The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

ARCH 256
Islamic Architecture

Department of Archaeology

2011- 1432
A Course Identification and General Information

1. Course title and code: Archaeology: (Arch 256) Islamic Architecture
2. Credit hours: 2 hrs
3. Program(s) in which the course is offered: Archaeology.
4. Name of faculty member responsible for the course:
   Dr. Abdullah A Al-haddad
5. Level/year at which this course is offered: Level: 4
6. Pre-requisites for this course (if any).
7. Co-requisites for this course (if any).
   None
8. Location if not on main campus.

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course:
   This course aims to introduce students to Islamic architecture from its growth at Hejaz in early Islamic times and continuity into Umayyad, Abbasid, Fatimid, Ayyubid and Mamluke periods. Principles and Theories on Islamic architecture will be discussed. Special emphasis will be laid on Arabia, Levant, Iraq and Egypt.

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>No of Weeks</th>
<th>Contact hours</th>
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<tbody>
<tr>
<td>sources in Islamic Architecture.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>the foundation and style of Islamic Architecture.</td>
<td>2</td>
<td>4</td>
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<tr>
<td>The early Islamic Architecture.</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Abbasid Architecture</td>
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<td>4</td>
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<tr>
<td>The Fatimid Architecture</td>
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- The Ayyoubid Architecture. 2 4
- The Mamluk Architecture 2 4
- Review. 2 4
Total 15 30

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

<table>
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<tr>
<th></th>
<th>Lecture: 30 hrs (2 hrs/ week)</th>
<th>Tutorial: 15 hrs (1 hr/week)</th>
<th>Practical/Fieldwork/Internship:</th>
<th>Other:</th>
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</table>

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
30 hours/semester

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
New theories and concepts of Islamic Archaeology and its styles.

The student will be known dating and historical of Islamic Archaeology.

The student will be limited the character of the Muslim engineers.

(ii) Teaching strategies to be used to develop that knowledge
- Structured course materials delivered through a sequential delivery of lectures, with an introductory lecture focusing on the significance of the course
- Interactive learning process through questions and answers in class.
- Tutorials to help students to understand the course and solve problems.
### Methods of assessment of knowledge acquired

- Exams and homework are used to assess the acquired knowledge on the subject.
- Short quizzes at the end of each topic are used to evaluate the students understanding.

### Cognitive Skills

#### (i) Cognitive skills to be developed
- Students will be able to analyses the many stages of Islamic Archaeology.
- Solving problems in dating of Islamic Archaeology are learnt in this course.
- For a given problem, they should be able to identify.

#### (ii) Teaching strategies to be used to develop these cognitive skills.
- Lectures.
- Discussions.
- Researches.

#### (iii) Methods of assessment of students cognitive skills.
- Exams and homework will include problems, solution of which requires critical thinking.

### Interpersonal Skills and Responsibility

#### (I) Description of the interpersonal skills and capacity to carry responsibility to be developed
- Punctual attendance of classes and tutorials
- Student will take the responsibility to solve given assignments on their own and submit the solution on time.
- Students learn to manage their time in self study.

#### (ii) Teaching strategies to be used to develop these skills and abilities
- Assignment is given to the students at regular intervals for them to solve and submit. 10% of the final grade is allocated to the assignments. Late or no submission of assignments carries penalties or loss of grade points.
- Participation of students in classroom discussion.

#### (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
- Class attendance of students at the beginning of the lecture is recorded.
- Archaeology Recording of submission of assignment and the grades.


d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
   - Ability of the students to apply basic knowledge.
   - The student will use the internet in the branch of Islamic Archaeology and its influences in others Architecture.

(ii) Teaching strategies to be used to develop these skills
   - Questions of tests and assignments require students’ knowledge.

(iii) Methods of assessment of students numerical and communication skills
   - Through the students’ aggregate score in all tests and assignments.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required:

Not applicable

(ii) Teaching strategies to be used to develop these skills: lectures

(iii) Methods of assessment of students psychomotor skills: exams

<table>
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<th>5. Schedule of Assessment Tasks for Students During the Semester</th>
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<tr>
<td>Assessment</td>
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<tr>
<td>------------</td>
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<td>1</td>
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</table>

E. Student Support
1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

- Each faculty is required to be in his office to devote at least 2 hr/week for students’ consultation and academic advice.
- Teaching assistance taking the tutorial is required to devote 1hr/week for helping the students.

E Learning Resources

1. Required Text(s):

- حسن الباشا، موسوعة العمارة والآثار والفنون الإسلامية.
- الحداد، عبد الله عبد السلام، مقدمة في الآثار الإسلامية.
- سامح، كمال الدين، العمارة الإسلامية في صدر الإسلام.
- شيخة، مصطفى عبد الله، العمارة الإسلامية حتى نهاية العصر الفاطمي.

2. Essential References

- الباشا، حسن مدخل إلى الآثار الإسلامية.
- الرادف، سعد بن عبدا لعوامات في الآثار الإسلامية المبكرة بالمدينة المنورة.
- عبد الله، عبد الله كامن العوامات وأثارهم العمارة في العراق ومصر وإفريقيا.

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

- Adumatu Magazine.
- www.admatu.com
- Archaeology Magazine, Cairo University
- Archaeology Magazine, The College of Tourism and Archaeology.
- www.archaeologic.net
- www.biblioislam.net

F. Facilities Required

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

1. Accommodation (Lecture rooms, laboratories, etc.)

- Lecture room equipped with blackboard, overhead projector, computer, and internet connection

2. Computing resources

- An easily accessible computer lab.

3. Other resources (specify --eg. If specific laboratory equipment is
### G. Course Evaluation and Improvement Processes

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<tr>
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<th>Describe strategies. Eg. confidential completion of standard course evaluation questionnaire. Focus group discussion with small groups of students.</th>
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</thead>
<tbody>
<tr>
<td>1. Strategies for Obtaining Student Feedback on Quality of Teaching</td>
<td>Describe any other strategies for evaluation of teaching. Eg. observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks, etc.</td>
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<tr>
<td>2. Other Strategies for Evaluation of Teaching</td>
<td>Describe processes for improvement of teaching. Eg. Workshops on teaching methods, review of recommended teaching strategies.</td>
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<tr>
<td>3. Processes for Improvement of Teaching</td>
<td>Describe methods used to compare standards of achievement with standards achieved elsewhere. Eg. check marking of a sample of examination papers or assignment tasks,</td>
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<tr>
<td>4. Processes for Verifying Standards of Student Achievement</td>
<td>Describe process for reviewing feedback on the quality of the course and planning for improvement</td>
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<td>5. Action Planning for Improvement</td>
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