Linking the theoretical study to the practical structures that are created as applied examples. • Activating participation and mutual discussions to interact with the curriculum material. • Training and reviewing the curriculum through reports, assignments, and quick tests. • Use educational videos and photos of constructed buildings.

Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Analysis and design of roofs with one-way loading	Introduction to concrete slabs and their types	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
second	2	Solve examples	Design of concrete slabs with loads transmitted in one direction	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Third	2	RC two-ways slabs characteristics	Introduction to the dimensions, thickness, and force transfer of two-way reinforced concrete slabs	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Fourth	2	Load – moment distribution and dimensions evaluation	Design of concrete slabs with loads moving in two directions	Theoretical and means of explanation using the blackboard and data show	Interaction and communication

Fifth	2	Behavior, analysis and design of two-way loaded slabs	Examples of the design of concrete slabs with loads transferred in two directions	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Sixth	2	Procedure of Design	Design calculations	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Seventh	2	Examples	Examples	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Eighth	2	Properties and behavior + analysis and design of reinforced concrete columns	Introduction to concrete columns, their types and specifications	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Ninth	2	Design of RC Columns	Concrete columns, their types and specifications	Theoretical and means of explanation using the blackboard	Interaction and communication

				d and data show	
Tenth	2	Examples	A- Axial force diagrams - bending moments of columns B-Design of short RC columns	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Eleventh	2	Continue	Design calculations of reinforced concrete columns	Theoretical and means of explanation using the blackboard and data show	Quiz
Twelfth	2	Steel section for structures	Characteristics of steel sections under stresses	Theoretical and means of explanation using the blackboard and data show	Interaction and communication
Thirteenth	2	Design of steel girders for steel structures	Solve example	Theoretical and means of explanation using the blackboard and data show	Home work
Fourteenth	2	Design of steel columns for steel structures	Design of steel columns	Theoretical and means of explanation using	Report

				the blackboard and data show	
Fifteenth	2	Tutorial	review	Theoretical	Discussion

Course Evaluation	
25% Mid-term exam 15% Quiz/homework/report 60% Final exam	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	9- Reinforced Concrete Design, By: Svetlana Brzev & John Pao 10- ACI 318-08
Main references (sources)	Concrete structures / General Administration for Curriculum Design and Development / Kingdom of Saudi Arabia
Recommended books and references (scientific journals, reports ...)	Reinforced Concrete Design, By: Svetlana Brzev & John Pao
Electronic References, Websites	All relevant websites

Course Name:
Islamic Architecture
Course Code:
ARE422
Semester / Year:
2 nd course / 4 th stage
Description Preparation Date:
1/12/2024
Available Attendance Forms:
Personal Attendance
Number of Credit Hours (Total) / Number of Units (Total)

30 Hours/2 units					
Course administrator's name (mention all, if more than one name)					
Name: Riyam Rajab Fanjan Al-Amara					
Email: riyam.rajab@uobasrah.edu.iq					
Course Objectives					
Course Objectives		• Comprehensive Study of Islamic Architecture: History, Evolution, Social-Political Influence, Heritage Patterns, and Urban Planning Principles • The aim of this approach is to provide a comprehensive overview of the landmarks of Islamic architecture, its elements, the most important Islamic architectural buildings in the world, and their types • Exploring the symbolic aspects of Islamic architecture as an innovative and continuous tradition. However, in recent times, Westernization has begun to disrupt the continuity of Islamic architecture, sometimes causing it to lose its intellectual identity and become expressive of form rather than substance. Therefore, there is a need for a design approach that stems from the foundations of the Islamic method and addresses the contemporary context.			
Teaching and Learning Strategies					
Strategy		• Short exams • Household duties. • Quarterly and final examinations of theoretical subjects. • Small research within the lesson. • Interaction within the lecture.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st week	2hours	The concept of Islamic architecture	The concept of Islamic architecture between Orientalism and the trends of Arab theorists	Explanation and discussion with students	PowerPoint presentation

2 nd 3 rd week s	4hour s	Characteristics of Islamic architecture	Centrality, orientation inward, rhythm	Explanati on and discussion with students	PowerPo int presentat ion
4 th 5 th week s	4hour s	Mosque architecture	The concept of style, types of Islamic styles according to mosque models	Explanati on and discussion with students	PowerPo int presentat ion
6th week	2hour s	Mosque components	It includes offering basic components of mosques, domes, minarets, courtyards, and components attached to mosques.	Explanati on and discussion with students	PowerPo int presentat ion
7th week	2hour s	Architecture of palaces and emira houses	Comparison, characteristics and advantages, models defining architecture	Explanati on and discussion with students	PowerPo int presentat ion
8th 9th week s	2hour s	Architecture of schools and shrines	Comparison, characteristics and advantages, models defining architecture	Explanati on and discussion with students	PowerPo int presentat ion
10th week	2hour s	Architecture of markets and Khan	Comparison, characteristics and advantages, models defining architecture	Explanati on and discussion with students	PowerPo int presentat ion
11th week	2hour s	Arab-Islamic housing architecture	Comparison, characteristics and advantages, models defining architecture	Explanati on and discussion with students	PowerPo int presentat ion
12th week	2hour s	Planning of the Arab Islamic city	The concept of urbanization, the reasons for the establishment of cities, types and	Explanati on and discussion with students	PowerPo int presentat ion

			features of city planning patterns		
13th week	2hours	Military architecture	Planning and designing castles, forts	Explanation and discussion with students	PowerPoint presentation
14 th 15 th weeks	4hours	Discuss reports	View the full report and provide a summary	Explanation and discussion with students	PowerPoint presentation

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports ...)	Theories of architecture: Revolting and drafting for a contemporary architectural compass (architecture between 1954- now)/ Amjad Almusaed
Electronic References, Websites	

Course Name:

Architectural theory I

Course Code:

ARE413

Semester / Year:

1st courses / 4th stage

Description Preparation Date:

1/12/2024

Available Attendance Forms:					
Personal Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
30 Hours/2 units					
Course administrator's name (mention all, if more than one name)					
Name: Riyam Rajab Fanjan Al-Amara					
Email: riyam.rajab@uobasrah.edu.iq					
Course Objectives					
Course Objectives		• Taste and understand the works of classical, modern and postmodern architecture • Knowledge of the most important features and characteristics of each movement and the most important aspects emphasized by each of them • Analysis of the architectural works of the most important pioneers of each movement to diagnose the lines of similarity and difference between them by what the student knows the general framework on which each of them moves			
Teaching and Learning Strategies					
Strategy		• Short exams • Household duties. • Quarterly and final examinations of theoretical subjects. • Small research within the lesson. • Interaction within the lecture.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st week	2hours	Dealing with the historical connection of the theory of architecture and its relationship with the	Concept /levels/types of theory 58	Explanation and discussion with students	PowerPoint presentation

		intellectual aspects generating it			
2 nd week	2hours	Dealing with the impact and trends of architecture after the advent of the Industrial Revolution (bio-orientation)	Architecture after the Industrial Revolution	Explanation and discussion with students	PowerPoint presentation
3 rd week	2hours	Addressing the impact and trends of architecture after the advent of the industrial revolution (Creative Direction)	Architecture after the Industrial Revolution	Explanation and discussion with students	PowerPoint presentation
4 th week	2hours	Avant-garde movements in architecture	Explaining the art deco movement /products, architects and intellectual trends	Explanation and discussion with students	PowerPoint presentation
5th week	2hours	Avant-garde movements in architecture	- Explanation of the De Stijl movement /products, architects and intellectual orientations	Explanation and discussion with students	PowerPoint presentation
6th week	2hours	Avant-garde movements in architecture	- Trends of Cubism / explain the futurist and expressionist movement in architecture in terms of intellectual and design trends	Explanation and discussion with students	PowerPoint presentation
7th week	2hours	Modernist architecture	The importance of the 5 th World Congress of	Explanation and discussion	PowerPoint

			architecture (Siam) and the impact on drawing the lines of modern architecture	with students	presentation
8th week	2hours	Modernist architecture	Directions of functional architecture, concepts, characteristics and features, architects	Explanation and discussion with students	PowerPoint presentation
9th week	2hours	Modernist architecture	Orientations of organic architecture, concepts, characteristics, features, architects-designers.	Explanation and discussion with students	PowerPoint presentation
10th week	2hours	Modernist architecture	Directions of the Bauhaus school, concepts, characteristics and features, architects-designers.	Explanation and discussion with students	PowerPoint presentation
11th week	2hours	Modernist architecture	Directions of Brutalist architecture, concepts, characteristics and features, architects-designers.	Explanation and discussion with students	PowerPoint presentation
12th week	2hours	Trends of late modernism	Explain the most important intellectual transitions from modernity to late modernity, and their impact in	Explanation and discussion with students	PowerPoint presentation

			opening horizons for entry into postmodern architecture		
13th week	2hours	Trends of late modernism	Directions of the Archigram movement, concepts, characteristics and features, and the most important design models for it	Explanation and discussion with students	PowerPoint presentation
14th week	2hours	Trends of late modernism	Trends of the metabolism movement, concepts, characteristics and features, and the most important design models for it	Explanation and discussion with students	PowerPoint presentation
15th week	2hours	Discussion of reports	Reports for students, which include the presentation of a dedicated topic within the axes of the lectures offered	Explanation and discussion with students	PowerPoint presentation

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports ...)	61 Theories of architecture: Revolting and drafting for a contemporary

	architectural compass (architecture between 1954- now)/ Amjad Almusaed
Electronic References, Websites	

Course Name:	
Interior Design	
Course Code:	
ARE411	
Semester / Year:	
First Semester / Fourth Stage	
Description Preparation Date:	
1/12/2024	
Available Attendance Forms:	
Class / attendance or electronic	
Number of Credit Hours (Total) / Number of Units (Total)	
(1) Th. + (2) Prac. / (2) Units	
Course administrator's name (mention all, if more than one name)	
Name: Mahdi Yassin Fakhir	
Email: mahdi.fakhir@uobasrah.edu.iq	
Course Objectives	
Course Objectives	• The ability to introduce students to the most specialized design aspects of the interior space at the level of design-oriented thought and the level of human sensory perception of space. • Develop a mental ability to understand cultural and artistic intellectual orientations, especially those that overlap with industrial design, craft production, materials, and those that overlap with the artistic thought of interior design, service systems, lighting, acoustics, heating, cooling, furniture pieces, and others. • Documenting and expanding students ' imagination and creativity at the intellectual levels and using basic interior design elements in shape, color, lighting, furniture, and their role in focusing on realistic aspects.

	• Expanding the circle of knowledge of aspects of human sensory perception and acceptance of the surrounding space inside and human variables at the level of individuals and communities.				
Teaching and Learning Strategies					
Strategy	• Theoretical lectures supported by visual means of presentation and demonstration, scientific documentaries. • Creative idea (Discussion, Analysis and criticism of design ideas individually or collectively) • Interaction within the lesson through participation and group discussions • Periodic submission of practical projects in the lesson • Quick tests (Sketch Design) complementary to the two practical projects. • Visits to selected design sites to combine reality and theorizing. • Methodological reports that allow expanding and taking into account multiple topics related to Interior spaces. • Quarterly and final examinations of theoretical subjects				
Course Structure/ Theoretical weekly curriculum					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	1	Introduction to interior design	(Development of the concept of interior space and Interior Environment).	Theoretical teaching	Discussion
Week 2	1	Requirements for the internal environment:	(psychological, physical, and aesthetic requirements).	Theoretical teaching	Discussion

Week 3	1	Function and interior design:	A lecture about how to enable the building to secure the required need and benefit. This lecture is followed by a series of the following lectures:	Theoretical teaching	Discussion
Week 4	1		- Operational function	Theoretical teaching	Discussion
Week 5	1		- Environmental function	Theoretical teaching	Discussion
Week 6	1		- Symbolic function	Theoretical teaching	Discussion
Week 7	1	Interior design elements:	A lecture on how to organize the design elements of the	Theoretical teaching	Discussion

			interior space according to spatial and visual patterns		
Week 8	1	Styles of interior space design		Theoretical teaching	Discussion
Week 9	1	Movement in internal spaces	(their shape, size, pattern)	Theoretical teaching	Discussion
Week 10	1	Methods of assembling interior design elements		Theoretical teaching	Discussion
Week 11	1	Horizontal and vertical delimiters of internal spaces		Theoretical teaching	Discussion
Week 12	1	Completion of the previous lecture and guidance of students on the topics of the methodological report		Theoretical teaching	Discussion
Week 13	1	Systems of internal space	(how to make use of lighting systems, acoustics, colors, furniture, heating and cooling .. Etc.)	Theoretical teaching	Discussion
Week 14	1	Applying the potential of contemporary	65	Theoretical teaching	Discussion

		architecture in interior design.			
Week 15	1	Discussion of methodological reports		Theoretical teaching	Discussion
Course Structure/ Practical weekly curriculum					
Week 1	2	<u>The first practical project:</u>	Definition of the project, its purpose, beneficiary, location.	Theoretical teaching	Discussion
Week 2	2		Studies on the project.	Reviews	Individual, collective
Week 3	2		Concept.	Typographic display	Individual
Week 4	2		First prelim.	Typographic display	Individual
Week 5	2		Sketch design 1.	Computer work	Individual
Week 6	2		Pre final.	Typographic display	Individual
Week 7	2		Final presentation.	Typographic display	Individual
Week 8	2	<u>The second practical project:</u>	Definition of the project, its purpose, beneficiary, location.	Theoretical teaching	Discussion
Week 9	2		Studies on the project.	Reviews	Individual, collective

Week 10	2		Concept.	Typographic display	Individual
Week 11	2		First prelim.	Typographic display	Individual
Week 12	2		Second prelim.	Typographic display	Individual
Week 13	2		Sketch design 2.	Computer work	Individual
Week 14	2		Pre final.	Typographic display	Individual
Week 15	2		Final presentation.	Typographic display	Individual

Course Evaluation

Distribution of the total grade of 100 degrees, including 80 degrees on the tasks assigned to the student within two practical projects such as weekly practical applications, monthly practical tests, reports and the mid-semester theoretical exam, in addition to 20 degrees for the final theoretical exam.

Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports ...)	A. B. Interior Design/ Namir Qasim Khalaf, 2005
Electronic References, Websites	

Course Name:

Exterior Spaces Design

Course Code:

ARE421

Semester / Year:

Second Semester / Fourth Stage

Description Preparation Date:	
1/12/2024	
Available Attendance Forms:	
Class / attendance or electronic	
Number of Credit Hours (Total) / Number of Units (Total)	
(1) Th. + (2) Prac. / (2) Units	
Course administrator's name (mention all, if more than one name)	
Name: Mahdi Yassin Fakhir	
Email: mahdi.fakhir@uobasrah.edu.iq	
Course Objectives	
Course Objectives	• Introducing students to the most specialized aspects of design in outer space at the level of design-oriented thought and the level of human perception of open outer space. • Formulating a mental ability to understand the cultural and artistic intellectual trends, especially those intertwined with industrial design, craft production, materials, and those intertwined with the artistic thought of external design, service systems, external lighting, pieces of furniture, and others. • Documenting and expanding the students' imagination and creativity at the intellectual levels, and using the basic external design elements in shape, color, lighting, furniture, materials, etc., and their role in focusing on the realistic aspects. • Expanding the circle of knowledge about aspects of man's sensory perception and acceptance of the open outer space surrounding him and human variables at the level of individuals and societies.
Teaching and Learning Strategies	
Strategy	• Theoretical lectures supported by visual means of presentation and demonstration, scientific documentaries. • Creative idea (Discussion, Analysis and criticism of design ideas individually or collectively) • Interaction within the lesson through participation and group discussions • Periodic submission of practical projects in the lesson

	• Quick tests (Sketch Design) complementary to the two practical projects. • Visits to selected design sites to combine reality and theorizing. • Methodological reports that allow expanding and taking into account multiple topics related to Interior spaces. • Quarterly and final examinations of theoretical subjects
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Course Structure/ Theoretical weekly curriculum

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1-2	2	<u>Introductory lecture:</u>	The nature of Exterior Spaces, space design principles, location and its components, idea construction, sources, reports.	Theoretical teaching	Discussion
Week 3-4	2	<u>Manifestations of space formation</u>	Coordination of urban spaces, complements of urban space, vocabulary (elements) of coordination of urban space.	Theoretical teaching	Discussion
Week 5-6	2	Structural components in the space and garden landscape.		Theoretical teaching	Discussion
Week 7-8	2	Plants and rocks in the garden landscape.		Theoretical teaching	Discussion
Week 9-10	2	The water element of the garden landscape.	69	Theoretical teaching	Discussion

Week 11-12	2	<u>The evolution of the garden landscape throughout history:</u>	Antiquity, Renaissance, classical era, modern and contemporary.	Theoretical teaching	Discussion
Week 13-14	2	<u>The garden scene in Islamic thought:</u>	parks and exterior spaces (local, Arab, regional).	Theoretical teaching	Discussion
Week 15	1	Discussion of methodological reports		Theoretical teaching	Discussion

Course Structure/ Practical weekly curriculum

Week 1	2	<u>The first practical project:</u>	Definition of the project, its purpose, beneficiary, location.	Theoretical teaching	Discussion
Week 2	2		Studies on the project.	Reviews	Individual , collective
Week 3	2		Concept.	Typographic display	Individual
Week 4	2		First prelim.	Typographic display	Individual
Week 5	2		Sketch design 1.	Computer work	Individual
Week 6	2		Pre final.	Typographic display	Individual
Week 7	2		Final presentation.	Typographic display	Individual

Week 8	2	<u>The</u> <u>second</u> <u>practical</u> <u>project:</u>	Definition of the project, its purpose, beneficiary, location.	Theoretical teaching	Discussion
Week 9	2		Studies on the project.	Reviews	Individual , collective
Week 10	2		Concept.	Typographic display	Individual
Week 11	2		First prelim.	Typographic display	Individual
Week 12	2		Second prelim.	Typographic display	Individual
Week 13	2		Sketch design 2.	Computer work	Individual
Week 14	2		Pre final.	Typographic display	Individual
Week 15	2		Final presentation.	Typographic display	Individual

1. Course Evaluation	
Distribution of the total grade of 100 degrees, including 80 degrees on the tasks assigned to the student within two practical projects such as weekly practical applications, monthly practical tests, reports and the mid-semester theoretical exam, in addition to 20 degrees for the final theoretical exam.	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports ...)	• Visualization in Landscape and Environmental Planning, Technology and

	Applications/ Ian D.Bishop and Eckart Lange. • From Concept to Form in Landscape Design/ Grant W. Reed • Foundations of Landscape Architecture, Integrating Form and Space Using the Landscape of Site Design/ Norman K. Booth.
Electronic References, Websites	