

**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 2025 – 2026

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.

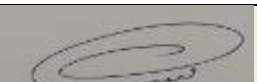
The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written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

Academic program description form: 2024 - 2025

1	University:	Uruk University
2	College:	College of Applied Arts
3	Department:	Department of Interior Design Technology
4	Academic Program Name:	Bachelor of Interior Design Technology
5	Final Degree Name:	Bachelor of Interior Design Technology
6	Academic System	First and Second Stages (Semester) Third and Fourth Stages (yearly)
7	Description Date	2026/03/22
8	File Completion Date	2026/04/02

Signature		Signature	
Name	Assistant Professor Saad Mohammed Gerges	Name	Dr. Qais Bahnam Shaawi
Position	Assistant Dean	Position	Head of Department

The file was reviewed by the Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division

Signature



Date : / / 2026

Dean's approval



Assistant Professor Saad Mohammed Gerges

Dean of the Faculty of Applied Arts

1. Program vision

The College of Applied Arts aspires to be recognized as one of the leading higher education institutions at University of Uruk in the fields of contemporary education and scientific research through its distinguished academic, research, and administrative activities. The College is committed to addressing societal needs in environmental, functional, health, and aesthetic dimensions, while fostering a more sustainable and human-centered environment through innovative and purposeful design solutions guided by a clear vision, mission, and strategic objectives.

2. Program message

The Department of Interior Design Techniques seeks to establish a distinguished position in providing an advanced educational environment for interior design students and encouraging them to become innovative designers with independent critical thinking skills. The Department aspires to achieve qualitative excellence at both the local and international levels through fostering and motivating creativity among students in a manner that aligns with the nature and requirements of the surrounding environment. It is also committed to maintaining academic and scientific standards within the field of specialization by integrating creative thinking with functional and aesthetic performance..

3. Program goals:

- a. Preparing specialized cadres capable of professionally dealing with interior spaces in a manner that meets the demands and evolving challenges of the modern era.**
- b. Developing expertise in design and planning techniques through refining students' talents and abilities, enabling them to deliver distinguished projects that are closely connected to the surrounding cultural, social, and spiritual environment.**
- c. Training students to adopt teamwork values and a collaborative spirit, in addition to enhancing their oral and visual presentation skills in order to strengthen their self-confidence and prepare them for professional practice.**
- d. Advancing knowledge of human and behavioral factors related to design programs, while establishing a scientific strategy aimed at developing the field of interior design.**

- e. Achieving proficiency in visual presentation and analytical interpretation through graphical representation, while supporting students in preparing research and academic studies that enable them to pursue postgraduate education.**
- f. Developing academic curricula that are aligned with labor market demands and contemporary professional requirements.**
- g. Keeping pace with scientific, artistic, and research developments that contribute to the advancement of the interior design specialization.**
- h. Promoting academic and cultural openness with local and international institutions through participation in, and organization of, specialized scientific conferences and scholarly activities..**

4. Program accreditation

There is a programmatic accreditation granted in accordance with the official letter issued by the Ministry of Higher Education and Scientific Research / Supervision and Scientific Evaluation Authority / Quality Assurance and Academic Accreditation Directorate / Accreditation Department / National Accreditation Division, Ref. No. 1305-43604, dated 21/6/2026.

5. Other external factors

Changes in labor market trends associated with the interior design and construction sector.

The rapid advancement of digital design technologies and modern software applications utilized within the field.

The level of societal demand for interior design services and creative specializations.

Competition among peer educational institutions in attracting students and developing academic programs.

The extent of collaboration with specialized interior design firms and companies, while taking into consideration labor market feedback regarding curriculum development and enhancement.

The influence of media and digital platforms in presenting and promoting design outputs and creative works.

The availability of practical training and professional qualification opportunities outside the educational institution.

General conditions, including economic, social, and environmental factors, that may impact the educational process and the quality of its outcomes.

6. Program structure:

Program structure	Number of decisions	Study unit	percentage	Note
Institutional Requirements	Yes			Basic course
College Requirements	Yes			
Department Requirements	Yes	159		
Summer Training	Yes	4		
Other				

7. Description of the program

Year/Level	Course code	Course name	Course credits	
			theoretical	practical
First year - First semester	MTU0511104	Raw Material Technology	2	-
First year - First semester	MTU0511102	Drawing principles	-	4
First year - First semester	MTU0511101	Design Element	2	2
First year - First semester	MTU0511103	Colors	2	2
First year - First semester	MTU0511105	Tow Dimension Engineer Drawing	-	4
First year - First semester	MTU0511106	Carpentry Work Shop	-	6
First year - First semester	MTU0511108	Computer Principles	1	2
First year - First semester	MTU0511107	English Language	1	-
First year - First semester	MTU0511109	Human Right and Democracy	2	-
First year - Second semester	MTU0511201	Building Material Technology	2	-
First year - Second semester	MTU0511203	Drawing and Shading	-	4
First year - Second semester	MTU0511202	Design Fundamentals	2	2
First year - Second semester	MTU0511204	Colors theories	2	2
First year - Second semester	MTU0511205	Three Dimension Engineering Drawing	-	4
First year - Second semester	MTU0511206	Work Shop	-	6
First year - Second semester	MTU0511209	Arabic Language	2	-
First year - Second semester	MTU0511207	Ancient Architecture History	2	-
Second year - First semester	MTU0512101	Specifications Material	2	-
Second year - First semester	MTU0512102	Architectural Drawing	-	4
Second year - First semester	MTU0512103	Primary Interior Design	-	4
Second year - First semester	MTU0512104	Primary Interior Design Techniques	2	2
Second year - First semester	MTU0512105	Presentation	-	4

Second year - First semester	MTU0512106	Tow Vanish Points Perspective	-	4
Second year - First semester	MTU0512107	Islamic Architecture History	2	-
Second year - First semester	MTU0512108	Computer Applications Tow Dimension Auto Cad	2	2
Second year - First semester	MTU0512109	English Language	1	-
Second year - First semester	MTU0512110	The Crimes Of the Baath	2	-
Second year - Second semester	MTU0512201	Presentation Advance	-	4
Second year - Second semester	MTU0512202	One Vanish Point Perspective	-	4
Second year - Second semester	MTU0512203	Architectural drawing	-	4
Second year - Second semester	MTU0512204	Cost Accounts	2	-
Second year - Second semester	MTU0512205	Advance Interior Design	-	4
Second year - Second semester	MTU0512206	Advance Interior Design Techniques	2	2
Second year - Second semester	MTU0512207	Environment Desig	2	-
Second year - Second semester	MTU0512208	Computer Applications Three Dimension Auto Cad	2	2
Second year - Second semester	MTU0512209	Computer Applications	1	1
Second year - Second semester	MTU0512210	Arabic Language	2	-
Third year - First semester	MTU0513101	Primary Furniture Design	2	2
Third year - First semester	MTU0513102	Primary Interior Design	-	4
Third year - First semester	MTU0513103	Architectural Models	-	4
Third year - First semester	MTU0513104	Finishing Processes	-	6
Third year - First semester	MTU0513105	Research method	2	-
Third year - First semester	MTU0513106	Project Management	2	-
Third year - First semester	MTU0513107	Computer applications 3D Max	2	2
Third year - First semester	MTU0513108	Architecture History	2	-
Third year - First semester	MTU0513109	English Language	1	-
Third year - Second semester	MTU0513201	Ergonomics	2	-
Third year - Second semester	MTU0513202	Advance Furniture Design	2	2
Third year - Second semester	MTU0513203	Advance Interior Design	-	4
Third year - Second semester	MTU0513204	Interior Design Models	-	4
Third year - Second semester	MTU0513205	Advance Finishing Processes	-	6
Third year - Second semester	MTU0513206	Research Curricula	2	-
Third year - Second semester	MTU0513207	History of Contemporary Architecture	2	-
Third year - Second semester	MTU0513208	Advance Project Management	2	-
Third year - Second semester	MTU0513209	Computer applications 3D Max Advance	2	2
Fourth year		Interior design (project)	6	-
Fourth year		Architectural Structures	3	1

Fourth year		Building services	1	2
Fourth year		Theories of Architecture	-	2
Fourth year		Land Scape	3	1
Fourth year		Computer applications(4)	2	1
Fourth year		Photography	3	1
Fourth year		Professional ethics	-	2
Fourth year		English	-	1

8. Program learning objectives

A. Knowledge:

Upon completion of the Interior Design Techniques program, graduates are expected to be able to:

Demonstrate comprehensive knowledge of the foundations and principles of interior design and its core elements, including line, form, color, texture, and space.

Identify contemporary schools and trends in interior design, along with their historical development.

Understand the relationship between functionality and aesthetics in the design of interior spaces.

Possess knowledge of the materials and finishes used in interior design, including their properties and methods of application.

Acquire proficiency in the fundamentals of engineering and technical drawing, as well as architectural presentation techniques.

Understand the principles of lighting and color theory and their impact on interior spaces and user behavior.

Be familiar with digital technologies and software applications used in interior design, including drafting and three-dimensional modeling programs.

Recognize safety standards, environmental requirements, and regulations related to the design of interior environments.

Understand the diverse needs of users and translate them into functional and aesthetically effective design solutions.

Acquire foundational knowledge of design project management and implementation mechanisms.

B. Skills:

Upon completion of the Interior Design Techniques program, graduates are expected to be able to:

Apply the principles of interior design in developing functional and aesthetically effective design solutions.

Prepare engineering and execution drawings using both manual techniques and advanced digital software.

Utilize two-dimensional and three-dimensional computer-aided design programs (2D and 3D) efficiently and professionally.

Produce integrated interior design plans and concepts in accordance with professional standards and industry requirements.

Employ colors, lighting, and materials in ways that achieve both functional comfort and visual harmony.

Analyze users' needs and translate them into practical and innovative design solutions.

Develop physical models and mock-ups for the presentation and visualization of design projects.

Manage time and resources effectively throughout the implementation of design projects.

Work collaboratively within multidisciplinary design teams and communicate effectively with colleagues and clients.

Present and showcase design projects using professional presentation techniques and visual communication tools.

Solve design-related problems and make appropriate decisions during the various stages of design and execution.

Apply occupational safety standards and environmental requirements in design projects and

C. Evaluation:

Written examinations (midterm and final exams) to assess the level of theoretical understanding.

Short quizzes to evaluate continuous comprehension and academic progress.

Classroom discussions and oral assessments to measure depth of understanding, critical thinking, and analytical ability.

Reports and theoretical research papers related to topics in interior design.

Evaluation of design projects in terms of the application of concepts and theoretical knowledge.

Presentations to assess students' ability to communicate and present scientific and design-related ideas effectively.

Homework assignments and classroom activities with a cognitive and analytical focus.

The use of assessment rubrics to accurately measure the achievement of learning outcomes.

Practical evaluation of design projects according to professional and academic standards.

Applied workshops and practical exercises to assess proficiency in the use of tools, techniques, and design software.

Design models and mock-ups to evaluate the practical transformation of conceptual ideas into tangible outcomes.

Graduation projects and summer training programs to assess comprehensive practical and professional performance.

Evaluation of teamwork, collaboration, and communication skills within design teams..

9. Teaching and learning approach:

The Interior Design Techniques Program aims to develop students' knowledge, skills, and professional values through diverse educational strategies that integrate both theoretical and practical aspects. These strategies include:

Theoretical lectures: to provide students with the fundamental concepts and general principles of interior design.

Practical workshops: to apply acquired knowledge in the design of interior spaces using professional tools and specialized software.

Project-Based Learning (PBL): where students execute integrated design projects that reflect their practical understanding of theories and design concepts.

Collaborative learning: to enhance teamwork skills and promote effective communication within design groups.

Presentations: to train students in presenting their ideas and design solutions in a professional and persuasive manner.

E-learning and digital tools: through the use of advanced software applications and modern technologies in design and three-dimensional modeling.

Field visits and internships: to familiarize students with real professional environments and strengthen the connection between academic learning and practical application.

Class discussions: to foster critical thinking and the analytical evaluation of different design solutions.

Continuous assessment: through assignments, projects, and practical activities to ensure the achievement of intended learning outcomes.

Encouraging student participation in technical and innovation exhibitions related to the field of interior design techniques.

Organizing dialogue sessions and discussion forums to support intellectual exchange and broaden students' academic and professional perspectives.

10.Evaluation methods:

Students in the Interior Design Techniques Program are assessed through a variety of evaluation methods to ensure accurate and comprehensive measurement of all learning outcomes, including knowledge, skills, values, and professional attitudes. These methods include:

Written Examinations:

Assess theoretical knowledge and understanding of fundamental concepts.

Include essay questions, multiple-choice questions, and theoretical applied exercises.

Quizzes:

Evaluate students' continuous comprehension of key concepts throughout the academic semester.

Design Projects:

Assess practical and applied skills in interior design.

Include design stages, technical drawings, three-dimensional models, and physical mock-ups.

Presentations:

Evaluate students' ability to present design solutions in a professional and effective manner.

Also measure communication skills and teamwork capabilities.

Reports and Research Assignments:

Assess students' understanding of theoretical concepts and their ability to connect theory with practical application.

Practical Assignments and Classroom Activities:

Monitor students' daily performance and commitment to completing applied tasks and activities.

Internships and Field Visits:

Evaluate the ability to apply acquired knowledge and skills within real professional environments.

Continuous Assessment Using Rubrics:

Employ standardized and precise criteria to evaluate all aspects of academic performance.

Assessment criteria include quality, accuracy, creativity, and adherence to professional standards.

Teamwork Evaluation:

Measure students' ability to collaborate, solve problems, and work effectively within design teams.

11.Faculty Staff:

Academic Rank	specialization	Skills Requirement	Faculty preparation	Full-time employees	lecturer
prof	Graphic Design		3	✓	
	Visual Arts			✓	
	Interior Design				✓
Assist Prof	Visual Arts		1	✓	
Dr	Visual Arts		4	✓	
	Architectural Engineering			✓	
	Architectural Engineering			✓	
	Interior Design				✓
lecturer	Interior Design		1		✓
Assist lecturer	Interior Design		9	✓	
	Interior Design			✓	
				✓	
	Interior Design			✓	
	Interior Design				✓
	Graphic Design				✓
	Graphic Design				✓
	Architectural Engineering				✓
	Architectural Engineering				✓

12.Career development

The Interior Design Techniques Program seeks to prepare graduates who are capable of sustaining continuous professional and intellectual development throughout their careers through the following:

Lifelong Learning: Enhancing graduates' ability to keep pace with technical and artistic developments in the field of interior design and acquire new skills in alignment with labor market demands.

Development of Practical Skills: Strengthening practical competencies in design through the effective use of both traditional and digital tools, as well as advanced design software applications.

Participation in Training and Workshops: Encouraging graduates to attend professional courses, workshops, and conferences in order to enhance their performance and remain informed about the latest trends and innovations in the field.

Commitment to Professional Standards: Applying recognized professional standards and best practices in design projects to ensure quality, efficiency, and professional integrity.

Employment and Professional Specialization: Preparing students for employment opportunities in interior design offices and specialized companies, as well as enabling them to pursue postgraduate studies and advanced specialization in various design disciplines.

Innovation and Research: Encouraging graduates to adopt creative thinking and contribute to the development of innovative design solutions that respond to societal and environmental needs.

Awareness of Sustainability and Professional Responsibility: Promoting responsible interior design practices that emphasize sustainability, environmental preservation, and respect for users' rights and well-being.

13.Acceptance criteria:

1 Direct decentralized admission through application to the university (Scientific and Literary streams).

Direct decentralized admission through application to the university (other admission channels).

Direct decentralized admission through application to the university (international incoming students).

Direct decentralized admission through application to the university (non-Iraqi students).

14.Key information sources for the program

The following represent the principal sources of information that students and stakeholders may refer to in order to understand the program content, learning outcomes, and objectives:

Academic Program Guide:

The official document outlining the program objectives, structure, learning outcomes, assessment methods, and teaching and learning strategies.

Curricula and Course Descriptions:

Detailed descriptions of core and specialized courses, including the objectives and study units of each course.

University Library and Electronic Resources:

Books, scientific references, journals, and specialized periodicals in the fields of interior design and applied arts.

Official Websites of the Ministry and Educational Institutions:

Including the Ministry of Higher Education and Scientific Research, University of Urok, and colleges of applied arts.

Training Courses and Workshops:

Organized by the college or specialized offices and institutions in the field of interior design.

Students' Projects and Research Outputs:

Applied works and previous projects that reflect the program content and intended learning outcomes.

Academic and Advisory Consultations:

Including academic affairs departments, supervisors, faculty members, and student guidance and counseling centers.

Conferences and Artistic Seminars:

Related to interior design, innovation, and developments in applied arts.

Electronic Information Networks and Credible Academic Websites:

Reliable scientific databases, digital platforms, and accredited online resources that support learning, research, and professional development in the field of interior design.

15. Curriculum development plan:

Interior Design Technology, Bachelor's Degree Program, Year 1, Semester 1. Total credit hours: 20.

ت	اسم المادة باللغة العربية	اسم المادة باللغة الانكليزية	عدد الساعات		عدد الوحدات	نوع المادة	ترميز المادة	الملاحظات
			ع	ن				
1	عناصر التصميم	Design Element	2	2	3	تطبيقي	MTU0511101	
2	مبادئ التخطيط	Drawing principles	4	-	2	عملي	MTU0511102	
3	الالوان	Colors	2	2	3	تطبيقي	MTU0511103	
4	تكنولوجيا خامات	Raw Material Technology	-	2	2	نظري	MTU0511104	
5	رسم هندسي مسطحات	Tow Dimension Engineer Drawing	4	-	2	عملي	MTU0511105	
6	ورشة نجارة	Carpentry Work Shop	6	-	3	عملي	MTU0511106	
7	اللغة الانكليزية	English Language	-	1	1	نظري	MTU0511107	
8	مبادئ الحاسوب	Computer Principles	2	1	2	تطبيقي	MTU0511108	
9	حقوق انسان و الديمقراطية	Human Right and Democracy	-	2	2	نظري	MTU0511109	
		مجموع وحدات الفصل الدراسي الاول	20	10	20			

Interior Design Technology, Bachelor's Degree Program, Year 1, second semester. Total credit hours: 19.

ت	اسم المادة باللغة العربية	اسم المادة باللغة الانكليزية	عدد الساعات		عدد الوحدات	نوع المادة	ترميز المادة	الملاحظات
			ع	ن				
1	تكنولوجيا مواد بناء	Building Material Technology	2	-	2	نظري	MTU0511201	
2	مبادئ تصميم	Design Fundamentals	2	2	3	تطبيقي	MTU0511202	
3	تخطيط وتظليل	Drawing and Shading	4	-	2	عملي	MTU0511203	
4	نظريات الوان	Colors theories	2	2	3	تطبيقي	MTU0511204	
5	رسم هندسي مجسمات	Three Dimension Engineering Draw	4	-	2	عملي	MTU0511205	
6	ورشة	Work Shop	6	-	3	عملي	MTU0511206	
7	تاريخ عمارة قديم	Ancient Architecture History	-	2	2	نظري	MTU0511207	
8	لغة عربية	Arabic Language	-	2	2	نظري	MTU0511209	
9	لغة عربية	Arabic Language	-	2	2	نظري	MTU0511209	
		مجموع وحدات الفصل الدراسي الثاني	18	10	19			

Interior Design Technology, Bachelor's Degree Program, Year 2, Semester 1. Total credit hours: 21.

ت	اسم المادة باللغة العربية	اسم المادة باللغة الانكليزية	عدد الساعات		عدد الوحدات	نوع المادة	ترميز المادة	الملاحظات
			ع	ن				
1	مواصفات مواد	Specifications Material	2	-	2	نظري	MTU0512101	
2	رسم معماري	Architectural Drawing	4	-	2	عملي	MTU0512102	
3	تصميم داخلي اولي	Primary Interior Design	4	-	2	عملي	MTU0512103	
4	تقنيات تصميم داخلي اولي	Primary Interior Design Techniques	2	2	3	تطبيقي	MTU0512104	
5	اخراج واظهار	Presentation	4	-	2	عملي	MTU0512105	
6	منظور هندسي نقطتين تلاشي	Tow Vanish Points Perspective	4	-	2	عملي	MTU0512106	
7	تاريخ عمارة اسلامية	Islamic Architecture History	-	2	2	نظري	MTU0512107	
8	تطبيقات حاسبة اوتوكاد ثنائي الابعاد	Computer Applications Tow Dimensions	2	2	3	تطبيقي	MTU0512108	
9	لغة انكليزية	English Language	-	1	1	نظري	MTU0512109	
	جرائم نظام البعث في العراق	The Crimes Of the Baath	-	2	2	نظري	MTU0512110	
		مجموع وحدات الفصل الدراسي الاول	20	11	21			

Interior Design Technology, Bachelor's Degree Program, Year 2, Semester 2. Total credit hours: 24.

ت	اسم المادة باللغة العربية	اسم المادة باللغة الانكليزية	عدد الساعات		عدد الوحدات	نوع المادة	ترميز المادة	الملاحظات
			ع	ن				
1	اخراج و اظهار متقدم	Presentation Advance	-	4	3	عملي	MTU0512201	
2	منظور هندسي نقطة تلاشي واحدة	One Vanish Point Perspective	-	4	3	عملي	MTU0512202	
3	رسم معماري 2	Architectural drawing	-	4	3	عملي	MTU0512203	
4	حساب كميات	Cost Accounts	2	-	2	نظري	MTU0512204	
5	تصميم داخلي متقدم	Advance Interior Design	-	4	2	عملي	MTU0512205	
6	تقنيات تصميم داخلي متقدم	Advance Interior Design Techniques	2	2	3	تطبيقي	MTU0512206	
7	تصميم بيئي	Environment Desig	2	-	1	نظري	MTU0512207	
8	تطبيقات حاسوبية اوتوكاد ثلاثي الابعاد	Computer Applications Three Dimen	2	2	3	تطبيقي	MTU0512208	
9	تطبيقات حاسوبية	Computer Applications	1	1	2	تطبيقي	MTU0512209	
10	اللغة العربية	Arabic Language	2	2	2	نظري	MTU0512210	
مجموع وحدات الفصل الدراسي الثاني			11	21	24			

Interior Design Technology, Bachelor's Degree Program, Year 3, Semester 1. Total credit hours: (20)

المرحلة الثالثة / الفصل الدراسي الاول

توصيف المادة	عدد الوحدات	عدد الساعات العملي	عدد الساعات النظري	اسم المادة الدراسية			
				باللغة العربية	باللغة الانكليزية		
تطبيقي	3	2	2	Primary Furniture Design	تصميم اثاث اولي	1	تخصص (18)
عملي	2	4	-	Primary Interior Design	تصميم داخلي اولي	2	
عملي	2	4	-	Architectural Models	عمل نماذج معمارية	3	
عملي	3	6	-	Finishing Proesses	عمليات انتهاء	4	
نظري	2	-	2	Research method	طرق بحث	5	مساعدة (10)
نظري	2	-	2	Project Management	ادارة مشاريع	6	
تطبيقي	3	2	2	Computer applications 3D Max	تطبيقات حاسوبية رسوم مجسمة	7	
نظري	2	-	2	Architecture History	تاريخ عمارة (عصر النهضة) قرون وسطى	8	
نظري	1	-	1	English Language	لغة انكليزية	9	عامّة (1)

	20	18	11	مجموع وحدات الفصل الدراسي الاول

Interior Design Technology, Bachelor's Degree Program, Year 3, Semester 2. Total credit hours:
(21)

المرحلة الثالثة / الفصل الدراسي الثاني						
توصيف المادة	عدد الوحدات	عدد الساعات العملي	عدد الساعات النظري	اسم المادة الدراسية		
				باللغة الانكليزية	باللغة العربية	
نظري	2	-	2	Ergonomics	هندسة بشرية	1
تطبيقي	3	2	2	Advance Furniture Design	تصميم اثاث متقدم	2
عملي	2	4	-	Advance Interior Design	تصميم داخلي متقدم	3
عملي	2	4	-	Interior Design Models	عمل نماذج تصميم داخلي	4
عملي	3	6	-	Advance FinishingProcesses	عمليات انهاء متقدم	5
نظري	2	-	2	Research Curricula	مناهج بحث	6
نظري	2	-	2	History of Contemporary Achitecture	تاريخ عمارة معاصرة	7
نظري	2	-	2	Advance Project Management	ادارة مشاريع متقدم	8
تطبيقي	3	2	2	Computer applications 3D Max Advance	تطبيقات حاسبة رسوم مجسمة متقدم	9
	21	18	12	مجموع وحدات الفصل الدراسي الثاني		

Interior Design Technology, Bachelor's Degree Program: Year 4 / 34 Credit Hours

NO.	NAME OF SUBJECT	NUMBER OF HOURS			NUMBER OF UNITS	KIND OF SUBJECT	NOTES
		THEORETICAL	PRACTICAL	TOTAL			
1	Interior design (project)	-	6	6	4	SPECIFIC	
2	Land Scape	1	3	4	5	SPECIFIC	
3	Architectural Structures	1	3	4	5	SPECIFIC	
4	Aesthetics	2	-	2	4	SPECIFIC	
5	Theories of Architecture	2	-	2	4	SUPPORT	
6	Computer applications(4)	1	2	3	4	SUPPORT	
7	Photography	1	3	4	5	SUPPORT	
8	English	2	-	2	2		
9	Professional ethics	2	-	2	2		
TOTAL		12	17	29	35		

[illegible]

[illegible]

[illegible]

[illegible]

Course Description Form(2025-2026)

1	ourse	Raw material technology		
2	Course Code	MTU0511104		
3	Semester/Year	First semester / first stage / semester system		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total) ourse	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Course Code	Name	Assistant Lecturer Hayder Mohammed Faieq	
		Mobile	07709297559	
		Email	hayderalnasser@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course Goal

- Introduce the fundamentals of materials used in interior design, including their types, physical and chemical properties, and fields of application.
- Develop students' ability to distinguish between different types of materials (natural, industrial, traditional, and modern) and to select the most appropriate materials according to design requirements.
- Provide an understanding of material manufacturing and processing techniques and their impact on quality, durability, and the final appearance of design products.
- Equip students with practical skills in handling various materials and applying them effectively in models and design applications.
- Enhance awareness of the relationship between materials, functionality, and aesthetics within interior spaces, while integrating them with other design elements.
- Foster innovation and creativity through the use of materials in contemporary and unconventional approaches to interior design.
- Introduce environmentally friendly materials and the principles of sustainability in material selection and application.
- Provide students with the skills required to evaluate materials in terms of cost, quality, durability, and ease of maintenance.
- Link theoretical knowledge with practical application through the execution of simple projects using a variety of materials.

- Develop research skills and encourage students to explore recent advancements in material

.9Teaching and Learning Strategies

A

Cognitive Objectives:

The student is expected to acquire knowledge and understanding of the following:

- Defining the concept of materials and identifying the main types used in interior design.
- Distinguishing the physical and chemical properties of materials, such as hardness, durability, flexibility, texture, color, and resistance.
- Classifying materials into natural, industrial, traditional, and modern categories, while recognizing the characteristics of each type.
- Explaining manufacturing and processing techniques of materials and their impact on the quality of the final design product.
- Clarifying the relationship between materials and the functional as well as aesthetic aspects of interior spaces.
- Identifying the applications of different materials in interior design elements, including flooring, walls, ceilings, and furniture.
- Understanding the principles of environmental sustainability related to the selection and use of materials.
- Analyzing the advantages and disadvantages of various materials in terms of cost, durability, and ease of maintenance.
- Recognizing recent advancements in material technologies used in interior design.
- Explaining the influence of environmental factors, such as temperature, humidity, and lighting, on the performance of materials within interior spaces.

B

Course Skill Objectives

The student is expected to be able to:

- Use different materials practically in the implementation of simple design models.
- Apply material processing techniques, including cutting, shaping, fixing, and finishing, according to sound scientific principles.
- Select appropriate materials for each interior design element based on both functional and aesthetic requirements.
- Conduct practical experiments on materials to evaluate their properties, such as durability, flexibility, and resistance.
- Produce preliminary models and mock-ups using multiple materials that effectively represent the design concept.
- Employ materials in innovative ways to highlight creativity in interior design.

	• Prepare material sample boards that demonstrate the diversity of materials and their applications. • Adhere to occupational safety procedures while handling tools and materials. • Evaluate the quality of practical work in terms of accuracy, finishing, and craftsmanship. • Use basic tools and equipment related to material technology correctly and safely.
	Teaching and Learning Methods
A	• Lectures: Providing structured explanations of the fundamental concepts related to material types, properties, and manufacturing techniques. • Visual Presentations: Utilizing images, diagrams, and videos to illustrate material characteristics and their applications in interior design. • Classroom Discussions: Engaging students in analyzing and comparing different materials, while exchanging perspectives regarding their applications and suitability. • Case Studies: Analyzing real interior design projects to identify the materials used and the reasons behind their selection. • Problem-Based Learning (PBL): Presenting hypothetical design scenarios that require students to select appropriate materials and justify their choices. • Self-Learning: Assigning students research papers and reports on modern materials and emerging technologies in the field. • Brainstorming Sessions: Encouraging creative thinking in the selection and innovative application of materials within various design concepts. • E-Learning: Using digital learning platforms to provide recorded lectures and supplementary scientific resources. • Reports and Theoretical Assignments: Preparing analytical reports on material properties and their applications in interior design. • Use of Real-Life Examples: Presenting actual models and images of interior projects to connect theoretical concepts with practical applications.
	Assessment Methods: • Written Examinations: Monthly examinations are conducted to measure continuous understanding, in addition to a comprehensive final examination to evaluate the achievement of learning outcomes. • Quizzes: Periodic short quizzes designed to assess students' rapid comprehension of fundamental concepts. • Reports and Research Assignments: Students are assigned analytical reports addressing material types, properties, and their applications in interior design. • Homework Assignments: Analytical questions and theoretical applications aimed at reinforcing students' understanding of course content. • Class Participation: Assessment of students' engagement in discussions,

	interaction within the classroom, and contribution of ideas and opinions. • Presentations (Seminars): Presenting topics related to modern materials and manufacturing technologies to evaluate communication and presentation skills. • Analytical Case Studies: Analyzing interior design projects with emphasis on material selection and the justification of design decisions. • Continuous Assessment: Monitoring students' performance throughout the academic semester through a variety of academic and practical activities..	
•	Affective Objectives • Appreciating the importance of materials and their role in achieving successful interior design from both functional and aesthetic perspectives. • Demonstrating concern for quality and precision in the selection and use of materials. • Developing an aesthetic sense in dealing with the diversity of materials, colors, and textures. • Adhering to professional ethics during the implementation of practical applications and projects. • Promoting innovation and creativity in the unconventional use of materials within interior design. • Raising awareness of environmental sustainability and the importance of using eco-friendly materials. • Working collaboratively and effectively within teams during the execution of applied projects. • Assuming responsibility in completing practical assignments and project tasks. • Accepting constructive criticism as a means of improving performance and enhancing completed designs. • Developing motivation for lifelong learning and keeping pace with recent advancements in material technologies and interior design.	
•	Evaluation Methods: • Attendance and timely submission of homework and research. • Engagement with weekly exercises, assignments, mid-term, and final assessments. • Monthly and final exams reflect commitment and academic achievement.	

.10Course structure						
No .	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	2	The student recognizes the concept of materials, their classification, and their importance in the design process.	Concept of materials, their classification, and their importance in design in general.	Theoretic al lecture supported by visual presentati ons and classroo m discussio n.	Written questions , classroo m participati on, and short reports.
2	Second	2	The student identifies wood sources, types, properties, production techniques, and application s in design.	Wood: sources, types, properties, production techniques, and applications.	Theoretic al lecture supported by visual presentati ons and classroo m discussio n.	Written questions , classroo m participati on, and short reports.
3	Third	2	The student identifies wood sources, types, properties, production techniques, and application s in design.	Wood: sources, types, properties, production techniques, and applications.	Theoretic al lecture supported by visual presentati ons.	Written questions and classroo m participati on.
4	Fourth	2	The student identifies wood sources, types, properties, production techniques, and	Wood: sources, types, properties, production techniques, and applications.	Theoretic al lecture supported by visual presentati ons.	Written questions and classroo m participati on.

			application s in design.			
5	Fifth	2	The student identifies the properties of iron, production techniques, and methods of application in interior design.	Iron: properties, types, production techniques, applications, and fields of use.	Theoretic al lecture supported by diagrams, visual presentati ons, and classroo m discussio n.	Written questions , classroo m participati on, and short reports.
6	Sixth	2	The student recognizes the properties of aluminum, manufactur ing methods, and application s in interior design.	Aluminum: properties, types, production techniques, applications, and fields of use.	Theoretic al lecture supported by visual presentati ons and group discussio n.	Written questions , classroo m participati on, and short reports.
7	Seventh	2	The student explains the properties of copper, production methods, and application s in interior design.	Copper: properties, alloys, production techniques, applications, and fields of use.	Theoretic al lecture with visual presentati ons, practical examples, and classroo m discussio n.	Written questions , classroo m participati on, and short reports.
8	Eighth	2	The student explains the properties of plastics and modern materials, their types,	Plastics: properties, classification, production techniques, applications, and fields of use.	Theoretic al lecture supported by visual presentati ons, practical examples, and classroo	Classroo m participati on and short reports.

			and their applications in interior design.		m discussion.	
9	Ninth	2	Midterm examination.	Midterm Examination.	Written examination.	Written examination.
10	Tenth	2	The student identifies the types of glass and mirrors, their properties, manufacturing techniques, and applications in interior design.	Glass: properties, types, production techniques, applications, and fields of use. Mirrors: properties, types, production techniques, applications, and fields of use.	Theoretical lecture with visual presentations and group discussion.	Written questions, classroom participation, and short reports.
11	Eleventh	2	The student identifies fabrics, their properties, types, production techniques, and applications.	Fabrics: properties, types, production techniques, applications, and fields of use.	Theoretical lecture with visual presentations and group discussion.	Presentation, classroom participation, and short reports.
12	Twelfth	2	The student identifies leather materials, their properties, types, production techniques, and applications.	Leather: properties, types, production techniques, applications, and fields of use.	Theoretical lecture with visual presentations and group discussion.	Presentation, classroom participation, and short reports.
13	Thirteenth and Fourteenth	2	The student identifies paints,	Paints: types, components, production techniques,	Theoretical lecture with visual	Presentation, classroom

			their types, components, production techniques, and applications.	applications, and fields of use.	presentations and group discussion.	participation, and short reports.
14	Fifteenth	2	Examination and report discussion.	Specialized report discussion.	Examination and report discussion.	

.11 Course Evaluation

A Student assessment is conducted through written examinations, short reports, classroom participation, and periodic quizzes.

Grade Distribution:

- Continuous Assessment (Coursework): 30%
- Final Examination: 70%

.12 Resources for learning and teaching

A	Required Books	• textbooks and references included within the curriculum. • Lectures prepared by the instructor and supported by reliable and accredited academic sources.
B	Main References	• Technology of Materials in Interior Design – Adli Mohammed Abdulhadi & Mohammed Abdullah Al-Duraisa: focuses on materials, their types, properties, and applications in interior design. • Interior Design (Materials, Supplies, and Equipment) – Mustafa Ahmed: discusses materials and equipment used in interior design, with detailed explanations of their properties and applications.
	Recommended Books and References	• Mohammed Ahmed. <i>Technology of Materials in Interior Design</i>. Dar Al-Ma'rifa, 2018. • Sami Abdullah. <i>Materials and Techniques of Interior Design</i>. Dar Al-Kitab Al-Jami'i, 2019. • Francis D.K. Ching. <i>Materials for Interior Design</i>. Wiley, 2015. • John Pile. <i>A History of Interior Design Materials and Techniques</i>. Laurence King, 2017. • Charlotte Fiell & Peter Fiell. <i>Interior Materials and Finishes</i>. Taschen, 2016.
C	Electronic References	• https://journals.ekb.eg/article_375003.html.

		• https://lark.uowasit.edu.iq/index.php/lark/ar/article/view/736 • https://library.wit.edu/guides/interior-design/materials • https://www.redesigndaily.com/home-design/design-trends/material-trends/interior-design-materials-

Course Description Form:(2025-2026)

1	Course	Drawing principles		
2	Course Code	MTU0511102		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2026/2/17		
5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total)	60hours per semester	umber of theoretical hours	-
			Number of practical hours	4
			Number of applied hours	-
			Number of units	2
7	Name of Course Supervisor (if more than one, please state)	Name	Prof. Dr. Wissam Markos	
		Mobile	07702623240	
		Email	wisam.margis@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course objectives

- Familiarize students with the concept of sketching and planning, including its types and techniques in interior design.
- Enable students to distinguish between different types of lines and understand their expressive qualities in sketching and design work.
- Introduce students to the materials and tools used in sketching, along with their properties and applications.
- Ddevelop students' ability to represent three-dimensional forms and objects on a two-dimensional surface.
- Enable students to apply the fundamental principles of sketching in drawing and organizing elements within interior spaces.

.9Teaching and learning strategies

A Cognitive Objectives

Upon completion of the course, the student is expected to be able to:

- Define the concept of sketching and identify its types and techniques in interior design.
- Distinguish between different types of lines and understand their meanings and expressive qualities.
- Recognize the materials and tools used in the sketching process.
- Understand the principles of representing forms and objects on a two-dimensional surface.
- Comprehend the principles of organizing elements within a sketching and spatial composition framework..

B Skill Objectives

Upon completion of the course, the student is expected to be able to:

- Use sketching and drawing tools correctly and effectively in practical work.
- Apply different types of lines to express visual and expressive values within sketching compositions.
- Accurately represent three-dimensional forms and objects on two-dimensional surfaces.
- Produce simple sketch drawings according to correct artistic and technical principles.
- Organize visual elements within the drawing space in a manner that achieves balance, clarity, and compositional harmony.

Teaching and learning methods

- Direct practical applications in sketching and drawing within the classroom environment.
- Learning by Doing to develop students' sketching and drawing skills through continuous practice.
- Practical demonstrations to explain the use of drawing tools and sketching techniques.
- Individual follow-up and guidance during the execution of practical exercises and assignments.
 - Critique sessions and discussions of completed works to improve students' technical and artistic performance.

Assessment Methods

- Evaluation of practical sketching works in terms of accuracy, quality, and execution.
- Continuous monitoring of student performance during classroom activities and practical exercises.
- Assessment of completed exercises and practical assignments.
- Evaluation of students' participation, engagement, and commitment during the implementation of activities and studio work.

C	Affective Objectives Upon completion of the course, the student is expected to be able to: • Demonstrate attention, precision, and care in the execution of sketching and drawing works. • Develop an aesthetic sense in the use of lines and the organization of visual elements. • Adhere to the ethics and professional conduct of artistic work within the studio environment. • Accept constructive criticism as a means of improving performance and artistic quality. • Enhance creativity and innovation in the execution of sketching exercises and artistic tasks. • Show commitment to the continuous development of personal skills in drawing and sketching.
	Teaching and Learning Methods • Direct practical application of drawing and sketching exercises within the classroom environment. • Learning by Doing to develop students' manual and artistic skills through continuous practice. • Practical demonstrations to explain drawing techniques and the proper use of tools and materials. • Continuous individual guidance and supervision during the implementation of exercises and assignments. • Critique and analytical discussion of students' works to improve artistic performance and technical skills.
	Assessment Methods • Attendance and the level of commitment to submitting classroom and home assignments on time. • Evaluation of students' engagement with weekly exercises, assignments, midterm, and final assessments. • Assessing the development of students' abilities in sketching skills, theories, and systems. • Evaluation of practical works in terms of the quality, accuracy, and execution of drawing and sketching tasks. • Continuous classroom observation of students' performance during the implementation of exercises. • Assessment of practical exercises and assignments completed inside or outside the classroom. • Evaluation of students' participation, commitment, and interaction during practical activities and studio work.

.10Course structure						
No .	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	4	Mastering sketching tools and techniques, line drawing, and compositions.	Introduction to sketching, its importance in design, principles, tools, and techniques.	Direct practical application supported by visual presentations, individual guidance, and critique sessions.	Evaluation of practical works, classroom performance, practical assignments, and student participation.
2	Second	4	Distinguishing different types of lines and applying them in compositions.	Pencil grips and artistic possibilities; training on straight, curved, and flowing lines.	Practical drawing exercises using different pencil types with continuous guidance.	Exercise-based assessment.
3	Third	4	Representing geometric and non-geometric forms accurately on paper.	Sketching simple flat and three-dimensional compositions.	Practical sketching exercises with individual supervision.	Evaluation of drawing quality, accuracy, and adherence to instructions.
4	Fourth	4	Applying proportions and transferring measurements accurately.	Introduction to proportions and the pencil measurement method.	Practical exercises using the pencil method.	Evaluation of proportional accuracy and measurements.
5	Fifth	4	Sketching flat and three-dimensional compositions	Sketching geometric and non-geometric compositions.	Practical exercises with continuous individual guidance.	Evaluation of proportions, composition quality, and

			according to proportions.			organization.
6	Sixth	4	Drawing compositions from multiple viewing angles.	Introduction to viewing angles and their effect on composition.	Practical exercises with varying viewing angles.	Evaluation of perspective representation and drawing accuracy.
7	Seventh	4	Applying different eye-level perspectives in drawing.	Introduction to eye levels and their impact on composition.	Practical exercises with multiple eye levels.	Evaluation of eye-level representation and drawing quality.
8	Eighth	4	Applying perspective principles in sketching.	Introduction to perspective and its effect on compositions.	Practical training on single and multiple-point perspective drawing.	Evaluation of perspective accuracy and drawing quality.
9	Ninth	4	Applying tonal values and shading techniques.	Introduction to tonal value scales and shading techniques.	Practical shading exercises using pencils.	Evaluation of tonal quality, shading, and textures.
10	Tenth	4	Applying light and shadow principles effectively.	Fundamentals of light intensity, light direction, and shadows.	Practical exercises on shading and tonal applications.	Evaluation of shadow execution and light effects.
11	Eleventh	4	Identifying and representing textures and materials.	Rendering textures and materials commonly used in design.	Practical texture-rendering exercises.	Evaluation of texture representation and sketch quality.
12	Twelfth	4	Sketching integrated furniture pieces	Sketching furniture compositions with textures and materials.	Comprehensive practical applications.	Evaluation of composition quality, textures,

			and spaces.			and adherence to principles.
13	Thirteenth	4	Sketching integrated furniture compositions accurately.	Furniture sketching with textures and materials.	Practical sketching with continuous critique and guidance.	Evaluation of planning quality, textures, and composition.
14	Fourteenth	4	Sketching integrated interior spaces with textures and materials.	Sketching interior spaces according to design principles.	Practical exercises on paper or small-scale models.	Evaluation of spatial planning and material representation.
15	Fifteenth	4	Enhancing interior space sketching skills.	Advanced sketching of integrated interior spaces.	Additional practical exercises with individual correction and review.	Evaluation of planning quality, textures, and spatial organization.

.11 Course Evaluation

A	• The course is based on direct practical assessment of all student activities conducted inside and outside the classroom. • The assessment focuses on practical skills, accuracy, creativity, and adherence to sketching and planning principles. • Evaluation of the quality of practical and applied works. • Assessment of participation, discipline, and commitment during class activities. • Evaluation of practical exercises and assignment implementation. • Continuous monitoring of improvement and skill development throughout the course. • Final Assessment Grade: Continuous Assessment – 100 Marks.

.12 Resources for learning and teaching

A	Required books.	Books and resources included in the curriculum Lectures prepared by the instructor and supported by reliable sources
B	Main References	• A Comprehensive Guide to Drawing and Sketching Techniques in Interior Design. Wiley, 2015. • A Specialized Book in Perspective Rules and Sketch Composition. 2010
	Supporting and Recommend	• Ahmed Ali Al-Dawli. <i>Fundamentals of Sketching and Design Drawing</i>. Arab Renaissance Library, Cairo, 2018.

ed References	• Mohammed Abdulrahman Al-Rifa'i. <i>Sketching and Composition in Interior Design</i>. Dar Al-Fikr Al-Jami'i, Jordan, 2019. • Samir Yousif. <i>Lines and Forms in Design and Sketch Drawing</i>. Dar Al-Kutub Al-Ilmiyah, Baghdad, 2017.
Electronic References	• https://ocw.mit.edu/courses/architecture/interior-design-fundamentals • https://www.drawspace.com/ • https://www.pinterest.com/search/pins/?q=interior%20design%20sketching

Course Description Form:(2025-2026)

1	Course	Design Element		
2	Course Code	MTU0511101		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total)	60hours per semeste	umber of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Name of course supervisor (if more than one, please mention)	Name	Dr. Qais Bahnam Shaawi	
		Mobile	07712027236	
		Email	dr.qais-bahnam@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course objectives

- Understanding the fundamental elements of design, including line, shape, color, texture, value, and space, and recognizing their role in forming artistic and design compositions.
- Introducing students to the visual principles that organize the relationship between design elements in order to achieve balance, proportion, and visual appeal.
- Developing students' ability to analyze design works in terms of the effective and harmonious use of design elements.

- Enhancing creativity and innovation skills in employing design elements within drawings and design projects.
- Applying theoretical knowledge practically in creating integrated design compositions within specific spaces or design objects.

.9Teaching and learning strategies

A	Cognitive Objectives The student is expected to acquire knowledge and understanding of the following: • Defining the fundamental elements of design, including line, shape, color, value, texture, and space. • Distinguishing the relationship between design elements according to visual principles such as balance, proportion, unity, and contrast. • Analyzing design works in terms of the effective application of design elements and principles. • Understanding the impact of different design elements on the overall visual impression and aesthetic appeal of a design work. • Relating theoretical knowledge to practical application in the design of interior spaces and design compositions.
B	Skill Objectives • Providing students with knowledge of the fundamental requirements of design relationships within compositional structures. • Applying design elements in various design projects and artistic drawings. • Organizing elements within a balanced visual composition according to established design principles. • Employing color, texture, and value to emphasize the visual impact of design elements within a composition. • Executing practical design projects using drawing and sketching tools effectively and professionally. • Developing innovative design solutions that respond to the functional and aesthetic requirements of a given space or design object.
	Teaching and learning methods • Brief theoretical lectures to explain the fundamental elements and principles of design. • Direct practical applications for creating compositions using design elements. • Visual demonstrations illustrating the use of line, shape, color, and texture within design compositions. • Learning by Doing to develop students' practical and creative design skills. • Continuous individual guidance and supervision during the execution of practical works. • Discussion and artistic critique sessions to analyze and improve students' works. • The use of motivational strategies through repeating classroom exercises after evaluation, supported by periodic daily incentive marks to encourage improvement and active participation. • Conducting classroom exercises and home assignments related to each topic to reinforce understanding and practical application.

	• Continuous practical training to enhance technical performance and creative abilities in design execution..
	Assessment Methods • Weekly practical exercises conducted inside the classroom. • Home assignments and practical design tasks. • Feedback and responses provided by students during the learning process. • Evaluation of methods used in presenting and representing interior spaces. • Midterm and final evaluative examinations. • Assessment of practical works in terms of the use and organization of design elements. • Continuous monitoring of student performance within the classroom and studio environment. • Evaluation of completed assignments and practical tasks. • Assessment of students' participation, commitment, and engagement in classroom activities and design exercises.
C	Affective Objectives • Promoting constructive interaction and integration between students and the instructor during the implementation of interior space design projects. • Displaying outstanding student works within the college premises to enhance students' self-confidence and increase their enthusiasm toward the course. • Developing students' aesthetic awareness in perceiving and employing design elements effectively. • Demonstrating accuracy, organization, and attention to detail in the execution of design works. • Encouraging creativity and innovation in generating and developing design concepts. • Accepting constructive criticism and utilizing it to improve artistic and technical performance. • Adhering to professional ethics and appropriate artistic conduct within the classroom and studio environment. • Enhancing cooperation and teamwork skills during the implementation of design projects and activities. • Developing responsibility and commitment in completing assignments and design tasks efficiently and professionally.
	Teaching and Learning Methods • Delivering lectures through an applied and practice-oriented approach to enhance students' understanding and implementation of design concepts. • Adopting collaborative group work in the execution of design projects and activities, both inside and outside the classroom environment.
	Assessment Methods • Weekly exercises and home assignments to evaluate students' practical and theoretical progress. • Assessment of attendance and the level of commitment to submitting assignments on the specified deadlines.

- Evaluation of extracurricular activities and participation in annual exhibitions and design events.

.10Course structure

No.	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
No.	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	4	The student explains the concept of design and the relationship between function and form.	General introduction to design and its basic principles: function and form / content and form.	Theoretical lecture with illustrative examples and classroom discussion.	Theoretical questions and classroom participation.
2	Second	4	The student recognizes the fundamental elements of design, distinguishes their types and possibilities, and employs them in design compositions.	General explanation of design elements (point, line, shape, color, value, space, texture, volume) and their possibilities and types.	Theoretical lecture supported by visual presentations and applied examples with classroom discussion.	Quiz, classroom participation, and evaluation of simple practical exercises.
3	Third	4	The student distinguishes types of points and lines, understands their design potentials, and applies them in simple	Point and line elements: types and design potentials.	Brief theoretical lecture with demonstrations followed by practical exercises using points and lines.	Evaluation of practical exercises, classroom participation, and quiz.

			compositio ns.			
4	Fourth	4	The student distinguishes geometric and non-geometric shapes, understands their design potentials, and employs them in visual compositions.	Shape element: types and design potentials.	Brief theoretical lecture with demonstrations followed by practical exercises on shape compositions.	Evaluation of practical exercises, classroom participation, and quiz.
5	Fifth	4	The student distinguishes types of volumes and understands their design potentials in three-dimensional compositions.	Volume element: types and design potentials.	Brief theoretical lecture with demonstrations followed by practical exercises on volumetric compositions.	Evaluation of practical exercises, classroom participation, and quiz.
6	Sixth	4	The student distinguishes tonal values and understands their design possibilities in emphasizing dimensions and compositions.	Value element: types and design potentials.	Simplified theoretical explanation with visual presentations followed by practical shading exercises.	Evaluation of practical exercises, classroom participation, and observation of student performance.
7	Seventh	4	The student distinguishes	Color element: types and design potentials.	Theoretical explanatio	Evaluation of practical

			s primary, secondary, and compound colors and understands their artistic and compositional potentials.		n with visual demonstrations and practical color applications in compositions.	exercises, classroom participation, and performance observation.
8	Eighth	4	The student distinguishes natural and artificial textures and understands their role in creating visual depth and effect.	Texture element: types and design potentials.	Theoretical explanation with visual demonstrations and practical texture applications.	Evaluation of practical exercises, classroom participation, and performance observation.
9	Ninth	4	The student distinguishes relationships between design elements and applies them practically in artistic compositions.	Design relationships: adjacency, contact, overlap, intersection, and superimposition.	Theoretical explanation with visual examples and practical composition exercises.	Evaluation of practical exercises, analysis of completed works, and classroom participation.
10	Tenth	4	The student explains relationships between elements such as similarity, contrast, and harmony, and understand	Relationships between elements: harmony, similarity, and contrast.	Theoretical explanation with visual examples and practical applications in compositions.	Evaluation of practical exercises, artwork analysis, and classroom participation.

			s their impact on visual balance and unity.			
11	Eleventh	4	The student develops innovative design ideas and applies design elements and visual principles in creative compositions.	Formation, composition, and artistic innovation (design ideas).	Theoretical discussion and practical exercises with individual guidance and group critique.	Evaluation of design ideas, application of principles, participation, and artwork analysis.
12	Twelfth	4	The student analyzes the use of design elements in existing artworks and extracts their practical applications.	General review of design elements and their applications in artistic composition.	Group discussion, analysis of real artworks, and applied examples.	Evaluation of analysis and discussion, classroom participation, and short analytical report.
13	Thirteenth	4	The student analyzes design elements in existing artworks and concludes how they are employed in compositions.	Composition analysis: study of types and possibilities of elements in existing designs.	Group discussion, analysis of artworks, and practical exercises.	Evaluation of practical analysis, classroom participation, and short report.
14	Fourteenth	4	The student distinguishes design elements	Composition analysis: study of types and possibilities of elements in existing designs.	Group discussion, artwork analysis,	Evaluation of practical analysis, analytical

			used in existing designs and analyzes their influence on artistic composition.		and practical exercises.	reports, classroom participation, and performance observation.

.11 Course Evaluation

A	Assessment Methods • Practical Applied Works: Evaluation of students' execution of two-dimensional and three-dimensional compositions, their use of design elements and visual principles, and their demonstration of creativity and accuracy. • Classroom Participation: Monitoring students' interaction, commitment during class sessions, and responsiveness to guidance and group critique. • Homework Assignments and Exercises: Practical assignments aimed at reinforcing skills and applying design elements outside the classroom environment. • Artistic Analysis and Reports: Presenting and discussing analytical studies of existing artistic compositions or students' projects. • Short Practical Tests: Specific practical tests designed to assess students' application of design elements and visual principles. • Daily, Monthly, and Final Examinations: Continuous and final assessments to measure theoretical understanding and practical performance. Grade Distribution • Coursework / Continuous Assessment: 40% • Final Examination: 60%

.12 Resources for learning and teaching

A	Required books	Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Robert Gillam Scott. <i>Foundations of Design</i>. Alam Al-Kutub, 1986. • Abdel Fattah Riyadh. <i>Composition in Plastic Arts</i>. Maktabat Al-Nahda, 1967. • Faraj Aboud. <i>The Science of Art Elements</i>, Vol. 1 & 2. Ministry of Higher Education and Scientific Research, University of Baghdad, 1981. • Shirin Ihsan Shirzad. <i>Principles in Art and Architecture</i>. Arab House Publishing, 1985.

		• M. Gewes. <i>The Art of Color and Design</i>, 2nd ed., McGraw-Hill, 1951. • <i>Fundamentals of Design</i> Course Notes – Qasim Mohammed Salih..
	Supporting and Recommended References	• Fouad Abdulrahman. <i>Fundamental Elements of Design</i>. Baghdad, 2018. • Mohammed Hassan. <i>Principles of Artistic Design</i>. Baghdad, 2020. • Alan Pipes. <i>Design Fundamentals</i>. 2012. • Wucius Wong. <i>Principles of Two-Dimensional Design</i>. 2010. • Joanna Wissinger. <i>Interior Design Handbook</i>. 2015.
	Electronic References	• https://www.kadenze.com/courses/principles-of-design/info • https://www.canva.com/designschool/designbasics/ • https://www.interaction-design.org/literature/topics/design-principles

Course Description Form:(2025-2026)

1	Course	colors		
2	Course Code	MTU0511103		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Number of applied hours	4
			Number of units	3
7	Name of course supervisor (if more than one, please mention)	Name	Prof. Dr. Wissam Markos	
		Mobile	07702623240	
		Email	wisam.marqis@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course objectives

- Enabling students to understand the fundamentals of color and its basic components, including pigments, values, and tones, and to apply them effectively in interior design.
- Developing students' ability to use color as a fundamental element of artistic expression and as a tool for enhancing the aesthetic and functional aspects of design.
- Enhancing aesthetic awareness and the ability to create harmonious color gradients and color compositions within two-dimensional and three-dimensional design formations.
- Developing analytical and technical thinking skills for selecting appropriate colors for interior spaces and various materials and finishes.

.9Teaching and learning strategies

A	Cognitive Objectives The student is expected to acquire knowledge and understanding of the following: • Distinguishing between primary, secondary, and tertiary colors. • Understanding the relationship between color, light, and tonal value. • Explaining the effect of colors on visual perception, mood, and the sense of space within interior design. • Recognizing the fundamentals of color harmony and different color systems, including the color wheel, gradients, and color contrast.
B	Skill Objectives • Enabling students to master and develop their skills in the use of colors, color systems, and coloring techniques. • Providing students with the technical and artistic foundations for applying color according to the nature and function of interior spaces. • Developing students' ability to execute design concepts through the effective use of colors and their relationship with interior environments. • Applying color mixing and color gradation techniques on different surfaces and materials. • Using colors effectively to emphasize and highlight elements within two-dimensional and three-dimensional compositions. • Creating harmonious color schemes that correspond to the design concept and the interior identity of a space. • Performing practical exercises that demonstrate the impact of color on spaces, textures, and different materials.
	Teaching and learning methods
	• Hands-on Practical Learning: Implementing color exercises on drawing papers and different materials such as paper, fabric, wood, and miniature wall surfaces. Students practice color mixing and color gradation techniques to master visual effects and color applications. • Mini-Lectures: Providing concise theoretical explanations of the basic concepts of color, including the color wheel, color gradations, tonal values, and contrast, while directly linking theory to practical application. • Visual Demonstrations: Presenting examples of artworks and real interior design projects that illustrate the use

	of color and harmonious color compositions. PowerPoint presentations and short educational videos are used to demonstrate practical applications. • Guided Practice: Monitoring each student's performance during practical exercises to provide immediate feedback, correction, and technical guidance. Students are encouraged to experiment and innovate within the educational framework. • Group Discussion and Critique: Analyzing students' works and practical examples to identify strengths and weaknesses in color compositions and applications. This approach enhances artistic critical thinking and self-evaluation skills. • Independent Practice: Assigning short projects outside the classroom to allow students to apply color principles within their own design works, while encouraging creativity and personal experimentation in the use of color..
	Assessment Methods • Weekly practical exercises conducted within the classroom environment. • Home assignments and practical color application tasks. • Evaluation of students' participation in classroom discussions and dialogues, in addition to their extracurricular activities through collaborative group work. • Midterm and final evaluative examinations to measure theoretical understanding and practical performance. • Practical Applied Works: Continuous assessment of students' ability to apply different color techniques, including color mixing, color gradation, and harmonious color compositions in two-dimensional and three-dimensional formations. • Classroom Participation: Evaluation of students' interaction and engagement during practical exercises, as well as their commitment to instructions and responsiveness to artistic critique and feedback.
C	Affective Objectives • Developing students' appreciation of the role of color in enhancing aesthetics and artistic expression within interior design. • Enhancing aesthetic awareness and the ability to evaluate color compositions critically and objectively. • Developing creativity and personal experimentation in the selection and coordination of colors within artistic and design works. • Instilling discipline and commitment during the execution of color-related works, while emphasizing quality of application and attention to detail. • Encouraging active participation in discussing artistic works and analyzing classmates' color compositions in a constructive and positive manner.
	Teaching and Learning Methods • Practical lecture management • Daily classroom exercises and homework • Collaborative group work to implement designs in classroom and extracurricular activities • Keeping up with the latest developments in the use of color and its techniques
	Evaluation Methods: • Weekly assignments and homework • Attendance and timely submission of assignments

•Extracurricular activities and participation in annual exhibitions

.10Course structure						
No.	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	4	The student explains the concept of color and its role in enhancing aesthetics and artistic expression in interior design.	Definition of color and its importance in design.	Brief theoretical explanation with visual examples of design works and group discussion.	Classroom observation, participation in discussion, and short exercises on identifying colors in design examples.
2	Second	4	The student explains the properties that define color such as reflection, absorption, and interaction with light and surfaces.	Physical and chemical properties determining colors.	Theoretical lecture, video presentations, and practical experiments on different materials and colors.	Oral questions and observation of practical performance during experiments.
3	Third	4	The student distinguishes between primary, secondary, and tertiary colors, as well as types of pigments and their application techniques.	Color classifications and pigment types (water-based, oil-based, etc.) and their properties and techniques of use.	Theoretical explanation with practical application of each pigment type on paper, fabric, or experimental surfaces, with individual guidance.	Practical evaluation, performance observation, and short reports on pigment properties and techniques.

4	Fourth	4	The student explains the role of black and white and the influence of light on colored surfaces.	Neutral colors (black and white) and the effects of light on colored surfaces.	Theoretical explanation with visual examples and practical experiments under varied lighting conditions.	Observation during practice, classroom discussion, and oral questions.
5	Fifth	4	The student explains the psychological and emotional effects of colors.	Psychological and physiological effects of colors.	Theoretical explanation, case-study presentations, and group discussion.	Oral questions, analysis of applied examples, and classroom participation.
6	Sixth	4	The student explains color symbolism in different cultures and its use in interior design.	Symbolism and meanings of colors.	Short lecture with visual examples from cultural and artistic designs and group discussion.	Classroom participation, analysis of examples, and short oral or written summaries.
7	Seventh & Eighth	4	The student distinguishes between different color arrangement systems and applies them in harmonious color designs.	Color arrangements: Newton system, Tobias triangle, Ostwald system, and Munsell system.	Theoretical explanation with visual examples and practical exercises using color wheels and tools.	Practical evaluation of color arrangements, performance observation, and short exercises.
8	Ninth	4	The student explains the concept of the color wheel and its role in selecting	Concept and importance of the color wheel and its types.	Theoretical explanation with visual examples and group discussion.	Classroom observation, oral questions, and analysis of applied examples.

			color harmonies in interior design.			
9	Tenth	4	The student distinguishes primary, secondary, and tertiary colors and understands their distribution within the color wheel.	Twelve-color wheel and distribution of colors within the wheel.	Theoretical explanation with practical exercises on color wheel construction.	Practical evaluation, performance observation, and oral questions.
10	Eleventh	4	The student identifies complementary, warm, and cool colors and applies them in flat and volumetric designs.	Color relationships: complementary, warm, and cool colors with examples from nature and design.	Theoretical explanation with examples and practical exercises on harmonious color compositions.	Evaluation of practical works, performance observation, and group discussion.
11	Twelfth	4	The student explains gradient colors and applies them in flat and volumetric compositions.	Color relationships: gradient colors with examples from nature and design.	Theoretical explanation with visual examples and practical exercises on color gradation.	Evaluation of practical gradation works, performance observation, and oral questions.
12	Thirteenth	4	The student identifies adjacent and analogous colors and applies them in harmonious color	Color relationships: adjacent and analogous colors with examples from nature and design.	Theoretical explanation with examples and practical exercises on analogous color	Evaluation of practical works, classroom participation, and group discussion.

			compositio ns.		compositio ns.	
13	Fourteenth	4	The student explains contrast and opposing colors and applies them in contrasting compositions.	Color relationships: contrasting and opposing colors with practical examples.	Theoretical explanation with live examples and practical exercises.	Practical evaluation, oral questions, and analysis of examples.
14	Fifteenth	4	The student applies concepts of color harmony and coordination in integrated design compositions.	Color harmony and color systems with examples from nature and interior design.	Theoretical explanation with visual examples and practical exercises on creating harmonious color systems.	Evaluation of practical works, performance observation, and group discussion with analytical review.

.11Course Evaluation

A	Personal Development Planning: Encouraging students to develop their personal and artistic skills continuously through practical and analytical color applications. Enhancing Students' Knowledge and Understanding of Colors: Assessing students' understanding of color concepts, systems, techniques, and their practical applications in design. Use of Specialized and Approved References: Encouraging students to benefit from specialized books and academic references in the field of color and design. Practical Applied Works: Evaluating students' ability to use colors practically, including color mixing, gradation, color harmonies, and the application of different color relationships within two-dimensional and three-dimensional compositions. Homework Assignments and Practical Exercises: Assigning practical exercises outside the classroom, such as creating color gradations, color schemes, and applying different color systems, with evaluation based on execution quality and accuracy. Classroom Participation: Monitoring students' interaction during practical exercises, commitment to instructions, responsiveness to criticism and feedback, and participation in group discussions. Presentations and Artistic Analysis: Students present and discuss their works before the class, analyze their use of color and the harmony of color compositions with the design concept, and receive constructive feedback.

Short Practical Tests: Evaluating students' practical skills through specific in-class applications on compositions or panels to ensure mastery of color techniques and practical color harmonization skills.

Grade Distribution

Coursework / Continuous Assessment: 40%

Final Examination: 60%

.12 Learning and teaching resources

A	Required books	Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Abu Jad, Hassan Ezzat, Visual Phenomena and Interior Design, Beirut: Beirut Arab University, Dar Al-Ahad (Al-Buhairi Brothers) 1071. • •Amhaz, Mahmoud, Contemporary Visual Art: Development 1870-1970, Beirut: Dar Al-Muthallath for Design, Printing, and Publishing, 1981. • •Hassan, Hassan Al-Shishtawi and his colleague, The Plastic Foundations of Design in Two and Three Dimensions of Surfaces and Objects, Riyadh, Kingdom of Saudi Arabia: King Saud University, University Affairs Building, King Saud University Press, 1988. • •Hamouda, Hassan Ali, The Art of Decoration, Beirut: 1980. • •Hamouda, Yahya, Theory of Color, Beirut: Dar Al-Maaref, 1979. • •Haider, Kazem, Planning and Colors, Academy of Fine Arts, University of Baghdad, Ministry of Higher Education and Scientific Research, Mosul University Press, 1984. • •Riyad, Abdul Fattah, Color Photography, 1st ed., Library Anglo-Egyptian, 1965. • ,----- ,----- •Composition in the Fine Arts, Cairo: Dar Al-Nahda Al-Arabiya, 1973. • •Scott, Robert Gillam, The Foundations of Design, 2nd ed., translated by Abdel-Baqi Muhammad Ibrahim and Muhammad Mahmoud Yusuf, reviewed by Abdel-Aziz Muhammad Fahim, introduced by Abdel-Moneim Heikal, Cairo: Dar Nahdet Misr for Printing and Publishing, June 1980. • -10 •Shirzad, Shirin Ihsan, Principles of Art and Architecture, Baghdad: Al-Nahda Library, printed by Dar Al-Arabiya, 1985. • -11 •Saleh, Qasim Hussein, The Psychology of Color and Shape Perception, Baghdad: Ministry of Culture and Information, Dar Al-Rasheed for Publishing, 1982. • -12 •Zahir, Faris Mitri, Light and Color: A Scientific and Aesthetic Research, Beirut: Dar Al-Qalam, 1979.

		• -13 •Abdel-Halim, Fath Al-Bab and his Colleague, Design in Contemporary Fine Art, 2nd ed., State of Bahrain, Ministry of Education, Cairo: Alam Publisher Books, 38, Abdul Khaliq Tharwat, 1985. • -14 •Abdul Aziz, Ahmed Fouad, Drawing Technology, Academy of Fine Arts, University of Baghdad, Baghdad University Press, 1987. • -15 •Abbou, Faraj, The Science of the Elements of Art, Vol. 1, 2, Academy of Fine Arts, University of Baghdad, Milan, Italy, Delfin Printing and Publishing House, 1982. • -16 •Fawzi, Hussein, and others, The Ocean of Arts (1) Fine Arts, Dar Al-Maaref, Egypt, 1970. • -17 •Kiwan, Abdul, Watercolor Painting, Beirut: Dar Maktaba Al-Hilal, 1st ed., 1988. • -18 •Encyclopedia of Drawing and Coloring, translated by a committee, under the supervision of Abdul Raouf Kiwan, 1, 2, Beirut: Dar Al-Haytham, 1st ed., 1990, 1991. • -19 •Tobler, Nathan, Dialogue of Vision An Introduction to Art Appreciation and Aesthetic Experience, translated by Muhammad Fakhri Khalil, revised by Jabra • Ibrahim Jabra, Baghdad: Dar Al-Ma'mun for Translation and Publishing, 1987.
	Electronic References	• https://www.sessions.edu/color-calculator/ • https://www.colormatters.com/color-and-design/basic-color-theory • https://www.tate.org.uk/art/art-terms/e/elements-art-principles-design • https://www.canva.com/colors/color-wheel

Course Description Form:(2025-2026)

1	Course	Tow Dimension Engineer Drawing		
2	Course Code	MTU0511105		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2026/3/14		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4

			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Assistant Lecturer Hayder Mohammed Faieq	
		Mobile	07709297559	
		Email	hayderalnasser@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course objectives

- Developing students' engineering drawing skills through the execution of accurate two-dimensional drawings based on engineering principles and standards.
- Enhancing students' understanding of dimensions, scales, and proportions, enabling them to read and apply measurements accurately in flat drawings.
- Applying the principles of engineering drafting by training students to produce interior design plans with proper organization, precision, and technical clarity.
- Developing students' visual analytical abilities to interpret geometric forms and transform them into accurate two-dimensional engineering drawings.
- Promoting creativity, discipline, and practical accuracy in the execution of engineering drawings related to interior design applications.

.9Teaching and learning strategies

A	Cognitive Objectives
	The student is expected to acquire knowledge and understanding of the following: • Identifying engineering drawing tools and understanding the correct methods of their use. • Recognizing the concept of engineering drawing and the fundamental engineering operations related to it. • Understanding the basics and principles of two-dimensional engineering drawing. • Understanding engineering scales and proportions and their application in interior design drawings. • Identifying the different types of engineering lines and their functions in flat drawings and technical representations. • Recognizing the principles of engineering planning and organization in the preparation of technical drawings and layouts. • Understanding methods of representing three-dimensional geometric forms on two-dimensional surfaces through engineering drawing techniques

B	Skill Objectives • Developing the ability to use engineering drawing tools accurately, including the ruler, set square, compass, and pencil. • Drawing flat plans and interior design layouts accurately according to scales and proportional measurements. • Executing straight and curved engineering lines in accordance with technical drawing standards and conventions. • Transforming geometric forms and three-dimensional objects into accurate two-dimensional representations. • Applying organization and arrangement skills in preparing final engineering drawings for exercises and design projects.
	Teaching and learning methods
	• Hands-on Practical Learning: Emphasizing the execution of two-dimensional drawings and practical exercises using various engineering drawing tools such as rulers, set squares, compasses, and pencils. • Demonstration Method: The instructor demonstrates the steps of engineering drawing and plan construction directly in front of students, while explaining common mistakes and methods of correction. • Observation and Imitation Learning: Students observe model drawings and engineering layouts, then attempt to reproduce them independently under guided supervision. • Interactive Learning and Classroom Discussion: Engaging students in discussions about drawing methods, layout organization, and technical solutions, while providing continuous feedback during practical activities. • Project-Based Learning: Implementing practical exercises and small projects that apply engineering drawing skills in flat interior design compositions, such as furniture layouts or model room plans. • Guided Self-Learning: Encouraging students to practice engineering drawing outside classroom hours through additional exercises and examples, with periodic review and guidance from the instructor.
	Assessment Methods • Home assignments and engineering drawing exercises completed outside the classroom. • Evaluation of participation within the classroom environment, in addition to students' activities and initiatives outside the classroom. • Midterm and final evaluative examinations to measure theoretical understanding and practical drawing performance. • Practical Observation: Continuous monitoring of students' performance during the execution of drawings and projections, with emphasis on measurement accuracy, correctness of lines, and proper use of engineering drawing tools. • Immediate Feedback: Providing direct comments and corrections during practical exercises to improve students' technical performance and drawing accuracy. • Classroom Discussion: Discussing students' works, clarifying common mistakes, and analyzing different technical solutions for executing engineering layouts and plans.

	• Practical Presentations: Students present their completed works before the group and explain the drawing procedures and engineering decisions adopted during execution. • Small Project Training: Implementing short practical exercises and small projects to evaluate students' ability to transform design ideas into accurate two-dimensional engineering drawings.
C	Affective Objectives • Promoting constructive interaction between students and the instructor during the execution of engineering drawings and collaborative practical work in order to strengthen students' confidence and engagement. • Displaying outstanding student works within the college premises to enhance self-confidence and increase students' enthusiasm toward the course. • Developing accuracy and discipline by encouraging careful attention to detail in the preparation of engineering drawings and layouts. • Enhancing patience and perseverance by motivating students to continue improving when facing difficulties in drawing or measurement processes. • Developing aesthetic awareness through appreciation of engineering relationships and visual organization within technical drawings. • Encouraging personal responsibility and commitment toward assignments, practical exercises, and self-directed learning during studio training. • Promoting cooperation and participation by motivating students to work collaboratively, exchange ideas, and discuss technical solutions during practical exercises and projects.
	Teaching and Learning Methods •Delivering practical lectures •Collaborative group work to implement designs in extracurricular activities
	Assessment Methods •Attendance and commitment to submitting class and homework assignments on time •Attention to and assessment of weekly exercises and assignments •Developing students' skills in engineering drawing •Midterm and semester exams

.10Course structure						
No .	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	4	The student identifies engineering drawing tools and understands their proper use.	Introduction to engineering drawing tools and methods of use.	Practical demonstration with direct application using drawing	Observation of practical performance and evaluation of tool usage.

					instrument s.	
2	Second	4	The student understands the concept of engineering drawing and basic engineering operations.	Fundamentals of engineering drawing and engineering operations.	Short theoretical lecture with practical exercises.	Classroom participation and short practical exercises.
3	Third	4	The student applies the principles of scales and proportions in flat drawings.	Engineering scales, proportions, and measurement systems.	Practical exercises on scaling and proportional drawing.	Evaluation of drawing accuracy and measurement application.
4	Fourth	4	The student distinguishes different engineering lines and their applications in drawings.	Engineering lines: types, standards, and uses.	Demonstration and guided practical exercises.	Practical evaluation and observation during execution.
5	Fifth	4	The student draws geometric shapes accurately using engineering tools.	Drawing geometric forms and basic constructions.	Hands-on practical applications and guided practice.	Evaluation of geometric accuracy and line quality.
6	Sixth	4	The student applies principles of organization and layout in engineering drawings.	Organization and arrangement of engineering layouts.	Interactive practice with instructor supervision.	Observation of organization and drawing presentation quality.
7	Seventh	4	The student transforms three-dimensional	Representation of three-dimensional forms on two-dimensional surfaces.	Demonstration and practical	Evaluation of projection accuracy and

			I forms into flat engineering representations.		projection exercises.	technical execution.
8	Eighth	4	The student applies dimensions and annotations correctly in engineering drawings.	Dimensioning systems and technical annotations.	Practical drawing exercises with direct correction.	Evaluation of dimensions, notation accuracy, and neatness.
9	Ninth	4	The student develops accurate flat plans for interior design spaces.	Interior flat plans and spatial organization.	Project-based practical exercises.	Evaluation of planning accuracy and functional organization.
10	Tenth	4	The student applies technical drawing principles to furniture and interior elements.	Engineering drawing of furniture and interior components.	Guided practical drawing sessions.	Evaluation of technical representation and proportions.
11	Eleventh	4	The student applies projection methods in engineering drawing.	Orthographic projections and engineering representation methods.	Practical applications with demonstrations.	Evaluation of projection correctness and technical quality.
12	Twelfth	4	The student develops integrated engineering layouts for interior spaces.	Comprehensive engineering layouts for interior design.	Practical projects and collaborative exercises.	Evaluation of complete layouts and technical accuracy.

.11Course Evaluation

A	Practical and Technical Performance: Assessment of drawing accuracy, correct use of engineering drawing tools, and precision in measurements, proportions, and technical execution.

- **Creativity and Artistic Execution:**
Evaluation of the student's ability to apply geometric forms and three-dimensional objects harmoniously, while incorporating decorative and artistic touches within the engineering compositions.
- **Cooperation and Discipline During Training:**
Assessment of students' commitment to the instructor's directions, organization of the working environment, and active participation during practical sessions and studio activities.

Grade Distribution

- **Coursework / Continuous Assessment: 50%**
- **Final Examination: 50%**

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Engineering Drawing, Technological Foundations, by Otto Schmidt, translated by Dr. Anwar Mahmoud Abdel Wahed. Dar Al-Ahram - Popular Publishing House for Authorship - Leinberg. • -2 • Engineering Drawing, Ministry of Higher Education and Scientific Research, by Engineer Hashem Abboud Al-Moussawi and Engineer Youssef Hussein Al-Radi
	Electronic resources	• https://www.physics-pdf.com/2019/09/Lecture-basics-of-engineering.html • https://www.youtube.com/watch?v=_gWowvM28NE

Course Description Form:(2025-2026)

1	Course	Carpentry Work Shop		
2	Course Code	MTU0511106		
3	Semester/Year	First semester / first stage / quarterly system		
4	Date of Report Preparation	2026/3/20		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	90 hours per semester	Number of theoretical hours	-
			Number of practical hours	6
			Total number of hours	6

		Number of units	3
7	Name of course supervisor (if more than one, please mention)	Name	Prof. Dr. Mohammed Ali
		Mobile	07703984541
		Email	
		Second Name	
		Mobile	
		Email	

.8Course objectives

- Enabling students to identify essential woodworking tools and use them safely and accurately.
- Equipping students with the ability to read engineering drawings and translate them into precise wooden components according to the required design specifications.
- Developing students' practical skills in fundamental woodworking operations, including cutting, assembling, drilling, and finishing.
- Enhancing students' ability to apply measurement principles and proportional relationships in the production of various wooden forms and structures.
- Fostering creativity and strengthening students' capacity to execute integrated woodworking designs in accordance with quality standards and occupational safety requirements.

.9Teaching and learning strategies

A	Cognitive Objectives The student will be able to: • Acquire knowledge and practical understanding of the use of tools and equipment. • Understand how to handle different materials and apply them effectively within interior spaces. • Identify various woodworking tools, their functions, and the correct safety procedures associated with their use. • Recognize different types of wood, their properties, and their suitability for various design applications. • Understand the processes of cutting, assembling, and finishing wooden components in accordance with engineering drawings and design plans. • Comprehend the principles of accurate measurement and proportion when producing wooden elements. • Develop awareness of quality standards and occupational safety requirements while working in the workshop.
B	Skill-Based Objectives • Develop the ability to use manual and power woodworking tools correctly and with precision.

	• Perform cutting, drilling, finishing, and assembly operations with engineering accuracy. • Apply measurements and proportional relationships effectively to various wooden forms and components. • Translate engineering drawings into well-coordinated and accurately constructed wooden pieces. • Enhance the ability to execute both simple and complex wooden designs creatively and with a high level of craftsmanship.
	Teaching and learning methods
	• Direct Practical Instruction: The instructor demonstrates the tools and materials used in the workshop and explains the practical execution steps for each skill through illustrative examples or model pieces. • Individual Practical Training: Each student independently performs the required practical tasks on their assigned workpiece, while the instructor provides continuous supervision and immediate correction of errors. • Project-Based Learning: Students are assigned small-scale projects or practical design components to apply the acquired skills within an integrated and realistic context. • Collaborative Learning: Students work in small groups during larger projects to strengthen teamwork and develop technical communication skills. • Brainstorming and Practical Discussion: Work outcomes are discussed after each exercise to analyze challenges encountered and explore appropriate solutions for improving the quality of execution. • Simulation and Imitation: Students practice on prepared models or preliminary sketches before proceeding to final execution in order to ensure understanding of the processes and enhance manual skills..
	Assessment Methods • Weekly practical exercises conducted inside the classroom or workshop. • Homework assignments with emphasis on timely submission and commitment to deadlines. • Active participation during class sessions, as well as involvement in extracurricular student activities and initiatives. • Participation in the department's annual exhibition. • Practical Observation: Continuous monitoring of students' performance while carrying out practical skills such as cutting, assembling, finishing, and applying accurate measurements. • Immediate Feedback: Providing direct comments and guidance to each student in order to correct mistakes during practical training sessions. • Final Product Evaluation: Examining completed projects and wooden pieces to ensure proper application of engineering principles and accurate proportions. • Group Discussion: Analyzing work outcomes, exchanging observations among students, and exploring practical solutions to improve the quality of execution. • Self-Assessment: Encouraging students to review their own work, identify strengths and weaknesses, and enhance future performance.

C	Affective Objectives • Strengthen students' respect for occupational safety regulations and promote the safe use of tools and equipment. • Develop patience, precision, and discipline during the execution of practical work. • Encourage creativity and innovative thinking in the implementation of wooden designs and projects. • Promote cooperation and teamwork during the execution of collaborative projects. • Foster students' appreciation of the quality of materials and resources used, as well as the importance of their proper maintenance and preservation.
	Teaching and Learning Methods • Practical Lecture Management • Collaborative Teamwork to Implement Designs in Extracurricular Activities
	Evaluation Methods • Attendance and commitment to submitting class and homework assignments on time • Attention to weekly exercises, assignments, and semi-annual and annual evaluations • Evaluation through participation in annual exhibitions

.10Course structure						
No .	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	4	Understand ing the workshop environme nt and equipment, and applying occupation al safety regulations.	Introduction to the workshop, equipment, tools, and occupational safety	Practical demonstrat ion by the instructor, workshop tour, and short discussion on safety procedures .	Practical observation, monitoring the application of safety procedures, and immediate feedback.
2	Second	4	Distinguishi ng between types of wood, identifying defects, and understand ing shaping methods.	Types of wood, specifications, defects, and methods of shaping	Presentatio n of wood samples, practical inspection, and discussion of wood properties and shaping techniques.	Practical observation, oral discussion, and direct feedback.

3	Third	4	Performing butt joint connections accurately while applying correct measurements and proportions to achieve stability and balance.	Wood shaping techniques (Butt Joint Method)	Practical demonstration by the instructor, individual practical training, and correction of errors.	Practical observation during training, immediate feedback, and evaluation of joint accuracy.
4	Fourth	4	Executing dowel joints accurately with proper measurements and structural stability.	Wood shaping techniques (Dowel Joint Method)	Practical demonstration, individual practical application, and continuous correction of mistakes.	Practical observation, immediate feedback, and verification of joint quality.
5	Fifth	4	Performing half-lap joints accurately while ensuring balance and stability of wooden components.	Wood shaping techniques (Half-Lap Joint Method)	Practical demonstration by the instructor, individual training, and direct correction of errors.	Practical observation, direct feedback, and assessment of consistency and precision.
6	Sixth	4	Applying mortise and tenon joints accurately while ensuring stability and proper proportions.	Wood shaping techniques (Mortise and Tenon Joint Method)	Practical demonstration, individual training, and supervised practical application.	Observation during training, immediate feedback, and evaluation of joint quality.
7	Seventh	4	Recognizing woodwork	Field Visit	Field visit to	Direct observation

			ng workshops, factories, and equipment in professional practice and linking theoretical knowledge with practical application.		woodworking factories or workshops with practical observation and discussion of students' findings.	of student participation, discussion of observations, and immediate feedback.
8	Eighth	4	Understanding and applying polishing, finishing, and painting techniques accurately on wooden products.	Finishing Processes (Polishing, Finishing, and Painting)	Practical demonstration, individual practical application, and supervised student practice.	Observation during training, immediate feedback, and evaluation of finishing quality.
9	Ninth	4	Distinguishing different metal sections and understanding proper methods of joining and shaping.	Types of Metal Sections and Methods of Joining and Forming	Practical and theoretical presentation, examination of metal sections, and discussion of shaping methods.	Practical observation, discussion of material properties and shaping methods, and direct feedback.
10	Tenth	4	Performing metal shaping and welding accurately while applying safety procedures during	Training on Forming and Welding Processes	Practical demonstration, individual practical training, and continuous correction of application errors.	Practical observation during training, immediate feedback, and evaluation of welding and shaping quality.

			welding operations.			
11	Eleventh and Twelfth	4	Understanding gypsum properties and methods of forming using molds, carving, engraving, and casting techniques.	Introduction to Gypsum and Its Forming Capabilities (Molding, Casting, Carving, and Engraving)	Practical demonstration, applied student exercises using gypsum, and discussion of practical observations.	Practical observation during application, discussion of material properties and techniques, and immediate feedback.
12	Thirteenth	4	Applying coloring techniques to gypsum ornaments and decorative patterns accurately and appropriately.	Coloring Gypsum Decorations and Ornaments	Practical demonstration, student practical application of coloring methods, and supervised color implementation.	Observation during application, immediate feedback, and evaluation of coloring quality.
13	Fourteenth	4	Executing decorative wall formations accurately and applying artistic skills through practical models.	Training on Decorative Formations Through Wall Ornament and Secondary Ceiling Unit Exercises	Practical demonstration, individual and group training, and discussion of exercise outcomes.	Observation during training, direct feedback, and assessment of accuracy and quality.
14	Fifteenth	4	Understanding the properties of glass and mirrors, distinguishing their types, and identifying their uses	Types of Glass and Mirrors Used in Wall and Ceiling Cladding Applications	Practical demonstration, observation of glass and mirror samples, and discussion of their	Practical observation of participation, discussion of material properties, and immediate feedback.

			in interior design.		application s and handling methods.	

.11Course Evaluation

A	• Providing feedback through the continuous evaluation of students' work and practical performance. • Considering students' suggestions and comments at the end of each academic year through academic evaluation procedures. • Annual development and updating of lecture content and instructional materials. • Continuous technological upgrading of workshop equipment and tools. • Assessment of practical participation and adherence to occupational safety regulations. • Evaluation of students' ability to handle different materials such as wood, metal, gypsum, and glass. • Assessment of practical exercises and construction techniques, including butt joints, dowel joints, half-lap joints, and mortise-and-tenon joints. • Evaluation of proficiency in finishing processes, including sanding, polishing, and painting. • Assessment of decorative exercises, ornamentation, engraving, and coloring techniques. • Evaluation of field visits and the reports associated with them. • Assessment Grade Distribution: Continuous assessment constitutes 100% of the final evaluation.

.12Learning and teaching resources

A	Required books	• Textbooks and reference materials included within the course curriculum. • Lectures prepared by the instructor and supported by reliable and accredited academic sources.
B	Recommended books and references	• The curriculum approved by the College of Applied Arts at Middle Technical University. • Warner, Hirt, <i>General Woodworking: Technological Foundations</i>, Al-Ahram Publishing House, 1997. • Scientific books and references available in the university library. • Published and accredited electronic books and online academic resources.
	Electronic Resources	• https://www.freeonlinewoodworkingschool.com/ • https://commonwoodworking.com • https://cursa.app/en/free-course/basic-skills-in-woodworking-bfce • https://www.firstcorte.com/downloads-free

Course Description Form:(2025-2026)

1	Course	Computer Principles		
2	Course Code	MTU0511108		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	45 hours per semester	Number of theoretical hours	1
			Number of practical hours	2
			Total number of hours	3
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Asst. Lecturer Noor Mohammed	
		Mobile	07700222090	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course objectives

- Enabling students to understand the fundamentals of computers, including their hardware and software components.
- Introducing students to operating systems and essential software applications used in interior design.
- Developing students' ability to use computers for practical tasks related to interior design applications.
- Enhancing students' skills in file management and data organization on computer systems.
- Strengthening students' ability to solve basic technical problems encountered while using computers and software applications.
- Applying computer skills safely and effectively within educational and professional environments.

.9Teaching and learning strategies

A	Cognitive Objectives The student will be able to: • Keep pace with the digital era and contemporary technological developments. • Learn modern methods and technological approaches in computer applications.

	• Develop the ability to use computers according to modern scientific practices. • Gain comprehensive knowledge of computer systems, including operating software and both hardware and software components. • Identify the main components of a computer system and understand their functions. • Understand operating systems and essential design software applications. • Learn methods of file storage, organization, and data management. • Recognize the fundamentals of digital security and safe computer usage practices.
B	Course Skill-Based Objectives • Achieve proficiency in computer usage and develop understanding of its components and software applications. • Learn and apply the fundamentals of the IC3 program. • Gain proficiency in the main and essential applications within Microsoft Office programs. • Operate computers and use peripheral devices accurately and efficiently. • Perform practical tasks using design software and office applications. • Organize and manage files and folders effectively. • Solve basic technical problems encountered أثناء working with computer systems and software applications.
	Teaching and learning methods
	• Presenting and explaining the course content using educational aids and prepared lectures, including visual presentations. • Conducting practical applications related to course topics. • Carrying out classroom exercises and homework assignments for each topic covered in the course. • Providing direct practical training on computer systems and applied software programs. • Demonstrating practical tasks and offering direct guidance by the instructor for each required skill. • Implementing both individual and group practical exercises to reinforce understanding and application. • Discussing technical problems and solving them practically and immediately during class activities. • Using practical simulation methods to apply computer skills within design-related scenarios.
	Assessment Methods • Weekly classroom exercises and homework assignments. • Direct observation of students' performance while working on computers. • Monitoring students' commitment to applying the correct procedures during practical exercises. • Evaluating active participation in practical training sessions and classroom discussions. • Providing immediate feedback to correct errors and improve performance. • Assessing students' participation in discussions and dialogue inside the classroom, in addition to their activities outside the classroom through teamwork and collaborative tasks.

	• Conducting evaluative examinations during the midterm and at the end of the semester.
C	Affective Objectives • Promoting a positive spirit of learning and academic engagement among students. • Building students' self-confidence, encouraging appreciation of the course, and motivating them toward perseverance and continuous improvement. • Encouraging the exchange of ideas and their representation through modern digital methods and technologies. • Developing students' awareness of the importance of computer applications in the field of interior design. • Strengthening commitment to digital safety principles and ethical computer use. • Enhancing students' self-confidence while performing practical computer-based tasks. • Encouraging self-learning and continuous development of technical and technological skills.
	Teaching and Learning Methods • Practical lecture management • Daily classroom exercises and homework • Collaborative group work to implement designs in classroom and extracurricular activities • Keeping up with the latest developments in the use of various computer applications
	Assessment Methods • Weekly exercises and homework • Attendance and commitment to submitting assignments on time • Extracurricular activities and participation in annual exhibitions

.10Course structure						
No.	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	4	Understanding the concept of computers, the stages of the computer life cycle, and the development of computer generations .	Computer Fundamentals: Computer concept, stages of the computer life cycle, and evolution of computer generations	Simplified theoretical presentation with applied examples and interactive discussion with students.	Observation during discussion, oral questions, and immediate feedback.
2	Second	4	Identifying the advantages	Advantages of Computers and Areas of Application; Classification of Computers	Practical presentation with real-	Practical observation, case

			of computers and their fields of application in design and various industries.	According to Purpose, Size, and Data Type	life examples and short case studies.	discussion, and responses to applied questions.
3	Third	4	Classifying computers according to purpose, size, and data type, and understanding the differences among various types, in addition to identifying hardware components.	Computer Components: Hardware Components and Software Entities	Interactive explanation with examples, instructional videos, and practical training on opening a computer device, identifying components, and using basic programs.	Practical observation, monitoring practical application, and immediate feedback.
4	Fourth	4	Understanding the concept of computer security.	Personal Computer: Concept of Computer Security and Software Licensing	Applied lecture supported with illustrative images.	Applied practical exercise.
5	Fifth	4	Learning methods of protecting personal computers, understanding software licenses, and recognizing the basics of digital security.	Computer Safety and Software Licenses	Practical presentation and direct application on personal computers, with discussion of digital security rules.	Observation during training, applied questions, and direct feedback.
6	Sixth	4	Understanding ethics of	Ethics of the Digital World, Forms of Violations,	Theoretical presentation with real	Observation during discussion,

			computer and internet use, identifying forms of digital misuse, and learning methods of prevention.	Computer Security, and Computer Privacy	examples, discussion of applied cases, and group activities.	oral questions, and immediate feedback.
7	Seventh and Eighth	4	Identifying software license types, intellectual property rights, differentiating between free and paid software, and recognizing the health effects of computer use and methods of prevention.	Software Licenses and Types, Intellectual Property, Cyber Hacking, Malware, Protection Procedures Against Hacking, and Health Hazards of Computer Use	Interactive presentation, discussion of real examples, practical licensing activities, and theoretical explanation with visual examples.	Oral questions, case discussions, observation during participation, and immediate feedback.
8	Ninth	4	Understanding the concept, functions, objectives, and classifications of operating systems, with examples of common systems.	Operating Systems: Definition, Functions, Objectives, Classification, and Examples	Theoretical presentation with examples, interactive discussion, and practical explanation of operating system examples.	Observation during discussion, oral questions, and immediate feedback.
9	Tenth	4	Identifying Windows 7 desktop component	Operating Systems: Windows 7	Practical training on Windows 7 and	Practical observation, monitoring students'

			s and understanding their functions.		exploration of desktop components.	practical application, and direct feedback.
10	Eleventh	4	Understanding desktop components, the functions of the Start Menu and Taskbar, and efficient navigation between programs and files.	Desktop Components, Start Menu, and Taskbar	Direct practical training on computers, exploration of Start Menu and Taskbar functions, and applied demonstration by the instructor.	Practical observation during training, monitoring student use of components, and immediate corrective feedback.
11	Twelfth	4	Learning how to create folders and files, organize them, manage icons, and save data systematically.	Folders, Files, and Icons	Practical training on creating folders and files, organizing data, and discussing applied examples.	Practical observation during application, immediate feedback, and evaluation of organization and accuracy.
12	Thirteenth	4	Learning how to open, minimize, maximize, and close windows, as well as change desktop backgrounds.	Window Operations and Desktop Backgrounds	Practical training on computers with direct application of window and background modifications.	Evaluation of correct execution of operations and immediate feedback.
13	Fourteenth	4	Identifying the functions of the Control Panel and classifying options	Windows Control Panel and Categories	Practical presentation, interactive explanation, and direct	Practical observation during training, oral applied questions,

			according to categories.		application on computers.	and direct feedback.
14	Fifteenth	4	Understanding file organization methods and improving computer performance using tools such as Defragment, as well as installing and removing software.	Control Panel: Defragment, File Organization, Software Installation and Removal	Practical training on using Defragment tools, organizing files and folders, and applied examples.	Observation during practical application, evaluation of file organization, and immediate feedback.

.11 Course Evaluation

A	• Practical Computer Applications: Includes performing practical exercises using software applications, managing files, operating systems, and completing applied tasks related to interior design. • Short Theoretical Examinations: Oral or written questions covering computer fundamentals, operating systems, information security, software licensing, and hardware and software components. • Small Practical Projects: Implementing applied projects that integrate practical skills with theoretical knowledge, such as file organization, desktop customization, software installation, use of the Control Panel, or computer-related design applications. • Participation and Discipline During Training: Assessment of students' commitment to completing assigned tasks, participation in discussions, and adherence to the instructor's guidance and instructions. • Daily, monthly, and end-of-semester examinations. • Grade Distribution: ○ Continuous Assessment (Coursework): 40% ○ Final Examination: 60%

.12 Learning and teaching resources

A	Required books • Textbooks and reference materials included within the course curriculum. • Lectures prepared by the instructor and supported by reliable and accredited academic references.

B	Recommended books and references	• <i>Computer Fundamentals and Office Applications (Part One).</i> • Fundamentals of Computer Systems Covers computer fundamentals, hardware components, operating systems, and information security concepts. • Computer Science: An Overview Provides a comprehensive overview of fundamental computer science concepts, including hardware and software systems. • Introduction to Computers Discusses computer basics, operating systems, office applications, and file management. • Operating Systems Concepts A specialized reference covering operating systems, their components, functions, and classifications. • Computer Fundamentals & Applications Covers computer fundamentals, digital security, software licensing, and software classifications. • Understanding Computers: Today and Tomorrow Explains the role of computers in daily life and professional fields, including practical applications.
	Electronic Resources	• https://learn.microsoft.com/en-us/previous-versions/windows/ • https://www.tutorialspoint.com/computer_fundamentals/index.htm • https://www.coursera.org/ • https://www.edx.org/learn/computer-fundamentals

Course Description Form:(2025-2026)

1	Course	English Language		
2	Course Code	MTU0511107		
3	Semester/Year	First semester/first stage/semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	15 per semester	Number of theoretical hours	1
			Number of practical hours	-
			Total number of hours	1
			Number of units	1
7	Name of course supervisor (if more	Name	Assistant Lecturer Aisha	
		Mobile	07724734545	
		Email		

	than one, please mention)	Second Name	
		Mobile	
		Email	

.8Course objectives

- Introducing students to the fundamentals of English grammar and correct writing methods in the English language.
- Developing communication skills and enabling students to use English effectively in daily and academic situations.
- Enhancing students' understanding of basic vocabulary and expressions, particularly terminology related to interior design and applied arts, and enabling them to comprehend English texts within the field.
- Developing reading and writing skills by training students to read simple texts, identify main ideas, and write short sentences and paragraphs related to design and the arts.
- Improving listening and speaking skills through understanding spoken English texts and communicating using grammatically correct sentences on daily and professional topics related to interior design.
- Strengthening students' ability to use English in academic and professional contexts, enabling them to interact with academic resources such as references, books, and articles related to interior design technologies.

.9Teaching and learning strategies

A	Cognitive Objectives The student will be able to: • Recognize the fundamentals of the English language and its basic grammatical structures. • Understand vocabulary and expressions related to interior design and applied arts. • Comprehend simple English texts associated with academic and professional topics. • Analyze short texts and extract essential information from them effectively.
B	Course Skill-Based Objectives • Develop the ability to construct grammatically correct sentences and write short texts in English. • Improve listening skills and enhance comprehension of spoken conversations and audio texts. • Develop the ability to speak and interact in English using appropriate terminology and expressions. • Apply the English language in simple practical and academic situations related to interior design.
	Teaching and learning methods
	• Interactive Lecture: Presenting lessons in a simplified and interactive manner using practical examples

	from the field of interior design. Students are encouraged to ask questions and actively participate in classroom discussions. • Guided Reading: Reading short English texts while explaining new vocabulary, main ideas, and implied meanings. Discussions are conducted to relate the content of the texts to the students' professional field. • Listening and Speaking Activities: Listening to short English audio recordings or videos followed by discussions or paraphrasing activities. Conversational exercises between students are used to strengthen speaking skills and improve verbal responses in English. • Writing Exercises: Assigning students to write sentences or short paragraphs using newly learned vocabulary and expressions. Written exercises focus on expressing ideas related to interior design in English. • Collaborative Learning: Group activities such as text discussions, solving applied questions, or preparing short presentations in English. These activities enhance knowledge exchange and encourage interaction in English among students. • Brainstorming and Classroom Discussions: Discussing topics related to interior design to encourage students to use English effectively in expressing opinions and ideas. • Practical Application Through Language Laboratories: Applying course content practically through audio and language laboratory activities to improve listening, pronunciation, and communication skills.
	Assessment Methods • Class Participation: Evaluating students' ability to interact and contribute effectively during classroom discussions. Monitoring the use of newly learned vocabulary and expressions throughout classroom activities. • Short Written Examinations: Assessing reading comprehension through questions related to texts, including identification of main ideas and vocabulary. Evaluating students' ability to construct grammatically correct sentences and write short texts. • Practical Activities: Conducting listening and comprehension exercises, short paragraph writing tasks, and paraphrasing activities based on audio materials. Evaluating students' oral communication skills in English. • Short Projects or Presentations: Preparing short reports or presentations in English on simple topics related to interior design. Assessing students' ability to present information clearly, accurately, and in an organized manner.
C	Affective Objectives • Enhancing students' self-confidence when speaking and communicating in English. • Encouraging active participation in classroom activities and cooperation with classmates. • Developing respect for others' opinions during discussions and group activities.

	• Motivating students' interest in the English language and linking it to their professional and design-related field. • Promoting academic discipline and attentiveness during theoretical lessons.
	Teaching and Learning Methods • Allocating a percentage of grades to daily assignments • Assigning students certain activities and assignments, and providing lectures and reports • Developing students' skills in a practical manner related to daily life
	Assessment Methods • Attendance and commitment to submitting assignments and research by the specified deadlines • Attention to weekly discussions, assignments, and mid-year and annual assessments • Monthly and end-of-semester exams demonstrate commitment and knowledge achievement

.10Course structure						
No .	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	2	Recognizing basic pronouns (I, you, he, she) and using them correctly. Forming simple sentences using Am/Are/Is and My/Your. Recognizing the use of "This is" for introducing people and objects.	Unit One: Hello — Am/Are/Is, My/Your, This is with practice in work	Interactive explanation of vocabulary and grammar. Written and oral practical exercises. Short dialogue activities between students.	Observation during practical exercises. Short written questions to assess comprehension. Oral exercises to evaluate pronunciation and sentence usage.
2	Second	2	Using pronouns and possessive adjectives (his/her). Forming	Unit Two: Your World — He/She/They, His, Her, Questions	Practical exercises on sentence and question formation.	Short written exercises. Oral questions and classroom

			simple questions and answers. Understanding and using he/she/they in the correct context.		Classroom discussions and pair-work exercises. Reading and understanding short texts.	conversations. Observation of the student's ability to distinguish between pronouns and possessive adjectives.
3	Third	2	Developing the ability to speak and write about oneself and surrounding objects. Using pronouns and possessive adjectives in different contexts.	Unit Three: All About	Dialogue and personal practice activities. Writing short paragraphs about oneself or surrounding objects. Role-playing activities.	Evaluation of paragraph writing. Observation of students' performance in dialogue activities. Oral questions to assess comprehension.
4	Fourth	2	Using possessive adjectives correctly. Applying Has/Have properly. Constructing descriptive sentences using Adjective + Noun.	Unit Four: Family and Friends — Possessive Adjectives, Possessive's, Has/Have, Adjective + Noun	Grammar explanation with practical examples. Written exercises on descriptive sentences. Group activities about family and friends.	Written practical exercises. Oral discussions. Evaluation of accurate use of Has/Have and possessive adjectives.
5	Fifth	2	Using the Present Simple tense with I/You/We/They. Applying	Unit Five: The Way I Live — Present Simple I/You/We/They, A and An, Adjective + Noun	Exercises on writing sentences and short paragraphs. Dialogue	Evaluation of written sentences and paragraphs.

			A/An correctly. Constructing descriptive sentences using Adjective + Noun.		activities related to habits and routines. Reading and summarizing short texts.	Observation during dialogue activities. Oral questions to assess correct grammar usage.
6	Sixth	2	Using the Present Simple tense with He/She. Forming questions and negative sentences. Recognizing and using adverbs of frequency (always, often, never...).	Unit Six: Every Day — Present Simple He/She, Questions and Negatives, Adverbs of Frequency	Written exercises on forming affirmative, negative, and interrogative sentences. Daily dialogue activities about routines and habits. Reading short texts and identifying adverbs of frequency.	Evaluation of grammatically correct written sentences. Observation of participation in dialogue activities. Oral questions to assess understanding of grammar rules.
7	Seventh	2	Forming questions using Question Words (What, Where, When...). Using personal pronouns correctly. Distinguishing between This and That in the correct context.	Unit Seven: My Favorites — Question Words, Pronouns, This and That	Exercises on forming questions and short answers. Dialogue activities for exchanging information about favorite objects and hobbies. Language games to reinforce	Evaluation of written questions and answers. Observation of oral performance during classroom activities. Practical exercises to reinforce pronouns and This/That.

					the use of This/That.	
8	Eighth	2	Using There Is/There Are correctly. Recognizing and using prepositions (in, on, at, near...). Describing places and homes using correct sentences.	Unit Eight: Where I Live — There Is/Are, Prepositions	Written activities for constructing sentences about places and spaces. Short dialogues describing homes and surroundings. Practical exercises on prepositions.	Evaluation of written sentences. Observation during dialogues. Oral questions about describing specific places and locations.
9	Ninth	2	Using Was/Were correctly. Constructing sentences in the Past Simple tense with irregular verbs. Expressing personal events in the past.	Unit Nine: Times Past — Was/Were Born, Past Simple – Irregular Verbs	Writing exercises in the past tense. Dialogue activities about birth and past events. Reading short texts containing irregular verbs and discussing them.	Evaluation of written sentences and paragraphs. Observation of the use of irregular verbs and past tense in conversations. Short oral questions.
10	Tenth	2	Using the Past Simple tense with regular and irregular verbs. Forming questions and negative sentences in the past tense. Using Ago to	Unit Ten: We Had a Great Time — Past Simple – Regular and Irregular, Questions, Negatives, Ago	Written exercises on affirmative, negative, and interrogative sentences in the past tense. Short dialogues about past	Evaluation of correctly written paragraphs. Observation of oral performance during activities. Oral questions to reinforce

			indicate time.		events and experiences. Practical activities linking time expressions with Ago.	the use of the past tense and Ago.
11	Eleventh	2	Using Can/Can't to express ability or inability. Using adverbs to clarify actions. Forming polite requests.	Unit Eleven: I Can Do That — Can/Can't, Adverbs, Requests	Written exercises on Can/Can't and explanatory sentences. Dialogue activities about abilities and skills. Role-playing activities for requests and daily situations.	Evaluation of written sentences. Observation of oral participation in dialogues. Oral questions to assess understanding of grammar rules.
12	Twelfth	2	Constructing sentences expressing desires using I'd Like. Using Some and Any correctly. Distinguishing between Like and Would Like.	Unit Twelve: Please and Thank You — I'd Like, Some and Any, Like and Would Like	Writing activities for constructing correct sentences. Dialogue exercises for exchanging requests and preferences. Practical exercises on using Some/Any.	Evaluation of applied writing tasks. Observation of oral interaction during dialogues. Oral questions about requests and preferences.
13	Thirteenth	2	Using the Present Continuous tense to express	Unit Thirteen: Here and Now — Present Continuous, Present Simple and Present Continuous	Written exercises on affirmative, negative,	Evaluation of written sentences and paragraphs

			ongoing actions. Comparing and correctly using Present Simple and Present Continuous. Distinguishing between routine and ongoing activities.		and interrogative forms. Classroom dialogues describing daily and current activities. Reading and discussing short texts.	. Observation of oral performance during activities. Oral questions comparing Present Simple and Present Continuous.
14	Fourteenth	2	Constructing sentences to express future plans. Writing formal and simple emails and information letters.	Unit Fourteen: It's Time to Go — Future Plans, Revision, Writing Email and Information Letter	Explanation and practice of future forms (will, going to). Writing exercises for formal and informal letters.	Evaluation of practical letter writing. Comprehensive oral and/or written test for the course.
15	Fifteenth		Examination	Exam	Examination	Examination

.11 Course Evaluation

A	Class Participation and Daily Activities: Includes evaluating the student's ability to interact and participate in classroom activities, discussions, and answering questions. Homework Assignments and Short Written Exercises: Includes sentence formation, writing short paragraphs, using acquired vocabulary and grammar rules, and solving grammar exercises. Oral Practical Activities: Evaluating listening, speaking, and oral paraphrasing skills during classroom sessions. Short Projects / Presentations: Preparing a short report or presentation in English on a topic related to interior design or daily life. Final Written and Oral Examination: Includes assessment of grammar and vocabulary comprehension, writing a short paragraph, and oral questions to evaluate overall understanding of the course content. Daily examinations, monthly examinations, research assignments, and the final examination. Grade Distribution:

- Coursework / Continuous Assessment: 30%
- Final Examination: 70%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Oxford English for Careers: Technology — Covers professional and applied terminology for students in technical fields. • English Grammar in Use — A comprehensive reference for English grammar across different proficiency levels. • English Vocabulary in Use: Elementary — Designed to strengthen basic and specialized vocabulary skills. • Cambridge English for Engineering — Provides models for teaching applied English to technical students, including practical exercises. • Collins English for the Workplace — Focuses on English language skills within workplace communication and professional contexts.
	Electronic Resources	• https://learnenglish.britishcouncil.org/ • https://www.bbc.co.uk/learningenglish • https://www.perfect-english-grammar.com/ • https://www.cambridgeenglish.org/learning-english/

Course Description Form:(2025-2026)

1	Course	Human Right and Democracy		
2	Course Code	MTU0511109		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2025/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7		Name	Assistant Lecturer Heba	

	Name of course supervisor (if more than one, please mention)	Mobile	
		Email	
		Second Name	
		Mobile	
		Email	

.8Course objectives

- Introducing students to the concepts of human rights and democracy and highlighting their importance in contemporary society.
- Developing legal and ethical awareness while promoting the values of citizenship, including justice, equality, and freedom.
- Enhancing critical thinking, dialogue skills, and respect for cultural and intellectual diversity.
- Linking the principles of human rights to the specialization of interior design technologies and emphasizing consideration of human needs within design practices.
- Preparing students to assume professional and social responsibilities and to contribute positively to society.

.9Teaching and learning strategies

A	Cognitive Objectives The student will be able to: • Recognize the concepts of human rights and democracy and understand their fundamental principles. • Acquire knowledge of local and international laws, conventions, and legislations related to human rights. • Understand the relationship between human rights, society, and artistic specializations. • Realize the importance of respecting cultural and intellectual diversity
B	Course Skill-Based Objectives • Developing critical thinking skills in analyzing human rights issues and related social challenges. • Acquiring dialogue and discussion skills while promoting respect for others' opinions and perspectives. • Applying the principles of human rights in academic and professional situations. • Enhancing teamwork and collaborative working skills. • Employing human rights concepts in creating designs that consider human needs within the field of interior design.

	Teaching and Learning Method
	• Interactive Lectures: Presenting fundamental concepts through interactive lectures while encouraging students to participate actively in discussions. • Group Discussions: Promoting dialogue and the exchange of opinions regarding human rights issues and related societal topics. • Collaborative Learning: Engaging students in group work activities to prepare reports, presentations, and collaborative assignments. • Case Study Method: Analyzing real-life situations and cases related to human rights in order to strengthen analytical and problem-solving skills. • Brainstorming Activities: Developing critical thinking abilities and encouraging students to propose solutions to social and human rights issues. • Self-Learning: Assigning students short research projects and reports to enhance independent learning and academic responsibility
	Assessment Methods • Written Examinations (Midterm and Final): Assessing students' cognitive understanding of human rights concepts and related topics. • Short Quizzes: Measuring continuous comprehension and retention of course material. • Class Participation: Evaluating students' engagement in discussions, dialogue, and classroom interaction. • Reports and Short Research Papers: Preparing short reports and research assignments on topics related to human rights and democracy. • Individual or Group Presentations: Assessing students' ability to present ideas clearly and work collaboratively. • Attendance, Commitment, and Classroom Discipline: Evaluating students' punctuality, adherence to academic regulations, and participation during lectures. • Daily, monthly, and semester examinations.
C	Affective Objectives • Promoting respect for human rights and commitment to applying them in daily behavior and interactions. • Developing the values of justice, equality, and tolerance among individuals. • Reinforcing the principle of respecting others' opinions and accepting differences. • Enhancing the spirit of social responsibility and good citizenship. • Encouraging positive attitudes toward teamwork and cooperation. • Promoting commitment to professional ethics in future professional practice.

	Encouraging participation in scientific research activities and extracurricular programs.
	Teaching and Learning Methods - Allocating a percentage of grades to daily assignments - Assigning students to certain activities and assignments, and submitting lectures and reports - Developing students' skills in a practical manner related to daily life
	Assessment Methods - Attendance and commitment to submitting assignments and research by the specified deadlines - Attention to weekly discussions, assignments, and mid-year and annual assessments - Monthly and end-of-semester exams demonstrate commitment and knowledge achievement

.10Course structure						
No .	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	2	Knowledge: Understanding the origin and development of human rights throughout history. Skills: Analyzing historical stages. Values: Appreciating the importance of rights in the development of societies.	Historical Development of Human Rights, Human Rights in Ancient Civilizations (Mesopotamian Civilization and Other Ancient Civilizations)	Interactive lecture, classroom discussion	Written examination, Quiz, participation
2	Second	2	Knowledge: Understanding the religious foundations of human rights. Skills: Relating	Human Rights in Divine Religions with Emphasis on Human Rights in Islam	Lecture, discussion, self-learning	Examination, participation, report

			religious values to reality. Values: Promoting ethical values and tolerance.			
3	Third	2	Knowledge: Understanding the development of modern concepts. Skills: Historical analysis. Values: Appreciating intellectual and legal development.	Human Rights in the Medieval and Modern Eras	Lecture, case study	Written examination, Quiz
4	Fourth	2	Knowledge: Understanding regional systems. Skills: Distinguishing between different models. Values: Respecting legal diversity.	Regional Recognition of Human Rights at the European, American, and African Levels	Lecture, presentation, discussion	Examination, presentation, participation
5	Fifth	2	Knowledge: Identifying the role of organizations. Skills: Evaluating their performance. Values: Promoting social responsibility.	Non-Governmental Organizations and Their Role in Human Rights (International Committee of the Red Cross, Amnesty International, Human Rights Watch, Arab Organization for Human Rights)	Collaborative learning, presentation, self-learning	Report, presentation, participation, examination

6	Sixth	2	Identifying the fundamental principles of international conventions and national legislation.	Human Rights in International and Regional Conventions and National Legislation	Interactive lecture, classroom discussion, self-learning	Examination, report, presentation
7	Seventh	2	Knowledge: Identifying the most important international conventions and their contents. Skills: Analyzing convention texts and relating them to reality. Values: Promoting respect for international standards.	Human Rights in International Conventions (Universal Declaration of Human Rights and the Two International Covenants on Human Rights)	Interactive lecture, classroom discussion, self-learning	Written examination, Quiz, participation
8	Eighth	2	Knowledge: Understanding different regional systems. Skills: Comparing regional conventions. Values: Respecting legal and cultural diversity.	Human Rights in Regional Conventions (European Convention on Human Rights, American Convention on Human Rights, African Charter on Human and Peoples' Rights, Arab Charter on Human Rights)	Lecture, presentation, collaborative learning	Examination, presentation, report
9	Ninth	2	Knowledge: Understanding the rights contained in the Iraqi Constitution. Skills:	Human Rights in National Legislation (The Iraqi Constitution)	Lecture, case study, discussion	Written examination, participation, Quiz

			Applying legal texts to real situations. Values: Strengthening national belonging and respect for the law.			
10	Tenth	2	Identifying the forms and generations of human rights.	Forms and Generations of Human Rights (Forms of Human Rights: Individual Rights and Collective Rights)	Lecture delivery	Feedback
11	Eleventh	2	Knowledge: Identifying the types and generations of human rights. Skills: Distinguishing between individual and collective rights and analyzing them. Values: Promoting justice and equality among individuals and groups.	Generations of Human Rights (First Generation: Civil and Political Rights), (Second Generation: Economic and Social Rights), (Third Generation: Modern Human Rights), Water and Environmental Awareness	Lecture, brainstorming, discussion	Examination, participation, report
12	Twelfth	2	Identifying national guarantees for the protection of rights at the national level.	Guarantees and Protection of Human Rights at the National Level (Constitutional, Judicial, and Political Guarantees)	Lecture, case study, classroom discussion	Written examination, report, participation
13	Thirteenth	2	Understanding international	Guarantees and Protection of Human Rights at the Regional	Lecture delivery	Interactive lecture, presentation

			and regional frameworks for the protection of rights and the role of organizations, and evaluating the role of the United Nations.	and International Levels (Role of the United Nations and Regional Organizations), Crime of Genocide		n, discussion
14	Fourteenth	2	Identifying the types of public and individual freedoms. Respecting individual rights and protecting freedoms.	Classification of Public Freedoms (Fundamental and Individual Freedoms: Freedom of Security and Reassurance, Freedom of Movement, Personal Freedom)	Lecture, discussion, case study	Examination, participation, report
15	Fifteenth	2	Understanding intellectual and cultural freedoms and their importance.	Intellectual and Cultural Freedoms (Freedom of Opinion, Freedom of Belief, Freedom of Education)	Lecture, discussion, case study	Examination, participation, report

.11Course Evaluation

A	• Written Examinations: Used to evaluate students' understanding of the fundamental concepts and the legal and historical principles of human rights. • Short Quizzes: Conducted to measure continuous comprehension of the theoretical content. • Class Participation: Assessing the extent of students' interaction and engagement in discussions and dialogue activities. • Reports and Short Research Papers: Used to evaluate students' analytical abilities and their capacity to relate theoretical knowledge to practical reality. • Presentations: Assessing communication and presentation skills, as well as the ability to deliver information clearly and effectively. • Attendance and Discipline: Intended to strengthen commitment and discipline during lectures and academic activities. • Grade Distribution:

- Coursework / Continuous Assessment: 30%
- Final Examination: 70%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Human Rights: Principles and Applications, Arab Thought Publishing House, Cairo, 2018. • Human Rights and International Law, Egyptian Renaissance Library, 2017. • Democracy and Human Rights, Dar Al-Shorouk, 2019. • Public and Individual Rights and Freedoms, Dar Al-Ma'rifa, 2016. • Human Rights in National Legislation, Baghdad, 2020. • International and Regional Organizations for the Protection of Human Rights, University Libraries Publishing, 2018.
	Electronic Resources	• https://www.hrw.org/legacy/arabic/un-files/ • https://www.alkarama.org/en/resources/treaties?utm_source=chatgpt.com • https://en.wikipedia.org/wiki/Constitution_of_Iraq?utm_source=chatgpt.com • https://iraq.un.org/ar/

Course Description Form:(2025-2026)

1	Course	Building Material Technology		
2	Course Code	MTU0511201		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/20		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30 per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Name of course supervisor (if more)	Name	Assistant Lecturer Hayder Mohammed Faieq	
		Mobile	07709297559	
		Email	hayderalnasser@uruk.edu.iq	

	than one, please mention)	Second Name	
		Mobile	
		Email	

.8Course objectives

A	Introducing students to building materials and their properties.
B	Introducing students to materials used in interior design.
C	Discusses the materials used in creating interior and exterior spaces.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn about: •The properties of building materials used in interior design •Their methods of operation and classification •Their uses and applications in interior and exterior space design
B	Course Skill Objectives •Enabling students to gain knowledge and understanding of the use of materials during project completion stages •Distribution and use of materials in space •Design treatments using materials •Employing information learned in the field of specialization
	Teaching and Learning Methods
	Field visits for students with faculty members •Use of presentations with videos related to the subject matter •Use of illustrative images to demonstrate how to employ materials within spaces •Use of books and research related to the Materials Technology course •Practical application of the course curriculum through integration with the workshop curriculum
	Assessment Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester tests •The ability to employ building materials in indoor and outdoor spaces •Enabling students to create short lectures on the curriculum
C	Affective Objectives: •Developing students' ability to develop critical and analytical thinking regarding a number of raw materials (primary building materials) •How to diversify and combine materials using different materials •Interaction during lectures and homework •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and providing lectures and reports

	•Developing students' skills in a practical manner related to daily life
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadline •Emphasis on weekly exercises, assignments, and mid-year and annual assessments •Monthly and end-of-semester exams reflect commitment and knowledge attainment

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Learn about construction materials / Deliver lectures, research, and reports. Support students by creating lectures.	Identify the construction materials used in construction and interior design.	Giving a lecture	Feedback
2	Second and Third	2	Learn about the concept of brick types.	Bricks: their properties, methods of formation, types of bricks, and their uses in interior construction and architectural buildings.	Giving a lecture	Exams and Reports
3	Fourth and Fifth	2	Learn about the concept of cement.	Cement: their nature, properties, types of cement, and their uses in construction and finishing surfaces of interior and exterior spaces.	Giving a lecture	Feedback
4	Sixth	2	Learn about the concept of gravel.	Gravel: their nature and uses in construction materials for interior and exterior design.	Giving a lecture	Exams and Reports
5	Seventh	2	Learn about the concept of sand.	Sand: their nature and uses in construction materials for interior and exterior design.	Giving a lecture	Feedback
6	Eighth	2	Learn about the concept	Finishing works for interior and exterior surfaces.	Giving a lecture	Exams and Reports

			of finishing materials.			
7	Ninth	2	Learn about the concept of stone.	Stone: their specifications, types, cutting methods, working and processing in spaces.	Giving a lecture	Feedback
8	Tenth	2	Learn about the concept of tile.	Tiles: their types, sizes, and uses in interior design.	Giving a lecture	Exams and Reports
9	Eleventh	2	Learn about the concept of marble.	Marble: their types, sizes, and uses in interior design.	Giving a lecture	Feedback
10	Twelfth	2	Learn about the concept of porcelain.	Ceramics: their types, sizes, and uses in interior design.	Giving a lecture	Exams and Reports
11	Thirteenth	2	Learn about the concept of plaster.	Gypsum and gypsum materials: their types, properties, and uses in interior design. Paints: Types, components, painting methods, and artistic uses in interior design and furniture.	Discussing the report	Feedback
12	Fourteenth	2	Learn about the concept of dyes and their types.	Discussion of a specialized report.	Giving a lecture	Exams and Reports
13	Fifteenth	2	Discussion.	Identify the construction materials used in construction and interior design.	Giving a lecture	Feedback

.11Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Anis Jawad Salman: "Building Structures," Department of Architecture, University of Technology, 2nd ed., Department of Architecture, University of Technology, 1988. •Muhammad Abdullah, Building Construction - Building Technology, Anglo-Egyptian Library

Course Description Form:(2025-2026)

1	Course	Drawing and Shading		
2	Course Code	MTU0511203		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/13		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Prof. Dr. Wissam Markos	
		Mobile	07702623240	
		Email	wisam.margis@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn about design, its types and techniques, and will understand the types of lines and their expressive potential.
B	The materials used in design and how they are used.
C	The student will acquire the skill of designing various three-dimensional objects, shapes, and models.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the nature of planning, its perception, and its semantic, psychological, and social dimensions. •Understand the most important planning theories, methods, and techniques to serve the interior designer. •Demonstrate depth and spaciousness in the design of models.
B	Course Skill Objectives •To provide students with the skill of mastering and implementing the initial design concept using various techniques. •To master the implementation of perspective drawings for interior designs. •Design treatments by enabling students to draw the initial concept (sketch).

	Teaching and Learning Methods
	•Present and explain the course material to students using educational tools and preparing lectures, including visual presentations. •Enabling students to identify correct and incorrect actions during classroom exercises. •Using a motivational approach by rehearsing exercises in class with the aim of evaluating them through daily and periodic motivational grades. •Conducting classroom exercises and homework in class for each topic. •Keeping abreast of the latest developments in the field of planning and its techniques in the field of interior design.
	Assessment Methods •Weekly exercises in the classroom •Homework •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Midterm and end-of-term assessment tests
C	Affective Objectives: •Integration between students and professors in implementing interior space designs •Displaying good student work in college halls to enhance student confidence and increase their passion for the course
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in extracurricular activities
	Assessment Methods •Attendance and commitment to submitting class and homework assignments on time •Attention to weekly exercises, assignments, and semi-annual and annual assessments •Developing students' skills in planning tasks, theories, and systems

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Basic drawing skills using colored pencils	Drawing techniques using colored pencils, watercolor pencils, and charcoal, alone or in combination, for still lifes of various household items.	Practical exercises	Evaluation for each exercise
2	Second	4	Basic drawing skills with ink	Drawing techniques using black and colored ink (with a feather and brush) for rugs and carpets, or fabrics and curtains, pillows, cushions, and furnishings.	Practical exercises	Evaluation for each exercise
3	Third	4	Basic drawing skills with ink	Drawing techniques using ink (with a feather and brush) for copper trays, coffee pots, metal swords,	Practical exercises	Evaluation for each exercise

				and examples of traditional handicrafts.		
4	Fourth	4	Basic drawing skills with ink	Drawing interior gardens and their relationship to architecture.	Practical exercises	Evaluation for each exercise
5	Fifth	4	Basic drawing skills and their relationship to architecture	Drawing scenes of outdoor architectural spaces.	Practical exercises	Evaluation for each exercise
6	Sixth	4	Basic drawing skills and their relationship to architecture	Drawing scenes of indoor architectural spaces.	Practical exercises	Evaluation for each exercise
7	Seventh	4	Basic drawing skills and their relationship to architecture	Drawing of Iraqi nature (the Iraqi countryside).	Practical exercises	Evaluation for each exercise
8	Eighth	4	Basic drawing skills and their relationship to architecture	Drawing models of statues using pencil or charcoal, indicating proportions, rendering, and bringing the drawing to the final stage.	Practical exercises	Visit
9	Ninth	4	Basic drawing skills and their relationship to architecture	Visiting some important art galleries.	Discussion	Evaluation for each exercise
10	Tenth	4	Basic drawing skills and	Drawing a complete living model (a male model)	Practical exercises	Evaluation for each exercise

			their relationship to architecture	according to established proportions.		
11	Eleventh	4	Basic drawing skills and their relationship to architecture	Drawing the drawing and bringing it to the final stage.	Practical exercises	Evaluation for each exercise
12	Twelfth	4	Field visit	Drawing a complete living model (a female model) according to established proportions.	Practical exercises	Evaluation for each exercise
13	Thirteenth	4	Drawing skills and their relationship to architecture	Drawing the drawing and bringing it to the final stage.	Practical exercises	Evaluation for each exercise
14	Fourteenth	4	Drawing skills and their relationship to architecture	Planning a half-live model (male or female) according to the established proportions, embodying the design, and bringing it to the final stage.	Practical exercises	Evaluation for each exercise
15	Fifteenth	4	Drawing skills and their relationship to architecture	Critique, evaluate and discuss students' work.	Practical exercises	Evaluation for each exercise

.11Course Evaluation

A	Personal Development Planning Increasing students' knowledge of planning, its skills, and systems Admission Criteria and Regulations for College Admission Specialized and Approved Books in the Field of Planning Personal Development Planning

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Haider, Kadhim, Drawing and Colors, University of Baghdad, Academy of Fine Arts, Mosul University Press, 1984 • Arif, Muhammad, The Art of Bedouin Drawing (Drawing), Baghdad, Al-Wissam Offset Press, 1981 • Encyclopedia of Drawing and Coloring, translated by a committee, supervised by Abdul Raouf Kiwan, 1, 2, Beirut: Ibn al-Haytham House, 1st ed., 1991 • Barcsay, Jenő, Anatomy for the Artist, London: Published by Octopus Limited, 1977 • • Beck, James H, Raphael, New York: Harry N. Abrams, Inc., 1976 • Fiene, Ernest, Complete Guide to Oil Painting, New York: Watson & Guphill • Publications, Second Printing, 1976 • Guphill, Arthur L, DRAWING WITH PEN AND INK, 1968. •

Course Description Form:(2025-2026)

1	Course	Design Fundamentals		
2	Course Code	MTU0511202		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Name of course supervisor (if more than one, please mention)	Name	Dr. Qais Bahnam Shaawi	
		Mobile	07712027236	
		Email	dr.qais-bahnam@uruk.edu.iq	
		Second Name		

		Mobile	
		Email	

.8Course Objectives:

A	Introducing the theoretical principles and practical applications of design principles.
B	Developing the student's cognitive and artistic abilities.
C	Using various design principles in shaping their designs.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •The most important fundamentals of artistic composition, and identify the most important requirements for successful design. •The student will classify the principles of design concepts and relationships. •Demonstrate depth and spaciousness in the design of objects.
B	Course Skill Objectives •Provide students with knowledge of the most important requirements for relationships and design principles in composition. •Provide students with the skill of creating a design idea. •Develop students' ability to excel at implementing a design idea related to interior space .
	Teaching and Learning Methods
	•Enabling students to recognize right and wrong while performing classroom exercises •Presenting and explaining the course material to students using educational tools and preparing lectures, including visual presentations •Using a motivational approach by repeating exercises in class with the aim of evaluating them through daily and periodic motivational grades •Conducting classroom exercises and homework in class for each topic
	Assessment Methods •Weekly classroom exercises •Homework •Student feedback, lectures, and illustrations •Methods for designing an interior space •Midterm and final assessment tests
C	Affective Objectives: •Integration between students and professors in implementing interior space designs •Displaying good student work in college halls to enhance student confidence and increase their passion for the course
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in classroom and extracurricular activities
	Assessment Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about design and its principles	A general introduction to design principles and their role in artistic formation.	Giving a Lecture	Feedback
2	Second	4	Learn about repetition	The principle of repetition: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise
3	Third	4	Learn about the principle of rhythm	The principle of rhythm: concept, types, and design possibilities.	Practical Lecture with Illustrations	Evaluation for Each Exercise
4	Fourth	4	Learn about gradation	The principle of gradation: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise
5	Fifth	4	Learn about dominance in design	The principle of dominance: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise
6	Sixth	4	Learn about the concept of contrast	The principle of contrast: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise
7	Seventh	4	Learn about the principle of symmetry	The principle of symmetry: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise
8	Eighth	4	Learn about the principle of proportion	The principle of proportion: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise
9	Ninth	4	Learn about balance	The principle of balance: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise

10	Tenth	4	Learn about movement and its directions	Movement and direction: concept, types, and design possibilities.	Practical Lecture with Illustrations	Practical Exercise
11	Eleventh	4	Learn about unity	Unity and diversity: concept, types, and design possibilities.	Practical Lecture with Illustrations	Discussion and Practical Exercise
12	Twelfth	4	Learn about harmony	The principle of harmony: concept, types, and design possibilities.	Giving a Lecture	Practical Exercise
13	Thirteenth	4	Learn about sensory perception	Principles of sensory perception (the laws of Gestalt theory).	Practical Lecture with Illustrations	Practical Exercise
14	Fourteenth	4	Review	A comprehensive review of design principles.	Practical Lecture with Illustrations	Review and Discussion
15	Fifteenth	4	Learn about design principles	The importance of design principles in interior design.	Practical Lecture with Illustrations	Practical Exercise

.11Course Evaluation

A	Personal Development Planning Enhancing Students' Knowledge of Design Elements, Skills, and Systems Specialized and Accredited Books in the Field of Design Elements

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Robert Scott Gillam, Design Basics. • Abdel Fattah Riad, Composition in the Fine Arts. • Sami Haqi, Studies in Design Basics. • David A. Lauer, Stephen Pentak, Design Basics, Clark Baxter, USA, 2012.

Course Description Form:(2025-2026)

1	Course	Colors theories		
2	Course Code	MTU0511204		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Name of course supervisor (if more than one, please mention)	Name	Prof. Dr. Wissam Markos	
		Mobile	07702623240	
		Email	wisam.marqis@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn the nature of colors, color relationships and systems, and the types, uses, and techniques of colors in drawing. (Theoretical and practical)
B	The student will be able to choose the appropriate color material for two-dimensional design in general.
C	Identify the types, uses, and techniques of colors in drawing. (Theoretical and practical)

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Identify color, its nature, and its semantic, psychological, and social dimensions. •Gain theoretical knowledge of the properties of color in interior design. •Three-dimensional design (model design) in particular, and drawing with it.
B	Course Skill Objectives •Students will master and develop their skills in using colors, their systems, techniques, and theories. •Students will acquire the technical and artistic aspects of using color according to interior space and the rules of color mixing. •Students will excel in implementing a design idea using colors and their relationship to interior space .

	Teaching and Learning Methods
	•Presenting and explaining the course material to students using educational tools and preparing lectures, including visual presentations. •Enabling students to identify correct and incorrect assignments during classroom exercises. •Using a competitive approach by rehearsing exercises in class, with the goal of evaluating them through daily and periodic motivational grades. •Conducting classroom exercises and homework in class for each topic. •Training .
	Assessment Methods •Weekly classroom exercises •Homework •Student feedback •Student participation in classroom discussions and dialogue, as well as in extracurricular activities through group work •Midterm and end-of-semester assessments
C	Affective Objectives: •Interaction between students and professors in implementing interior space designs •Instilling students' confidence and love for the course, encouraging them to persevere
	Teaching and Learning Methods •Practical lecture management •Daily classroom exercises and homework •Collaborative group work to implement designs in classroom and extracurricular activities •Keeping abreast of the latest developments in the use of color and its techniques
	Assessment Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about color laws	Color Mixing Rules	Giving a Lecture	Feedback
2	Second	4	Learn about the color wheel	The Color Wheel – Twelve Colors	Practical Lecture with Illustrations	Practice Exercise
3	Third	4	Learn how to distribute colors	Color Distribution in the Wheel (Primary, Compound Dichromatic, Compound Trichromatic) and Definition	Practical Lecture with Illustrations	Evaluation for each exercise
4	Fourth	4	Learn about complementary colors	Complementary Colors	Practical Lecture with	Practice Exercise

					Illustration s	
5	Fifth	4	Learn about color harmony	Warm and Cool Colors and Building Harmony and Compatibility Between Them	Practical Lecture with Illustration s	Practice Exercise
6	Sixth	4	Learn about color gradation	Color Gradation	Practical Lecture with Illustration s	Practice Exercise
7	Seventh and Eighth	4	Learn about the light value of a color	Color Value (or Chromatic) Scale or Index (graded between white and black)	Practical Lecture with Illustration s	Practice Exercise
8	Ninth	4	Learn about color value	Color Value Scale for Measuring Color Values in the Color Wheel	Practical Lecture with Illustration s	Practice Exercise
9	Tenth	4	Learn about color gradation	Color Gradation Methods	Practical Lecture with Illustration s	Feedback Discussion and Practice Exercise
10	Eleventh	4	Learn about adjacent colors	Color Juxtaposition, Contrast, Principles and Rules of Color Contrast	Practical Lecture with Illustration s	Feedback Discussion and Practice Exercise
11	Twelfth	4	Learn about the relationship between colors and architecture	Color and Architecture	Practical Lecture with Illustration s	Feedback Discussion and Practice Exercise
12	Thirteenth	4	Learn about the relationship between color in interior design	Color and Interior Design	Giving a Lecture	Feedback Discussion and Practice Exercise
13	Fourteenth	4	Learn about the	Color Symbolism	Practical Lecture with	Feedback Discussion

			symbolism of colors		Illustrations	and Practice Exercise
14	Fifteenth	4	Learn about visual art	Color in Visual Art	Practical Lecture with Illustrations	Practice Exercise

.11 Course Evaluation

A	Personal Development Planning Increasing Students' Knowledge of Colors, Their Skills, and Systems Specialized and Accredited Books in the Field of Colors

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Abu Jad, Hassan Ezzat, Visual Phenomena and Interior Design, Beirut: Beirut Arab University, Dar Al-Ahad (Al-Buhairi Brothers) 1071. • Amhaz, Mahmoud, Contemporary Visual Art: Development 1870-1970, Beirut: Dar Al-Muthallath for Design, Printing, and Publishing, 1981. • Hassan, Hassan Al-Shishtawi and his colleague, The Plastic Foundations of Design in Two and Three Dimensions of Surfaces and Objects, Riyadh, Kingdom of Saudi Arabia: King Saud University, University Affairs Building, King Saud University Press, 1988. • Hamouda, Hassan Ali, The Art of Decoration, Beirut: 1980. • Hamouda, Yahya, Theory of Color, Beirut: Dar Al-Maaref, 1979. • Haider, Kazem, Planning and Colors, Academy of Fine Arts, University of Baghdad, Ministry of Higher Education and Scientific Research, Mosul University Press, 1984. • Riyadh, Abdul Fattah, Color Photography, 1st ed. Anglo-Egyptian Library, 1965. • ,----- ,----- •Composition in the Fine Arts, Cairo: Dar Al-Nahda Al-Arabiya, 1973. • Scott, Robert Gillam, The Foundations of Design, 2nd ed., translated by Abdel-Baqi Muhammad Ibrahim and Muhammad Mahmoud Yusuf, reviewed by Abdel-Aziz Muhammad Fahim, introduced by Abdel-Moneim Heikal, Cairo: Dar Nahdet Misr for Printing and Publishing, June 1980. -10 •Shirzad, Shirin Ihsan, Principles of Art and Architecture, Baghdad: Library of the Renaissance, printed by Dar Al-Arabiya, 1985.

	-11 •Saleh, Qasim Hussein, The Psychology of Color and Shape Perception, Baghdad: Ministry of Culture and Information, Dar Al-Rasheed for Publishing, 1982. -12 •Zahir, Faris Mitri, Light and Color: A Scientific and Aesthetic Research, Beirut: Dar Al-Qalam, 1979. -13 •Abdel-Halim, Fath Al-Bab and his Colleague, Design in Contemporary Fine Art, 2nd ed., State of Bahrain, Ministry of Education, Cairo: Alam Publisher Books, 38, Abdul Khaliq Tharwat, 1985. -14 •Abdul Aziz, Ahmed Fouad, Drawing Technology, Academy of Fine Arts, University of Baghdad, Baghdad University Press, 1987. -15 •Abbou, Faraj, The Science of the Elements of Art, Vol. 1, 2, Academy of Fine Arts, University of Baghdad, Milan, Italy, Delfin Printing and Publishing House, 1982. -16 •Fawzi, Hussein, and others, The Ocean of Arts (1) Fine Arts, Dar Al-Maaref, Egypt, 1970. -17 •Kiwan, Abdul, Watercolor Painting, Beirut: Dar Maktaba Al-Hilal, 1st ed., 1988. -18 •Encyclopedia of Drawing and Coloring, translated by a committee, under the supervision of Abdul Raouf Kiwan, 1, 2, Beirut: Dar Al-Haytham, 1st ed., 1990, 1991. -19 •Tobler, Nathan, Dialogue of Vision An Introduction to Art Appreciation and Aesthetic Experience, translated by Muhammad Fakhri Khalil, revised by Jabra Ibrahim Jabra, Baghdad: Dar Al-Ma'mun for Translation and Publishing, 1987

Course Description Form:(2025-2026)

1	Course	Three Dimension Engineering Drawing		
2	Course Code	MTU0511205		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/18		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7		Name	Assistant Lecturer Hayder Mohammed Faieq	
		Mobile	07709297559	

	Name of course supervisor (if more than one, please mention)	Email	hayderalnasser@uruk.edu.iq
		Second Name	
		Mobile	
		Email	

.8Course Objectives	
A	To provide the student with an understanding of the principles of engineering drawing
B	Methods of representing objects, projections, and sections
C	The necessary skills to read technical drawings, understand engineering symbols and terms, and enable them to transform their ideas into a design

.9Teaching and Learning Strategies	
A	Cognitive Objectives The student will learn about •Engineering tools and how to use them •Understanding engineering drawing and methods for drawing projections and sections •Understanding how to place measurements on projections and know the drawing scale
B	Course Skill Objectives •Students acquire the skills necessary to use engineering tools •Knowledge of engineering symbols and terminology and the ability to translate them into concepts
	Teaching and Learning Methods
	•Presenting and explaining the course to students using educational tools and preparing lectures, including visual presentations. •Conducting classroom exercises and homework for each topic. •Keeping up to date with the latest developments in engineering drawing. •Motivation and competition through additional coursework .
	Assessment Methods •Weekly classroom exercises •Homework •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Midterm and end-of-term assessment tests
C	Affective Objectives: •Integration between students and professors in the execution of engineering drawings and teamwork to enhance student confidence. •Displaying good student work in the college halls to enhance student confidence and increase their passion for the course.
	Teaching and Learning Methods •Lectures delivered in a hands-on format •Collaborative group work to implement designs in extracurricular activities
	Assessment Methods

- Attendance and commitment to submitting class and homework assignments on time
- Attention to and assessment of weekly exercises and assignments
- Developing students' skills in engineering drawing
- Midterm and semester exams

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about projection theory	Explaining the theory of projection, drawing three projections from a simple solid.	Practical exercises	Feedback: Theoretical lecture with images
2	Second and Third	4	Learn about dimensioning methods	Explaining the methods of placing dimensions on the three projections, applications for drawing projections of solids.	Practical exercises	Lecture with exercise application
3	Fourth	4	Learn about inclined projections	Explaining the projection of objects with inclined surfaces and its applications.	Practical exercises	Lecture with exercise application
4	Fifth	4	Learn about projection explanations	Explaining the projection of objects with various cavities and its applications.	Practical exercises	Lecture with exercise application
5	Sixth	4	Learn about the third projection	Extracting the third projection from the other two projections and drawing the solid.	Practical exercises	Lecture with exercise application
6	Seventh and Eighth	4	Learn about general applications	General and various applications for drawing projections of various solids.	Practical exercises	Lecture with exercise application
7	Ninth	4	Learn about drawing a three-dimensional object	Drawing a solid from the three projections with various applications.	Practical exercises	Lecture with exercise application
8	Tenth and Eleventh	4	Learn about extracting the third projection	Applications for extracting the third projection and drawing the solid.	Practical exercises	Lecture with exercise application
9	Twelfth	4	Learn about sections	Cutting objects, scribing and its types, scribing angle.	Practical exercises	Lecture with exercise application
10	Third and Fourteenth	4	Learn about sections	Cutting in inclined surfaces and cavities.	Practical exercises	Feedback: Theoretical

						lecture with images
11	Fifteenth	4	Learn about sections	Applications for cutting various solids	Practical exercises	Lecture with exercise application

.11 Course Evaluation

A	Enhancing students' knowledge of engineering drawing Specialized and approved books in the field of engineering drawing Personal Development Planning

.12 Learning and teaching resources

A	Required books	- Books and resources included in the curriculum - Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	- Engineering Drawing, Technological Basics, by Otto Schmidt, translated by Dr. Eng. Anwar Mahmoud Abdel Wahed. Dar Al-Ahram - Popular Publishing House for Authorship - Leinberg. - Engineering Drawing, Ministry of Higher Education and Scientific Research, by Eng. Hashem Abboud Al-Moussawi and Eng. Youssef Hussein Al-Radi
	Electronic resources	https://www.physics-pdf.com/2019/09/Lecture-basics-of-engineering.html https://www.youtube.com/watch?v=_gWowvM28NE

Course Description Form:(2025-2026)

1	Course	Work Shop		
2	Course Code	MTU0511206		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/20		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	90 hours per semester	Number of theoretical hours	-
			Number of practical hours	6
			Total number of hours	6
			Number of units	3
7		Name	Asst. Prof. Dr. Tariq Habib Saeed	
		Mobile	07703984541	

	Name of course supervisor (if more than one, please mention)	Email	Tariqhabeeb6@gmail.com
		Second Name	
		Mobile	
		Email	

.8Course Objectives	
A	Train students to use the tools and equipment used in interior design
B	Furniture assembly methods
C	Learn about the materials used in interior design and their visual potential

.9Teaching and Learning Strategies	
A	Cognitive Objectives The student will gain: •Experience and skills in using tools and equipment •How to handle materials and how to implement them within interior spaces •Prepare the student for practical skills in assembling and installing various materials
B	Course Skill Objectives •Consider expanding and equipping the workshop with production tools and furniture manufacturing processes •Benefit from the practical efforts of students and faculty members to market products •Participate in exhibitions featuring student work
	Teaching and Learning Methods
	•Presenting and explaining the course material to students using educational tools and preparing lectures, including visual presentations. •Enabling students to work in the workshop in the science department. •Learning in groups to plan, design, and implement the project under the supervision of instructors. •Conducting classroom exercises and homework in class for each topic. •Keeping up to date with the latest developments in tools and the development of their technologies.
	Assessment Methods •Weekly classroom exercises •Homework assignments and commitment to submitting them on time •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Midterm and end-of-term assessment tests
C	Affective Objectives: •Student collaboration within work groups •Leadership training within groups •Collaboration between instructors and students within the workshop •Students plan, design, and implement teaching and learning methods
	Teaching and Learning Methods

	•Practical lecture management •Collaborative group work to implement designs in extracurricular activities
	Evaluation Methods •Attendance and commitment to submitting class and homework assignments on time •Attention to weekly exercises, assignments, and semi-annual and annual evaluations •Evaluation through participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about gypsum	Learn about gypsum and its shaping capabilities (molding, drawing, engraving, and engraving).	Practical Exercises	Evaluation for each exercise
2	Second	4	Learn about engravings and decorations	Training in shaping processes through exercises for wall engravings and decorations and sub-ceiling units.	Practical Exercises	Evaluation for each exercise
3	Third	4	Learn about ceramics	Learn about ceramics, its formation stages, and the types used in cladding architectural facades.	Practical Exercises	Evaluation for each exercise
4	Fourth	4	Learn about and practice shaping methods	Training in shaping methods (plastic molding, casting, etc.)	Practical Exercises	Evaluation for each exercise
5	Fifth	4	Learn about glass	Learn about the types of glass and mirrors used in wall and ceiling cladding, etc.	Practical Exercises	Evaluation for each exercise
6	Sixth	4	Visit	Field visit	Visit	Visit
7	Seventh	4	Learn about paint types	Learn about the types of coatings, their capabilities, and uses, with practical exercises on various coating methods (brush, roller, spray, etc.).	Practical Exercises	Evaluation for each exercise
8	Eighth	4	Evaluate work	Evaluation	Evaluation	Evaluation for each exercise
9	Ninth and Tenth	4	Planning	Plan a model for implementation	Practical Exercises	Evaluation for each exercise

10	Eleventh and Twelfth	4	Execute work	Conduct workshop work to create simple models	Practical Exercises	Evaluation for each exercise
11	Third, Fourth, and Fifteenth	4	Evaluation	Complete and evaluate the model implementation work	Practical Exercises	Evaluation for each exercise

.11 Course Evaluation

A	Feedback through evaluation of student work Recognizing student suggestions at the end of each year through the academic calendar Annual development of lectures Technological development of devices and equipment

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Approved program at the College of Applied Arts, Middle Technical University •Warner, Hart, General Carpentry Works: Technological Foundations, Dar Al-Ahram Publishing House, 1997 •Books and academic references available in the university library •Published and approved books and electronic resources

Course Description Form:(2025-2026)

1	Course	Ancient Architecture History		
2	Course Code	MTU0511207		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Name of course supervisor (if more	Name	Dr. Hamad Sultan	
		Mobile	0775974524	
		Email		

	than one, please mention)	Second Name	
		Mobile	
		Email	

.8Course Objectives

A	Understand the origins of ancient architecture and its development throughout the ages
B	Students will be able to distinguish between architectural styles
C	Ancient architecture, its characteristics, and its relation to the eras in which it flourished

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Learn how ancient architecture began and developed. •Learn about the building styles of those eras. •Familiarize students with the characteristics of architecture in various ancient civilizations.
B	Course Skill Objectives •To provide students with a greater awareness and understanding of the design concept of buildings in ancient times •To familiarize students with the building styles of Mesopotamian and Egyptian civilizations
	Teaching and Learning Methods
	•Using presentations with videos related to the course material •Modern learning methods, including cooperative learning •Using books and research related to the English language •Practical implementation of the course curriculum through audio labs
	Evaluation Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester tests
C	Affective Objectives: •Developing students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions. •Developing students' ability to work collaboratively for the common good. •Interaction during lectures and homework. •Scientific research and extracurricular activities.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Developing students' skills in a practical manner related to daily life
	Assessment Methods

- Attendance and commitment to submitting assignments and research by the specified deadlines
- Attention to weekly discussions, assignments, and mid-year and annual assessments
- Monthly and end-of-semester exams demonstrate commitment and knowledge achievement

.10Course structure

No	Week	Hours	Desired learning outcomes	Unit or topic name	Learning method	Assessment method
1	First	2	Learn about the arts of the Stone Age	Human arts in the Neolithic-Metallic Age, arts of the quasi-historical era.	Giving a lecture	Feedback
2	Second	2	Learn about the arts of Mesopotamia	Arts of Mesopotamia in ancient historical eras, Sumerian arts (early dynastic era), architecture, D - Sumerian temples, E - Sumerian palaces.	Giving a lecture	Exams and Reports
3	Third	2	Learn about the art of architecture	Architecture in the Sumerian-Akkadian revival era: Ziggurats, temples, palaces.	Giving a lecture	Feedback
4	Fourth	2	Learn about the architecture of the Babylonian era	Arts and architecture in the Old Babylonian era:	Giving a lecture	Exams and Reports
5	Fifth	2	Learn about Assyrian arts	Temple buildings, 2 - Palace buildings. The art of mural paintings in the Old Babylonian era.	Giving a lecture	Feedback
6	Sixth	2	Learn about Babylonian arts	Assyrian arts (Old Assyrian, Middle Assyrian, Neo-Assyrian).	Giving a lecture	Exams and Reports
7	Seventh	2	Learn about urban architecture	Modern Babylonian arts, Modern Babylonian architecture, Babylonian mosaic art.	Giving a lecture	Feedback
8	Eighth	2	Learn about Egyptian art	Architecture in urban areas: (styles, construction	Giving a lecture	Exams and Reports

				methods, decoration).		
9	Ninth	2	Learn about Egyptian architecture	Ancient Egyptian art (3500 BC - 640 AD) - Historical presentation.	Giving a lecture	Feedback
10	Tenth	2	Learn about the art of decoration	Ancient Egyptian Architecture: The construction of pyramids and temples, columns and their types.	Giving a lecture	Exams and Reports
11	Eleventh	2	Learn about the forms and generations of human rights	Architectural decoration, drawing, and painting, and their relationship to ancient Egyptian architecture.	Giving a lecture	Feedback
12	Twelfth	2	Learn about the styles of Greek architecture	Greek Arts and Architecture (Houses of Worship - Parthenon).	Discussion	Exams and Reports
13	Thirteenth	2	Learn about Roman arts	Greek Architectural Styles: (Doric, Ionic, Corinthian, Civic Buildings, Hellenistic).	Giving a lecture	Feedback
14	Fourteenth	2	Learn about Byzantine art and architecture	Roman Arts and Architecture: (Etruscan Art, Temples and Tombs, Palaces, Baths, Stadiums and Theaters, Amphitheaters, Churches, Triumphal Arches, and Columns).	Giving a lecture	Feedback
	Fifteenth		Learn about Gothic art	Byzantine and Romanesque Arts and Architecture (Historical Introduction, Painting and Sculpture, Lombard Architecture).	Giving a lecture	Exams and Reports

.11 Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12 Learning and Teaching Resources

A	Recommended Textbooks	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended Books and References	•Bauer, Andre, Sumer, Its Arts and Civilization, Dar al-Hurriyah Printing House, 1981. •Assyria, translated and annotated by Issa Salman and Salim Taha al-Tikriti, Baghdad: Ministry of Culture and Information, Dar al-Rasheed for Publishing, Dar al-Hurriyah Printing House, 1980. •Baqir, Taha, Introduction to the History of Ancient Civilizations, Vol. 1, Baghdad: Ministry of Culture and Information, General Department of Cultural Affairs, 1986. •Bahnassi, Afif, Art Throughout History, Damascus: Al-Nashr, Modern World Art, Al-Jumhuriyah Press, 2007. •History of World Art, Damascus: Arab Company Press, 1966. •Rowe, George, Ancient Iraq, translated and annotated by Hussein Alwan Hussein, reviewed by Fadhel Abdul Wahid Ali, Ministry of Culture and Information Publications, Dar al-Hurriyah Printing House, 1984. •Safar, Fuad and his colleague, Al-Hadr, City of the Sun, Baghdad: Ministry of Information, General Directorate of Antiquities, printed by Ramzi Printing House. •Okasha, Tharwat, Egyptian Art, Vol. 1, 2, 3, Dar Al-Maaref, Egypt, 1971, 1972, 1976. •The Greeks between Mythology and Creativity, Dar Al-Maaref, Egypt. •Faris, Shams Al-Din and his colleague, History of Ancient Art, Baghdad: Ministry of Higher Education and Scientific Research, Dar Al-Maaref Press, 1st ed., 1980. •Fawzi, Hussein and others, The Ocean of Arts (1) Fine Arts, Dar Al-Maaref, Egypt, 1970. •Lloyd, Seton, Antiquities of Mesopotamia, translated by Sami Saeed Al-Ahmad, Baghdad: Dar Al-Rasheed for Publishing, printed by Dar Al-Tali'a for Printing and Publishing, Beirut

Course Description Form:(2025-2026)

1	Course	Arabic Language		
2	Course Code	MTU0511209		
3	Semester/Year	Second semester / first stage / semester system		
4	Date of Report Preparation	2026/3/15		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Dr. Zaman Hussein	
		Mobile	07711162605	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To enhance students' proficiency in the Arabic language
B	To familiarize students with Arabic grammar rules
C	To apply the rules and avoid common mistakes

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will be introduced to •Teaching and Brainstorming •Cooperative Learning •Teaching and Learning
B	Course Skill Objectives •Students' knowledge of the Arabic letter pronunciation and how to pronounce them •Students' knowledge of using the rules of Modern Standard Arabic and how to write sentences
	Teaching and Learning Methods
	•Use of presentations with videos related to the subject matter •Modern learning methods, including cooperative learning •Use of books and research related to the English language •Practical implementation of the curriculum through audio labs
	Assessment Methods

	•Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester exams
C	Affective Objectives: •Developing students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions. •Developing students' ability to work collaboratively for the common good. •Interaction during lectures and homework. •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Developing students' skills in a practical manner related to daily life
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadlines •Attention to weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester exams demonstrate commitment and knowledge achievement

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Identifying grammatical errors	Introduction to linguistic errors - The tied taa, the long taa, and the open taa	Giving a lecture	Feedback
2	Second	2	Identifying grammar	Rules for writing the extended and short alif - The solar and lunar letters	Giving a lecture	Exams and Reports
3	Third	2	Identifying the letters Ḍād and Ḍād	Dhad and Thā	Giving a lecture	Feedback
4	Fourth	2	Identifying the hamza	Writing the hamza	Giving a lecture	Exams and Reports
5	Fifth	2	Identifying punctuation	Punctuation marks	Giving a lecture	Feedback
6	Sixth	2	Identifying nouns and verbs	Nouns and verbs and the difference between them	Giving a lecture	Exams and Reports
7	Seventh	2	Identifying objects	Objects	Giving a lecture	Feedback

8	Eighth	2	Identifying numbers	Numbers	Giving a lecture	Exams and Reports
9	Ninth and Tenth	2	Identifying grammatical errors	Applications of common linguistic errors	Giving a lecture	Feedback
10	Eleventh	2	Identifying the letters nun and tanween	Nūn and tanween - Meanings of prepositions	Giving a lecture	Exams and Reports
11	Twelfth	2	Identifying formal aspects	Formal aspects of administrative discourse	Giving a lecture	Feedback
12	Thirteenth and Fourteenth	2	Identifying the dialect of speech	The language of administrative discourse	Giving a lecture	Exams and Reports
13	Fifteenth	2	Creating models	Examples of administrative correspondence	Giving a lecture	Feedback

.11Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12Learning and Teaching Resources

A	Prescribed Textbooks	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
		•Arabic language

.13Curriculum Development Plan

- Adopting blended face-to-face and online learning
- Modifying the curriculum based on developments in science, specialization, and the job market
- Examinations
- Developing this course through the use of audio labs and the provision of modern Arabic language resources

Course Description Form:(2025-2026)

1	Course	Specifications Material		
2	Course Code	MTU0512101		
3	Semester/Year	First semester / second stage / semester system		
4	Date of Report Preparation	2026/3/16		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Assistant Lecturer Hayder Mohammed Faieq	
		Mobile	07709297559	
		Email	hayderalnasser@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

8.Course Objectives

A	Addresses the basic materials used in various interior design projects
B	Introduces students to material specifications and types
C	Applies the rules and avoids common mistakes in selecting inappropriate materials

9.Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the physical and chemical properties of materials used in interior design. •Be able to classify materials according to their uses. •Analyze the suitability of materials according to their use in interior design.
B	Course Skill Objectives •Students' knowledge of the standard specifications and local and international criteria governing the quality of materials •Students' knowledge of and ability to distinguish between natural and synthetic materials and understand their environmental impacts •Students' understanding of the impact of materials on the internal environment in terms of the materials used

	Teaching and Learning Methods
	Use of presentations with videos related to the subject matter •Modern learning methods, including cooperative learning •Use of books and research related to subject specifications •Practical application of the curriculum through visits to various work sites
	Evaluation Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester tests
C	Affective Objectives: •Developing students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions. •Developing students' ability to work collaboratively for the common good. •Interaction during lectures and homework. •Scientific research and extracurricular activities.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Developing students' skills in a practical manner related to daily life
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadlines •Attention to weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester exams demonstrate commitment and knowledge achievement

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Learn about materials used in interior design	A general introduction to the materials used in interior design and the importance of specifications.	Giving a lecture	Feedback
2	Second	2	Learn about floor tiling materials	Interior floor tiling materials: tiles, types, and specifications.	Giving a lecture	Exams and Reports
3	Third	2	Learn about floor covering materials	Interior floor cladding materials: industrial flooring, types, and specifications.	Giving a lecture	Feedback
4	Fourth	2	Learn about floor covering materials	Interior floor cladding materials: wooden flooring, types, and specifications.	Giving a lecture	Exams and Reports

5	Fifth	2	Learn about exterior floor paving materials	Exterior floor paving materials: types and specifications.	Giving a lecture	Feedback
6	Sixth	2	Learn about wall cladding	Wall cladding materials: cement and sand mortar, their specifications, and proportions.	Giving a lecture	Exams and Reports
7	Seventh	2	Learn about wall cladding materials	Wall cladding materials: plaster and porcelain, and their specifications.	Giving a lecture	Feedback
8	Eighth	2	Learn about wall cladding materials	Wall cladding materials: paints, types, and specifications.	Giving a lecture	Exams and Reports
9	Ninth	2	Learn about wall cladding materials	Interior wall cladding materials: plastic panels, types, and specifications.	Giving a lecture	Feedback
10	Tenth	2	Learn about exterior wall cladding and cladding materials	Interior wall cladding materials: paper, types, and specifications.	Giving a lecture	Exams and Reports
11	Eleventh	2	Learn about exterior wall cladding and cladding materials	Exterior wall cladding and cladding materials (facades):	Giving a lecture	Feedback
12	Twelfth	2	Learn about roof cladding materials	Ceiling cladding materials: false ceilings, types, and specifications.	Giving a lecture	Exams and Reports
13	Thirteenth	2	Learn about woodworkin g materials	Woodworking materials: types and specifications.	Giving a lecture	Feedback
14	Fourteenth	2	Learn about metalworkin g materials	Metalwork materials: types and specifications.	Giving a lecture	Feedback
15	Fifteenth	2	Learn about glassworking materials	Glasswork materials: types and specifications	Giving a lecture	Exams and Reports

.11Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12Learning and teaching resources

A	Required Books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Resources	•Ayman Saadi Muhammad - Interior Design Materials and Techniques, Arab Society House for Publishing and Distribution. •Adly Muhammad Abdul Hadi and Muhammad Abdullah Al-Daraisa, Material Technology in Interior Design, Arab Society House for Publishing and Distribution. •Mustafa Ahmad, Interior Design (Art - Industry). ,

.13Curriculum Development Plan

- Adopting blended in-person and online learning
- Modifying the curriculum based on developments in science, specialization, and the job market
- Examinations
- Directing students to search for course specifications from local companies' catalogs and write reports on them
- Hosting labor market specialists to deliver lectures

Course Description Form (2024-202

1	Course	Architectural Drawing		
2	Course Code	MTU0512102		
3	Semester/Year	First semester / second stage / semester system		
4	Date of Report Preparation	202025/3/		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Assistant Lecturer Ola Faris Haider	
		Mobile	07704526461	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn how to represent buildings and their architectural details
B	The visualization methods used in plans
C	The methods of drawing general perspective

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •The student will be able to draw architectural plans and sections and calculate the appropriate drawing scale according to the required magnification and reduction. •The ability to read various plans for interior spaces and buildings with diverse functionalities. •How to handle materials and implement them within interior spaces.
B	Course Skill Objectives •Develop the student's ability to use tools to draw architectural plans. •Develop the ability to draw architectural details such as floors, ceilings, furniture, etc. •Develop the ability to read and understand architectural plans critically and functionally.
	Teaching and Learning Methods
	Presenting and explaining the course to students using educational tools and preparing lectures, including visual presentations. •Enabling students to acquire skills in presenting drawings and internal diagrams. •Learning within groups that plan, design, and implement the project under the supervision of instructors. •Conducting classroom exercises and homework in class for each topic. •Keeping abreast of the latest developments in tools and the development of their technologies.
	Assessment Methods •Weekly classroom exercises •Homework assignments and commitment to submitting them on time •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Daily, midterm, and end-of-semester assessment tests
C.	Affective Objectives: •Student collaboration within work groups •Leadership training within groups •Collaboration between instructors and students within the workshop •Students plan, design, and implement
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in extracurricular activities
	Evaluation Methods •Attendance and commitment to submitting class and homework assignments on time •Attention to weekly exercises, assignments, and mid-year and annual evaluations •Evaluation through participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn the importance of architectural drawing.	The importance of architectural drawing, drawing scale for various plans, symbols and terminology used, and complementary symbols (people, plants, cars, etc.).	Lecture + practical exercises	Feedback + Evaluation for each exercise
2	Second	4	Learn about the spaces of a residential unit.	The spaces and area of the residential unit are drawn in a horizontal plan, with architectural symbols indicating the height and depth of the floor or ceiling, or the shape of the walls of the unit, using an appropriate drawing scale.	Practical exercises	Evaluation for each exercise
3	Third	4	Learn about the horizontal plan of the components of a residential unit.	The horizontal plan of the residential unit, with the correct dimensions recorded using an appropriate drawing scale.	Practical exercises	Evaluation for each exercise
4	Fourth	4	Learn about the vertical sections of a residential unit.	The vertical sections of the previous residential unit, with each section drawn on one side using an appropriate drawing scale, and the finishing materials resulting from the cuts are shown, along with the necessary dimensions and symbols.	Practical exercises	Evaluation for each exercise
5	Fifth	4	Learn about horizontal plans and enlarged facades.	Horizontal sections and enlarged facades (details) of door types, dimensions, and functions, and an explanation of the types of materials used to construct them.	Practical exercises	Evaluation for each exercise
6	Sixth	4	Learn about horizontal plans and	Horizontal sections and enlarged facades (details) of door types, dimensions, and functions, and an	Practical exercises	Evaluation for each exercise

			enlarged facades.	explanation of the types of materials used to construct them.		
7	Seventh	4	Learn about horizontal plans for types of regular staircases.	Horizontal sections and facades of standard staircases and stairwells, drawn to a suitable scale, and how to calculate their dimensions, finishing materials, and the types of finishing materials used.	Practical exercises	Evaluation for each exercise
8	Eighth	4	Learn about vertical sections and facades for types of regular staircases.	Vertical sections and facades of standard staircases and stairwells, drawn to a suitable scale, and how to calculate their dimensions, finishing materials, and the types of finishing materials used.	Practical exercises	Evaluation for each exercise + Group Discussion
9	Ninth	4	Learn about horizontal plans for types of spiral and circular staircases and types of niches.	Horizontal sections and facades of spiral and circular staircases and stairwells, drawn to a suitable scale, and how to calculate their dimensions, finishing materials, and the types of finishing materials used. Vertical sections and facades for spiral and circular staircases, and types of stairwells, to an appropriate drawing scale, and how to calculate their dimensions, finishing materials, and the types of finishing materials used.	Practical exercises	Evaluation for each exercise
10	Tenth	4	Learn about vertical sections and facades for types of spiral staircases.	Distributing furniture pieces in the horizontal projection of the residential unit to suit the function of each space, explaining and drawing the principles of shadows and shadows and how to display them on furniture pieces and the space in general.	Practical exercises	Evaluation for each exercise

11	Eleventh	4	Learn about the distribution of furniture pieces in the horizontal plan of a residential unit.	Drawing shadows and shadows for vertical sections and facades of the previously furnished residential unit, to an appropriate drawing scale.	Lecture + practical exercises	Evaluation for each exercise
12	Twelfth	4	Learn about drawing shadows and shadows for vertical sections and facades.	Explanation of how to draw arches in horizontal projections and facades, to an appropriate drawing scale, and how to display finishing materials using pencils.	Practical exercises	Evaluation for each exercise + Group Discussion
13	Thirteenth	4	Learn how to draw arches in horizontal plans and facades.	Drawing domes and lintels in horizontal projections and facades, to an appropriate drawing scale, and how to display finishing materials using pencils.	Practical exercises	Evaluation for each exercise
14	Fourteenth	4	Learn how to draw domes and lintels in horizontal plans and facades.	Explanation and drawing of integrated plans for the components of the residential unit, correctly indicating dimensions, to an appropriate drawing scale.	Practical exercises	Evaluation for each exercise
15	Fifteenth	4	Learn how to explain and draw integrated plans for the components of a unit. Residential	The importance of architectural drawing, drawing scale for various plans, symbols and terminology used, and complementary symbols (people, plants, cars, etc.).	Practical exercises	Evaluation for each exercise + evaluation for all work

.11Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic calendar Annual development of lectures

Technological development of architectural drawing methods

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Bayan Hassan Amar and others, Fundamentals of Architectural Design, Arab Community Library •Muhammad Abdullah Al-Daraisa and others, Architectural Design, Arab Community Library

Course Description Form:(2025-2026)

1	Course	Primary Interior Design		
2	Course Code	MTU0512103		
3	Semester/Year	First semester / second stage / semester system		
4	Date of Report Preparation	2026/3/20		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Lecturer Muid Al-Haboubi	
		Mobile	07770586335	
		Email	moayad.kahdim@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8 Course Objectives

A	The student will learn about the spaces of private (residential) buildings.
B	Methods of design production and the use of various materials and raw materials to support innovative design ideas.
C	The student's intellectual and practical ability and capacity to use various design methods and techniques to produce integrated drawings for a private building.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Identify the basic principles of residential interior design in terms of function and aesthetics •Distinguish between different styles and approaches to interior design •Understand the environmental and technical criteria affecting residential building design
B	Course Skill Objectives •Apply interior design principles to the planning and distribution of residential spaces •Draw detailed two-dimensional and three-dimensional plans •Create integrated design solutions that reflect the visual identity and functional comfort of residential spaces
	Teaching and Learning Methods
	•Apply interior design principles to the planning and distribution of residential spaces •Draw detailed two-dimensional and three-dimensional plans •Create integrated design solutions that reflect the visual identity and functional comfort of residential spaces
	Assessment Methods •Weekly classroom exercises •Homework assignments and commitment to submitting them on time •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Daily, midterm, and end-of-semester assessment tests
C	Affective Objectives: •Student collaboration within work groups •Leadership training within groups •Collaboration between instructors and students within the workshop •Students plan, design, and implement
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in extracurricular activities
	Evaluation Methods •Attendance and commitment to submitting class and homework assignments on time •Attention to weekly exercises, assignments, and mid-year and annual evaluations •Evaluation through participation in annual exhibitions

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First and Second	4	Identify the types of residential spaces	Identify the types of residential spaces based on the type of function or activity.	Lecture + practical exercises	Feedback + Evaluation for each exercise

			based on the type of function or activity.			
2	Third and Fourth	4	Identify and study the "work triangle" for distributing kitchen components according to approved systems.	Identify and study the "work triangle" for distributing kitchen components according to approved systems.	Practical exercises	Evaluation for each exercise
3	Fifth and Sixth	4	Identify color, lighting, and texture systems to serve as treatments for interior spaces.	Identify color, lighting, and texture systems to serve as treatments for interior spaces.	Practical exercises	Evaluation for each exercise
4	Seventh and Eighth	4	Identify and draw various horizontal projections for different types of kitchens.	Identify and draw various horizontal projections for different types of kitchens.	Practical exercises	Evaluation for each exercise
5	Ninth and Tenth	4	Identify the living space in residential buildings: its concept and types.	Identify the living space in residential buildings: its concept and types.	Practical exercises	Evaluation for each exercise
6	Eleventh and Twelfth	4	Identify the entrance space in residential	Identify the entrance space in residential buildings: its concept, types, and principles.	Practical exercises	Evaluation for each exercise

			buildings: its concept, types, and principles.			
7	Thirteenth and Fourteenth	4	Identify the sleeping spaces and bathroom s connected to or separate from them: concept and types.	Identify the sleeping spaces and bathrooms connected to or separate from them: concept and types.	Practical exercises	Test + Evaluation
8	Fifteenth	4	Exam	Exam	Practical exercises	Feedback + Evaluation for each exercise

.11Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic calendar Annual development of lectures Technological development of interior design methods for residential spaces

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Moatasem Azmi Al-Karabliya, Residential Interior Design, Arab Community Library. •Adly Mohammed and Mohammed Abdullah, Rules and Foundations of Residential and Commercial Interior Design, Arab Community Library. •Younis Khanfar, Principles of Interior Design and Decor Coordination

Course Description Form:(2025-2026)

1	Course	Primary Interior Design Techniques		
2	Course Code	MTU0512104		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2026/3/16		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Name of course supervisor (if more than one, please mention)	Name	Dr. Enas Diaa	
		Mobile	07702769913	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn the concepts and definitions of intellectual technology, its stages, foundations, and importance in the design process for spaces with multiple requirements.
B	Clarify ideas, including treatments and solutions, using various implementation techniques directly related to presenting the space as an integrated unit. Vocabulary

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the basic principles of interior design techniques, including the use of materials, colors, and lighting. •Study the relationship between interior design and the psychological and social factors of users, and how to employ the techniques used for this purpose. •The impact of modern technologies on the quality and efficiency of interior design, with a focus on innovation and functionality.
B	Course Skill Objectives

	•Develop creative abilities in interior design and employ modern technologies. •Prepare implementation plans with precise technical specifications for projects, including materials usage techniques for finishing. •Provide students with practical skills in creating interior designs using modern technologies
	Teaching and Learning Methods
	•Present and explain the course to students using educational tools and preparing lectures, including visual presentations. •Enabling students to identify correct and incorrect actions during classroom exercises. •Use a motivational approach by rehearsing exercises in class, with the goal of evaluating them through daily and periodic motivational grades. •Conduct classroom exercises and homework in class for each topic. •Training.
	Assessment Methods •Weekly classroom exercises •Homework •Student feedback •Method of designing an interior space •Midterm and end-of-semester assessment tests
C	Affective Objectives: •Integration between students and professors in implementing interior space designs •Displaying good student work in the college halls to enhance student confidence and increase their passion for the course
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in classroom and extracurricular activities
	Assessment Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Understanding the concept of: technology, design, technology in interior design	Clarifying the concept of: technology, design, and technology in interior design.	Giving a Lecture	Feedback
2	Second	4	Understanding the dimensions of the	Studying the dimensions of the design problem in relation to the types of	Practical Lecture with	Practical Exercise

			design problem in relation to different types of spaces	interior spaces based on human activities.	Illustrations	
3	Third	4	Understanding the concept of design ideas	Clarifying the concept of design ideas, their sources, and types.	Practical Lecture with Illustrations	Evaluation for Each Exercise
4	Fourth	4	Understanding the formal system of interior spaces	Study of the formal system of interior spaces	Practical Lecture with Illustrations	Practical Exercise
5	Fifth	4	Understanding the design technology and its relationship to interior design vocabulary	Explaining the design technique and its relationship to interior design elements through (shape, size, form, lighting, texture)	Practical Lecture with Illustrations	Practical Exercise
6	Sixth	4	Understanding the design technology and its relationship to interior design vocabulary	Explaining the design technique and its relationship to interior design elements through (proportion, balance, harmony, and harmony)	Practical Lecture with Illustrations	Practical Exercise
7	Seventh	4	Understanding the design technology and its relationship to interior design vocabulary	Explaining the design technique and its relationship to interior design elements through (unity, diversity, rhythm, and emphasis)	Practical Lecture with Illustrations	Practical Exercise

8	Eighth	4	Understanding the design technology and its relationship to interior determinants	Studying the design technique and its relationship to interior determinants	Practical Lecture with Illustrations	Practical Exercise
9	Ninth	4	Understanding the design technique specific to floors	First: Clarifying the design techniques specific to flooring, including: A – Plastic Ultra-Tor Technology B – Modern Plastic Types Technology C – Wood and Manufactured Panel Technology D – Linoluminum Technology	Practical Lecture with Illustrations	Practical Exercise
10	Tenth	4	Understanding the technology of wood and manufactured panels	Second: Clarifying the design techniques specific to walls, including:	Practical Lecture with Illustrations	Practical Exercise
11	Eleventh	4	Understanding the design technique specific to walls	A – Plastic Panel Technology B – MDF Panel Technology C – Aluminum Panel Technology D – Insulating Tile Technology E – Gypsum Board Technology	Practical Lecture with Illustrations	Discussion and Practical Exercise
12	Twelfth	4	Understanding the technology of aluminum panels	Third: Clarifying the design techniques Specialized ceilings include: A. 60x60 plastic tile technology B. Gypsum board technology C. Hybrid coating technology D. Aluminum panel technology	Giving a Lecture	Discussion
13	Thirteenth	4	Understanding the design technique	- The latest materials used in ceiling level designs	Practical Lecture with	Practical Exercise

			ue specific to ceilings		Illustrations	
14	Fourteenth	4	Understanding the technology of hypnotic cladding	Clarifying the concept of: technology, design, and technology in interior design.	Practical Lecture with Illustrations	Practical Exercise
15	Fifteenth	4	Understanding the latest material technologies used in ceiling level designs	Studying the dimensions of the design problem in relation to the types of interior spaces based on human activities.	Practical Lecture with Illustrations	Practical Exercise

.11 Course Evaluation

A	Personal Development Planning Increasing students' knowledge of design elements, skills, and systems Specialized and approved books in the field of interior design techniques

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Susi Iskanian and Rabih Al-Harastani, The Art of Perspective and Architectural Visualization... , •Namir Qasim Khalaf, Interior Design Techniques and Supplements, 1st ed., Safahat House for Studies, Publishing, and Distribution, Damascus, Syria, 2017. •Namir Qasim Khalaf, The ABCs of Interior Design, University of Diyala, Iraq, 2005. •Saad Mohammed Jarjis, Interior Design, Technical Education Authority, Baghdad, Iraq, 2014.

Course Description Form:(2025-2026)

1	Course	Presentation		
2	Course Code	MTU0512105		
3	Semester/Year	First semester / second stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Assistant Lecturer Lama Adel	
		Mobile	07800776836	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn the various methods and techniques used in producing and displaying architectural plans and interior designs.
B	The student will be able to produce and display materials using various techniques for architectural plans (plans, sections, facades) and interior spaces.
C	Students will be able to demonstrate the type of materials used within interior spaces.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the basic principles of the visualization and rendering process in interior design •Understand the importance of visualization as a tool for communicating design ideas •Distinguish between traditional visualization methods and digital rendering

B	Course Skill Objectives •Apply coloring techniques to display the materials and raw materials used •Create design rendering panels using various types of coloring tools •Coordinate visualization elements to align with the design concept
	Teaching and Learning Methods
	Presenting and explaining the course to students using educational tools and preparing lectures, including visual presentations. •Enabling students to acquire skills in displaying and producing materials in design plans. •Learning within groups that plan, design, and implement the project under the supervision of instructors. •Conducting classroom exercises and homework in class for each topic. •Keeping abreast of the latest developments in tools and the development of their technologies
	Assessment Methods •Weekly classroom exercises •Homework assignments and commitment to submitting them on time •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Daily, midterm, and end-of-semester assessment tests
C	Affective Objectives: •Student collaboration within work groups •Leadership training within groups •Collaboration between instructors and students within the workshop to implement projects •Students plan, design, and implement
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in extracurricular activities
	Evaluation Methods •Attendance and commitment to submitting class and homework assignments on time •Attention to weekly exercises, assignments, and mid-year and annual evaluations •Evaluation through participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn the importance of visualization and rendering of architectural plans.	The importance of visualizing and rendering architectural plans and interior spaces is emphasized through the presentation of models and illustrations of general architectural visualization principles, along with an	Lecture + Practical Exercises	Feedback + Evaluation for each exercise

				explanation of symbols and terminology for various materials and plans in horizontal and vertical sections and facades. The student applies simple drawings based on what he or she learned in the first week. Pencil and charcoal rendering techniques (stippling, shading, filling in spaces, horizontal and vertical projections, and perspectives for interior designs).		
2	Second	4	Learn simple drawings of what was studied in the first week.	Inking rendering techniques.	Practical Exercises	Evaluation for each exercise
3	Third	4	Learn the technique of visualization using pencil and charcoal.	Wood color rendering techniques (applications on various materials).	Practical Exercises	Evaluation for each exercise
4	Fourth	4	Learn the technique of inking.	Applications on the use of wood colors to render interior design plans.	Practical Exercises	Evaluation for each exercise
5	Fifth	4	Learn the technique of visualization using wood colors.	Watercolor and poster rendering techniques (applications on various materials).	Practical Exercises	Evaluation for each exercise
6	Sixth	4	Learn the application of using wood colors to visualize plans.	Applications on coloring architectural plans, including facades, sections, and interior designs, using watercolors.	Practical Exercises	Evaluation for each exercise + Group Discussion

7	Seventh	4	Learn the technique of visualization using watercolors.	Designing interior design plans using multiple techniques (inking and coloring).	Practical Exercises	Evaluation for each exercise
8	Eighth	4	Learn the application of coloring architectural plans from facades.	Applications on rendering using the (AIR BRUSH) method to produce (architectural plans, sections, facades, spaces, and interior designs).	Practical Exercises	Test + Evaluation
	Ninth		Learn how to visualize interior design plans using multiple techniques.	Colored paper rendering techniques (collage).	Practical Exercises	Evaluation for each exercise + Illustrations
	Tenth		Learn the application of visualization using the (AIR BRUSH) method for visualization.	Applications using colored paper (collage) for architectural plans and interior designs.	Practical Exercises	Evaluation for each exercise
	Eleventh		Learn the technique of visualization using colored paper.	Integrated applications for projections and facades using various rendering techniques.	Practical Exercises	Evaluation for each exercise + Group Discussion
	Twelfth		Learn the application of using colored paper (collage) for drawings.	Integrated applications for projections and interfaces using various visualization techniques.	Practical Exercises	Evaluation for each exercise

	Thirteenth		Learn the application of integrated drawings and facades using various visualization techniques.	The importance of visualizing and rendering architectural plans and interior spaces is emphasized through the presentation of models and illustrations of general architectural visualization principles, along with an explanation of symbols and terminology for various materials and plans in horizontal and vertical sections and facades. The student applies simple drawings based on what he or she learned in the first week. Pencil and charcoal rendering techniques (stippling, shading, filling in spaces, horizontal and vertical projections, and perspectives for interior designs).	Lecture + Practical Exercises	Evaluation for each exercise
	Fourteenth		Learn the application of integrated drawings and facades using various visualization techniques.	Inking rendering techniques.	Practical Exercises	Evaluation for each exercise
	Fifteenth		Learn the importance of visualization and rendering of architectural plans.	Wood color rendering techniques (applications on various materials).	Practical Exercises	Evaluation for each exercise + Test

.11 Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic assessment Annual development of lectures Technological development of architectural presentation and rendering methods

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Susi Iskanian and Rabih Al-Harastani, The Art of Perspective and Architectural Visualization... , •Muhammad Abdullah, Architectural Visualization, Anglo-Egyptian Library... , •Rabih Muhammad Nazir Al-Harastani, Architectural Visualization and Color... ,

Course Description Form:(2025-2026)

1	Course	Tow Vanish Points Perspective		
2	Course Code	MTU0512106		
3	Semester/Year	First semester / second stage / semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Assistant Lecturer Zainab	
		Mobile		
		Email		
		Second Name		
		Mobile		

		Email	

.8Course Objectives	
A	To learn the most important general principles and correct rules for achieving a third dimension in all types of interior spaces.
B	To train students on the most important types of perspective drawing methods.
C	To enable students to project furniture, people, and plants into all types of spaces, as well as to design openings.

.9Teaching and Learning Strategies	
A	Cognitive Objectives The student will learn: •Understand the concept of geometric perspective and the two-vanishing-point theory, and distinguish between different types of perspective. •Explain the relationship between human vision and the application of perspective laws in interior design. •Clarify the role of perspective in demonstrating realistic depth in architectural drawings.
B	Course Skill Objectives •Use appropriate engineering tools to create perspective drawings and apply shadows and lighting realistically using perspective rules. •Students will be able to draw interior scenes using two-vanishing-point perspective. •Develop the ability to analyze and evaluate perspective drawings in terms of proportions and accuracy.
	Teaching and Learning Methods
	Presenting and explaining the course to students using educational tools and preparing lectures, including visual presentations. •Enabling students to acquire skills in displaying and producing materials in design plans. •Learning within groups that plan, design, and implement the project under the supervision of instructors. •Conducting classroom exercises and homework in class for each topic. •Keeping abreast of the latest developments in tools and the development of their technologies.
	Assessment Methods •Weekly classroom exercises •Homework assignments and commitment to submitting them on time •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Daily, midterm, and end-of-semester assessment tests
C	Affective Objectives: •Student collaboration within work groups •Training in leadership within groups and commitment to teamwork ethics in project implementation •Collaboration between instructors and students within the workshop to implement projects

	•Accepting constructive criticism and using it to develop design outputs, demonstrating professionalism and mastery in producing drawings
	Teaching and Learning Methods •Managing lectures in a practical manner •Collaborative group work to implement designs in extracurricular activities
	Assessment Methods •Attendance and level of commitment to submitting assignments on time, both in class and at home •Attention to weekly exercises, assignments, and mid-year and annual assessments •Assessment through participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Understanding the concept of perspective and types of perspective.	The concept of perspective, types of perspective, basic terms in perspective, determining a point (S.P.) above, with, and below eye level for perspective drawing.	Lecture + Practical Exercises	Feedback + Evaluation for each exercise
2	Second	4	Understand two-point perspective: drawing a single cube and explaining its relationship to viewing planes.	Two-vanishing-point perspective: Drawing a single cube and explaining its relationship to the eye levels.	Practical Exercises	Evaluation for each exercise
3	Third	4	Understand two-point perspective: drawing two or three cubes in different viewing positions.	Two-vanishing-point perspective: Drawing two or three cubes in different positions for the observer.	Practical Exercises	Evaluation for each exercise

4	Fourth	4	Understand the projection of components of a horizontal projection of an interior space.	Two-Vanishing Point Perspective: Projecting components of a horizontal projection of an interior space (doors, windows, furniture, and plants).	Practical Exercises	Evaluation for each exercise
5	Fifth	4	Understand how to draw an interior space (walls, ceiling, floor tiles).	Two-Vanishing Point Perspective: Drawing an interior space (walls, ceiling, floor tiles).	Practical Exercises	Evaluation for each exercise
6	Sixth	4	Understand practical applications for drawing an interior space using the second method.	Practical applications for drawing an interior space using the second method (two-vanishing points), using tiles to a specific scale.	Practical Exercises	Evaluation for each exercise + Group Discussion
7	Seventh	4	Understand how to project openings (doors and windows) into an interior space.	Planning openings (doors and windows) of an interior space drawn the previous week to a specific scale.	Practical Exercises	Evaluation for each exercise
8	Eighth	4	Understand how to use the first method, two-point perspective, to draw two cubes.	Using the first method, two-vanishing point perspective, to draw two or three cubes in a drawing of furniture in different positions relative to the observer.	Practical Exercises	Test + Evaluation

9	Ninth	4	Understand how to draw different floor levels using two vanishing points.	Drawing different floor levels using two-vanishing points.	Practical Exercises	Evaluation for each exercise + Illustrations
10	Tenth	4	Understand how to draw a flat ceiling light.	Drawing a flat ceiling light.	Practical Exercises	Evaluation for each exercise
11	Eleventh	4	Understand how to draw a three-dimensional ceiling light.	Drawing a three-dimensional ceiling light.	Practical Exercises	Evaluation for each exercise + Group Discussion
12	Twelfth	4	Understand how to project furniture, plants, and people.	Planning furniture, plants, and people according to the function of each space onto the previously drawn space.	Practical Exercises	Evaluation for each exercise
13	Thirteenth	4	Understand how to draw interior perspectives of furniture and openings containing curves.	Drawing interior views of furniture and openings containing curves or arcs in the horizontal plans and showing them in perspective.	Lecture + Practical Exercises	Evaluation for each exercise
14	Fourteenth	4	Understand practical applications for drawing perspectives of interior spaces. Floors and ceilings	Practical applications for drawing Views of interior spaces with different floor and ceiling levels, using the two-vanishing-point zoom method. Practical applications for drawing views of interior spaces, illustrating existing treatments on walls and partitions	Practical Exercises	Evaluation for each exercise

15	Fifteenth	4	Learn practical applications for drawing perspectives of interior spaces that illustrate treatments	The concept of perspective, types of perspective, basic terms in perspective, determining a point (S.P.) above, with, and below eye level for perspective drawing.	Practical Exercises	Evaluation for each exercise + Test

.11 Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic assessment Annual development of lectures Technological development of the two-point perspective drawing method

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Fawaz Al-Qudah, Shadow and Architectural Perspective, Majdalawi Publishing House... , •Susi Iskanian and Rabih Al-Harastani, The Art of Perspective and Architectural Visualization... , •Muhammad Abdullah Al-Daraisa and Adly Muhammad Abdul Hadi, 3D Design, Arab Society Publishing House... ,

Course Description Form:(2025-2026)

1	Course	Islamic Architecture History			
2	Course Code	MTU0512107			
3	Semester/Year	First semester / second stage / semester system			
4	Date of Report Preparation	2026/3/20			
5	Available Attendance Formats	Official in-person attendance / weekly / semester system			
6	Number of study hours (total)	30per semester	Number of theoretical hours	2	
			Number of practical hours	-	

			Total number of hours	2
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Dr. Hamad Sultan	
		Mobile	07775974524	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To introduce the student to the study of architectural landmarks and architectural planning throughout history and the Islamic eras.
B	To introduce the student to each historical stage of the Islamic eras.
C	To introduce the student to architectural styles in the Islamic eras.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn about •Students will learn about the stages of development of Islamic architecture •Distinguish between the characteristics of each historical period and explain the relationship between Islamic culture and other architectural trends •Students will learn about the most important landmarks and pioneers of Islamic architecture
B	Course Skill Objectives •Students will learn about Islamic patterns and motifs in interior design. •Students will analyze design elements in Islamic buildings (domes, minarets, arches, and ornamentation). •Understand the influence of Islamic architecture on interior spaces
	Teaching and Learning Methods
	•Use of presentations with videos related to the subject matter. •Modern learning methods, including cooperative learning. •Use of books and research on the history of Islamic architecture. •Practical application of the course curriculum through visits to various work sites .
	Assessment Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester exams
C	Affective Objectives: •Develop students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions •Demonstrate students' appreciation for the aesthetics of Islamic architecture and its spiritual and cultural values

	•Learn about the cultural diversity within Islamic architecture in its various geographical regions •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Developing students' skills in a practical manner related to daily life
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadline •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester exams reflect commitment and knowledge attainment

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Learn about Islamic architecture, its concept, and the factors that shaped it.	Islamic architecture, its concept and the factors that shaped it, architecture and the Muslim architect, and the historical development of Islamic architecture.	Giving a lecture	Feedback
2	Second	2	Learn about the materials of Islamic architecture (palaces, madrasas, mosques).	Islamic architecture (palaces, madrasas, mosques) and its relationship to the urban construction of Islamic cities. Components of architecture in the Islamic era (wall, fence, entrance)	Giving a lecture	Exams and Reports
3	Third	2	Learn about the materials of arcades, iwans, prayer halls, spaces, and mihrabs.	(arcades, iwans, prayer hall, courtyard, mihrab, Quran seat, courtyard, library)	Giving a lecture	Feedback
4	Fourth	2	Learn about the materials	Architectural elements of Islamic architecture	Giving a lecture	Exams and Reports

			of the architectural elements of Islamic architecture.	(minarets, columns, arches, domes).		
5	Fifth	2	Learn about the concept of aesthetics in Islamic architecture.	The concept of aesthetics in Islamic architecture.	Giving a lecture	Feedback
6	Sixth	2	Learn about decorative elements and methods of aesthetic expression.	Decorative elements and methods of aesthetic expression (geometric ornamentation, vegetal motifs, Arabic foliage, muqarnas, Arabic calligraphy, colors).	Giving a lecture	Exams and Reports
7	Seventh	2	Learn about style—its concept, pattern—its concept.	Style – its concept, pattern – its concept. Factors that influenced Islamic architectural styles: Style-forming influences, spatial influences (materials, techniques, climate, function, and prevailing folk crafts), and human influences (level of civilization, society, elite, and individual). Types of style in the Islamic era - Styles of the early Islamic era - Umayyad style, characteristics, features (most important buildings - palaces - schools - mosques)	Giving a lecture	Feedback
8	Eighth	2	Learn about the materials that influence the	Abbasid style, characteristics, features (most important buildings - palaces - schools - mosques)	Giving a lecture	Exams and Reports

			formation of style and the influences of space.			
9	Ninth	2	Learn about the types of style in the Islamic era—styles of the early Islamic era.	Andalusian style, characteristics, features (most important buildings - palaces - schools - mosques)	Giving a lecture	Feedback
10	Tenth	2	Learn about the Abbasid style, its characteristics, and features.	Fatimid and Seljuk style, characteristics, features (most important buildings - palaces - schools)	Giving a lecture	Exams and Reports
11	Eleventh	2	Learn about the Andalusian style, its characteristics, and features.	Ayyubid and Mamluk style, characteristics, features (most important buildings - palaces - schools - mosques)	Giving a lecture	Feedback
12	Twelfth	2	Learn about the Fatimid and Seljuk styles, its characteristics, and features.	Safavid style in Iran, characteristics, features (most important buildings - palaces - schools - mosques)	Giving a lecture	Exams and Reports
13	Thirteenth	2	Learn about the Ayyubid and Mamluk styles, its characteristics, and features.	Ottoman style, characteristics, features (most important buildings - palaces - schools - mosques)	Giving a lecture	Feedback
14	Fourteenth	2	Learn about the Safavid style in Iran, its characteristics, and features.	Islamic architecture, its concept and the factors that shaped it, architecture and the Muslim architect, and the historical development of Islamic architecture.	Giving a lecture	Exams and Reports

15	Fifteenth	2	Learn about the Ottoman style, its characteristics, and features	Islamic architecture (palaces, madrasas, mosques) and its relationship to the urban construction of Islamic cities. Components of architecture in the Islamic era (wall, fence, entrance)	Giving a lecture	Feedback

.11 Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Sources	•Yahya Waziri, Encyclopedia of Elements of Islamic Architecture, Madbouly Library, Cairo, 1999. •Jumaa Ahmed Qajah, Encyclopedia of Islamic Architecture , ... •Qabilat Faris Al-Maliki, History of Architecture Through the Ages, Dar Al-Manahj for Publishing and Distribution, Amman, Jordan, 2011.

Course Description Form:(2025-2026)

1	Course	Computer Applications Tow Dimension Auto Cad		
2	Course Code	MTU0512108		
3	Semester/Year	First semester / first stage / semester system		
4	Date of Report Preparation	2026/3/16		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Name of course supervisor (if more	Name	Assistant Lecturer Anas Omar	
		Mobile	07814950442	
		Email		

	than one, please mention)	Second Name	
		Mobile	
		Email	

.8Course Objectives

A	Learn about AutoCAD commands
B	Learn how to draw and design using AutoCAD

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will become familiar with •The student will become familiar with the AUTOCAD program interface and its basic tools •The student will distinguish between the various commands used in two-dimensional drawing and the steps for preparing work files to suit interior design requirements •The student will explain the use of layers and distribution systems in interior drawing, and determine the drawing scale and professional standards
B	Course Skill Objectives •The student will create interior architectural plans using the program •The student will modify the drawings and apply various editing commands professionally •The student will print the plans correctly using appropriate print settings
	Teaching and Learning Methods
	•Presenting and explaining the course material to students using educational tools and preparing lectures, including visual presentations. •Enabling students to identify correct and incorrect actions while completing classroom exercises. •Using a motivational approach by rehearsing exercises in class with the aim of evaluating them through daily and periodic motivational grades. •Conducting classroom exercises and homework in class for each topic. •Training
	Assessment Methods •Weekly classroom exercises •Homework •Student feedback •How to draw interior space plans •Midterm and end-of-semester assessment tests
C	Affective Objectives: •Student engagement with the professor through precision and professionalism in preparing technical drawings •Displaying good student work in the college halls to enhance student confidence and increase their passion for the course •Students collaborate with their peers on design projects, sharing ideas and critiques
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in classroom and extracurricular activities

- Assessment Methods
- Weekly exercises and homework
- Attendance and commitment to submitting assignments on time
- Extracurricular activities and participation in annual exhibitions

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn the components of the drawing interface, methods for selecting and executing commands.	Learn about the components of the drawing interface, how to select and execute commands, how to open and close a drawing file, drawing sheet specifications, and sheet borders.	Giving a Lecture	Feedback
2	Second	4	Learn about line type, drawing units, points, and line drawing commands.	Line type, drawing units, point, line drawing commands, drawing coordinates, debugging, circle, ellipse, and rectangle.	Practical Lecture with Illustrations	Practical Exercise
3	Third	4	Learn about the concept of design ideas.	Creating lines using commands (Multiline, Arc, Polyline, Spline).	Practical Lecture with Illustrations	Evaluation for Each Exercise
4	Fourth	4	Learn about creating lines using commands.	Grid, jump, perpendicularity, and angular motion phase.	Practical Lecture with Illustrations	Practical Exercise
5	Fifth	4	Learn about modifying a drawing and the modification	Editing a drawing: Editing commands (Move, Rotate, Copy, Mirror, Erase).	Practical Lecture with Illustrations	Practical Exercise

			command s.			
6	Sixth	4	Learn about the modification command s (Trim, Extend, etc.).	Editing commands (Trim, Extend, Fillet, Chamfer, Join, Explode, Region).	Practical Lecture with Illustrations	Practical Exercise
7	Seventh	4	Learn about the modification command s.	Editing commands (Stretch, Scale, Offset, Break, Draw order, Array).	Practical Lecture with Illustrations	Practical Exercise
8	Eighth	4	Learn about dividing a drawing into layers.	Dividing a drawing into layers, why dividing a drawing, and its benefits in creating maps.	Practical Lecture with Illustrations	Practical Exercise
9	Ninth	4	Learn about adding dimension s to a drawing.	Splitting the drawing into layers (Cerate Layer, Layer Properties).	Practical Lecture with Illustrations	Practical Exercise
10	Tenth	4	Learn about writing and annotation, correcting writing errors.	Adding dimensions to the drawing (Linear, Aligned, Angular, Radius, Diameter, Arc Length).	Practical Lecture with Illustrations	Practical Exercise
11	Eleventh	4	Learn about writing and annotation.	Typing and annotation, correcting typos, using special characters, sectors, and annotation.	Practical Lecture with Illustrations	Discussion and Practical Exercise
12	Twelfth	4	Learn about blocks and descriptions, defining a block, and inserting	Typing and annotation (Multiline Text, Single Line, Table, Hatch, Gradient, Boundary).	Giving a Lecture	Discussion

			a block into a drawing file.			
13	Thirteenth	4	Learn about defining a block into an external file and inserting a stored block using commands.	Blocks and descriptions, defining a block, stuffing a block into a drawing file, controlling the specifications of the stuffed block, stuffing a block sum, exploding a block, modifying a block.	Practical Lecture with Illustrations	Practical Exercise
14	Fourteenth	4	Learn about units of measurement and measurements specific to drawings.	Defining a block to an external file, stuffing a stored block with commands (BLOCK) descriptions, dividing an element into equal spaces, distributing elements along a path.	Practical Lecture with Illustrations	Practical Exercise
15	Fifteenth	4	Learn the components of the drawing interface, methods for selecting and executing commands.	Drawing measurement units and measurements (Distance, Radius, Angle)	Practical Lecture with Illustrations	Practical Exercise

.11Course Evaluation

A	Personal Development Planning Increasing Students' Knowledge of Design Elements, Skills, and Systems Specialized and Accredited Books in the Field of AUTOCAD Programs

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Tujan Saleh Al-Jaghbir, Fundamentals of AutoCAD, 1st ed., Dar Al-Hamed for Publishing and Distribution, Amman, Jordan, 2012.

Course Description Form:(2025-2026)

1	Course	English Language		
2	Course Code	MTU0512109		
3	Semester/Year	First semester/second stage/semester system		
4	Date of Report Preparation	2026/3/19		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	15 per semester	Number of theoretical hours	1
			Number of practical hours	-
			Total number of hours	1
			Number of units	1
7	Name of course supervisor (if more than one, please mention)	Name	Dr. Jacqueline Quson	
		Mobile	07724734545	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To familiarize the student with the importance and necessity of art terminology, as it is a universal language in his/her field of study and is needed in his/her professional life.
B	To recognize the importance of the English language in his/her field of study and its frequent use in the language of art...and in his/her future work.
C	To define the use of art terminology and sentence construction

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will become familiar with: •Understand basic technical terminology in the field of art in general and interior design in particular.

	•Identify globally used architectural and design concepts and explain them in English. •Understand the difference between general and technical terms and comprehend the use of precise language in the field of interior design .
B	Course Skill Objectives •Use technical terminology in speaking and writing when describing an interior design project or discussing design ideas •Translate and understand English sources related to interior design, such as technical specifications •Write brief reports or presentations in English to improve professional communication skills •Employ the information studied in the field of specialization
	Teaching and Learning Methods
	Use of presentations with videos related to the subject matter •Use of illustrative images •Use of books and research related to the English language •Practical implementation of the curriculum through audio labs
	Assessment Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester tests
C	Affective Objectives: •Developing students' ability to think and speak in English •Diversifying and combining sentences and terminology in the field of art and interior design •Interaction during lectures and homework •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Developing students' skills in a practical manner related to daily life
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadline •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester exams reflect commitment and knowledge attainment

.10Course structure

ت	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Learn the Present Tense and Questions	Unit one : getting to know you Tenses, Questions, Questions words	Giving a lecture	Feedback
2	Second	2	Learn the Present Tense and	Unit two : the way we live	Giving a lecture	Exams and Reports

			the Simple Present	Present tenses, Present simple, Present continuous , Have /have got,		
3	Third	2	Learn the Simple Past	Unit three : it all went wrong, Past tenses, Past simple, Past continuous	Giving a lecture	Feedback
4	Fourth	2	Learn Terms and Grammar	Unit four : let's go shopping Quantity Much and many Some and any Something , anyone ,nobody , everywhere A few, alittle, a lot of Articles	Giving a lecture	Exams and Reports
5	Fifth	2	Learn Terms and Grammar	Unit five : what do you want to do Past tenses Verb patterns Future intentions Going to and will	Giving a lecture	Feedback
6	Sixth	2	Learn Terms and Grammar	Unit six : tell me .what's it like what's it like comparative and superlative adjectives	Giving a lecture	Exams and Reports
7	Seventh	2	Learn Questions	Unit seven : fame Present perfect and past simple For and since Tense revision	Giving a lecture	Feedback
8	Eighth	2	Learn Terms	Unit eight : do's and don'ts Have (got) to Should Must	Giving a lecture	Exams and Reports
9	Ninth	2	Learn the Past and Present	Unit nine : going places Time and conditional clauses what if ...?	Giving a lecture	Feedback
10	Tenth	2	Learn Terms	Unit ten : scared to death Verbs patterns Infinitives What , etc. + Infinitive Something , etc. + Infinitive	Giving a lecture	Exams and Reports

1 1	Eleventh	2	Learn Negation in Language	Unit eleven : things that changed the world Passives	Giving a lecture	Feedback
1 2	Twelfth	2	Learn Grammar	Unit twelve : dreams and reality Secnditional might	Giving a lecture	Exams and Reports
1 3	Thirteenth	2	Learn Grammar	Unit thirteen : earning a living Present perfect continuous Present perfect simple versus Continuous	Discussio n	Feedback
1 4	Fourteenth	2	Learn Grammar	Unit fourteen: family ties Present perfect and past perfect and continuous Reported statements	Giving a lecture + Review	Feedback
	Fifteenth		Learn Writing, Present, and Message Information	Unit fifteen: Revision	Giving a lecture	Exams and Reports

.11Course Evaluation

A	Daily exams, monthly exams, research, final exa

.12Learning and teaching resource

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• The interior design refrence& specification book, linda Oshea • interior design materials and specification book, lisa godsey • Architecture drafting and design, alan jefferis

Course Description Form:(2025-2026)

1	Course	The Crimes Of the Baath
2	Course Code	MTU0512110
3	Semester/Year	First semester / second stage / semester system
4	Date of Report Preparation	2026/3/20

5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Dr. Heba	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To familiarize students with the historical and political context of the Ba'ath Party's rule in Iraq.
B	To analyze the impact of the Ba'ath regime on Iraqi society and its various components.
C	To understand the administrative and propaganda mechanisms employed by the Ba'ath regime during its rule.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the historical and political context of the Ba'ath Party regime's rule in Iraq, including its origins, development, and impact. •Identify the types of crimes and violations committed by the Ba'ath regime, such as genocide, mass graves, and forced displacement. •Analyze the social and psychological effects of these crimes on the various segments of the Iraqi people
B	Course Skill Objectives •Analyze historical documents and testimonies related to the crimes of the Ba'ath regime •Use the acquired knowledge to raise community awareness by designing awareness projects that highlight these crimes •Participate in critical discussions about the impact of these crimes and offer future visions and solutions
	Teaching and Learning Methods
	Use of presentations with videos related to the course material

	•Modern learning methods, including cooperative learning •Use of books and research related to the Ba'ath regime crimes course •Apply the course material practically through visits to various work sites
	Assessment Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester exam
C	Affective Objectives: •Develop students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions •Strengthen national belonging and awareness of Iraqi identity through understanding the suffering of the Iraqi people •Develop a sense of humanity and empathy for victims of violations •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Deepening commitment to ethical and professional values through an awareness of the importance of fairness
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadlines •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester tests reflect commitment and knowledge attainment

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Learn about the Ba'ath Party's Crimes Law	Ba'ath Crimes According to the Law of the Iraqi High Criminal Court: The Concept of Crimes and Their Categories. Definition in Language and Terminology	Giving a lecture	Feedback
2	Second	2	Learn about the categories of crimes	Categories of Crimes	Giving a lecture	Exams and Reports
3	Third	2	Learn about the types of international crimes	Ba'ath Crimes According to the Documentation of the Law of the Iraqi High Criminal Court:	Giving a lecture	Feedback

				Types of International Crimes		
4	Fourth	2	Learn about social crimes	Psychological and Social Crimes and Their Effects and the Most Prominent Ba'ath Violations in Iraq	Giving a lecture	Exams and Reports
5	Fifth	2	Learn about crimes of power and violations of Iraqi laws	Social Crimes	Giving a lecture	Feedback
6	Sixth	2	Monthly Exam	Violations of Iraqi Laws	Giving a lecture	Exams and Reports
7	Seventh	2	Learn about the most prominent violations of the Ba'ath Party	Images of Human Rights Violations and Crimes of Authority	Giving a lecture	Monthly Exam
8	Eighth	2	Learn about the environmental crimes of the Ba'ath regime in Iraq	Violations of Iraqi Laws	Giving a lecture	Exams and Reports
9	Ninth	2	Learn about the decisions of the Ba'ath regime regarding political and military violations	Monthly Exam	Giving a lecture	Feedback
10	Tenth	2	Learn about the destruction of cities and villages	Decisions on Political and Military Violations of the Ba'ath Regime	Giving a lecture	Exams and Reports

11	Eleventh	2	Learn about the draining of marshes and the destruction of palm groves	Environmental Crimes of the Ba'ath Regime in Iraq: War and Radioactive Pollution and Mine Explosions	Giving a lecture	Feedback
12	Twelfth	2	Learn about the crimes of mass graves and the events of genocide graves	Decisions on Political and Military Violations of the Ba'ath Regime	Giving a lecture	Exams and Reports
13	Thirteenth	2	Learn about the chronological classification of genocide graves	Destruction of Cities and Villages (Scorched Earth Policy)	Giving a lecture	Feedback
14	Fourteenth	2	Monthly Exam	Draining Marshes and Destroying Palm Groves, Trees, and Crops	Giving a lecture	Exams and Reports
15	Fifteenth	2	Final Exam	Mass Grave Crimes and the Events of Genocide Graves Committed by the Ba'ath Regime in Iraq	final exam	Monthly Exam

.11Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
	Sources	•The cognitive foundation for studying Ba'ath Party crimes, Dr. Qais Nasser and Abdul Hadi Maatouq •Analyzing Ba'ath Party documents: A tool for understanding repressive policies and rebuilding national memory

Course Description Form:(2025-2026)

1	Course	Cost Accounts		
2	Course Code	MTU0512204		
3	Semester/Year	Second semester / second stage / semester system		
4	Date of Report Preparation	2026/3/16		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30per semeste	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Hayder Mohammed Faieq	
		Mobile	07709297559	
		Email	hayderalnasser@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	Address the basic rules for calculating the quantities of materials used in construction and finishing works.
B	Teach students how to calculate the items used in interior design and furniture manufacturing.
C	Teach students basic concepts in production management, marketing, and cost accounting.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the concepts and basics of calculating quantities related to the interior works of buildings. •Analyze working drawings to derive quantities.

	•Familiarize himself with the technical terms used in calculating quantities in Arabic and English. •Gain knowledge of the systems used in preparing bills of quantities and specifications.
B	Course Skill Objectives •Analyze internal projects and estimate the initial cost of building a space based on calculated quantities. •Prepare bills of quantities and specifications in an organized and professional manner using software or manual methods. •Apply accurate measurement skills to extract material quantities from work plans and calculate their initial costs.
	Teaching and Learning Methods
	•Use of presentations with videos related to the subject matter •Modern learning methods, including cooperative learning •Use of books and research related to subject specifications •Practical application of the curriculum through visits to various work sites
	Evaluation Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester tests
C	Affective Objectives: •Developing commitment, integrity, and honesty when preparing bills of quantities and cost estimates •Enhancing cooperation and teamwork through joint projects that require division of labor in quantity calculations •Supporting positive attitudes toward continuous self-learning to develop professional skills in quantity calculations •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades for daily assignments •Assigning students certain activities and assignments, and presenting lectures and reports •Developing students' abilities in a practical manner related to daily life
	Assessment Methods •Attendance and level of commitment to submitting assignments and research by the specified deadlines •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester tests reflect commitment and knowledge achievement

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Learn about units of measurement, laws, and	Units of measurement, area calculation rules for regular geometric shapes.	Giving a lecture	Feedback

			engineering areas.			
2	Second	2	Learn about volume calculation laws.	Volume calculation rules for regular geometric shapes.	Giving a lecture	Exams and Reports
3	Third	2	Learn about calculating brick quantities.	Calculating brick and block construction quantities for walls and interior partitions and preparing corresponding tables.	Giving a lecture	Feedback
4	Fourth	2	Learn about calculating flooring and tile quantities.	Calculating floor tiling quantities (tiles, ceramics) and preparing corresponding tables.	Giving a lecture	Exams and Reports
5	Fifth	2	Learn about calculating floor covering quantities.	Calculating parquet flooring quantities and preparing corresponding tables.	Giving a lecture	Feedback
6	Sixth	2	Learn about calculating cladding quantities.	Calculating whitewash wall cladding quantities and preparing corresponding tables.	Giving a lecture	Exams and Reports
7	Seventh	2	Learn about calculating wall cladding quantities.	Calculating cement wall cladding quantities and preparing corresponding tables.	Giving a lecture	Feedback
8	Eighth	2	Learn about calculating wall covering quantities.	Calculating plastic sheet wall cladding quantities and preparing corresponding tables.	Giving a lecture	Exams and Reports
9	Ninth	2	Learn about calculating paint quantities.	Calculating paint and wallpaper cladding quantities and preparing corresponding tables.	Giving a lecture	Feedback
10	Tenth	2	Learn about calculating sub-roofing quantities.	Calculating secondary ceiling quantities and preparing corresponding tables.	Giving a lecture	Exams and Reports
11	Eleventh	2	Learn about calculating electrical installation quantities.	Calculating electrical installation quantities, how to calculate electrical points and preparing corresponding tables.	Giving a lecture	Feedback
12	Twelfth	2	Learn about calculating sanitary installation quantities.	Calculating sanitary installation quantities and points and preparing corresponding tables.	Giving a lecture	Exams and Reports

13	Thirteenth	2	Learn about calculating woodwork quantities.	Calculating woodwork quantities and preparing corresponding tables. Calculating quantities of metal works and preparing related tables. Calculating quantities of volumetric cement works and preparing related tables.	Giving a lecture	Feedback
14	Fourteenth	2	Learn about calculating metalwork quantities.	Units of measurement, area calculation rules for regular geometric shapes.	Giving a lecture	Feedback
15	Fifteenth	2	Learn about calculating cementwork quantities.	Volume calculation rules for regular geometric shapes.	Giving a lecture	Exams and Reports

.11 Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Sources	•Mr. Abdel Fattah Al-Qasabi, Construction Quantity Surveying, Dar Al-Kotob Al-Ilmiyah for Publishing and Distribution, Cairo. •Ahmed Hussein Abu Odeh, Quantity Surveying and Specifications, Dar Al-Mujtama'a Al-Arabi for Publishing and Distribution. •Medhat Fadil, Estimation and Specifications

Course Description Form:(2025-2026)

1	Course	Architectural drawing		
2	Course Code	MTU0512203		
3	Semester/Year	Second semester / second stage / semester system		
4	Date of Report Preparation	2026/3/20		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6		60hours per semester	Number of theoretical hours	-

	Number of study hours (total)		Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Assistant Lecturer Ola Faris Haider	
		Mobile	07704526461	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn how to represent buildings and their architectural details, the display methods used in plans, and general perspective drawing methods.
B	The student will be able to draw architectural plans and sections, calculate the appropriate drawing scale based on the required magnification and reduction, and be able to read various plans for interior spaces and buildings with diverse functions.
C	The student will learn how to represent buildings and their architectural details, the display methods used in plans, and general perspective drawing methods.

.9Teaching and Learning Strategies

A	The student will learn: •Distinguish between architectural drawings, including plans, sections, and facades, and their relationship to interior design. •Analyze the functional and kinetic relationships in the distribution of interior spaces. •Understand the basic architectural concepts associated with interior space design plans. •Understand the relationship between form and function in the composition of interior spaces.
B	Course Skill Objectives •Apply correct drawing scales to suit the size of the space. •Integrate architectural drawing with project requirements, including building type and space. •Draw architectural plans accurately using drawing tools .
	Teaching and Learning Methods
	•Present and explain the course to students using educational tools and lecture preparation, including visual presentations. • Enabling students to acquire skills in presenting drawings, interior plans, shading, and architectural calligraphy.

	•Learning within groups to plan, design, and implement projects under the supervision of instructors. •Classroom exercises and homework for each topic are conducted. •Keeping up to date with the latest developments in tools and the development of their technologies.
	Evaluation Methods •Weekly exercises in the classroom. •Homework assignments and a commitment to submit them on time. •Participation in the classroom as well as in student activities and initiatives outside the classroom. •Participation in the department's annual exhibition. •Daily, midterm, and end-of-semester assessment tests .
C	Effective Objectives: •Enhancing aesthetic sense and artistic taste in dealing with interior spaces •Encouraging students to be creative and innovative in visually expressing design ideas •Collaboration between faculty and students within the workshop •Students plan, design, and implement
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in extracurricular activities
	Assessment Methods •Attendance and commitment to submitting assignments on time, both in class and at home •Attention to weekly exercises, assignments, and mid-year and annual assessments •Assessment through participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn how to draw horizontal projections	Explain and draw horizontal and vertical sections and facades for various types of stairs and niches to an appropriate drawing scale, as well as how to calculate their dimensions, finishing materials, and the types of finishing materials used.	Lecture + practical exercises	Feedback + Evaluation for each exercise
2	Second	4	Learn how to draw arches, domes, and lintels	Explain how to draw various types of arches, domes, and lintels in horizontal and facades to an appropriate drawing scale, and how to display finishing materials using pencils.	Practical exercises	Evaluation for each exercise

3	Third	4	Learn how to draw horizontal projections for residential unit components	Explain and draw the horizontal section of the components of a residential unit, correctly fixing the dimensions to an appropriate drawing scale, and showing them with a marker pen.	Practical exercises	Evaluation for each exercise
4	Fourth and Fifth	4	Learn how to draw vertical sections for residential units	Explain how to draw vertical sections of the previous residential unit, drawing each section on one side to an appropriate drawing scale, using arch types between internal spaces, and clarifying the finishing materials resulting from the cuts, fixing the necessary dimensions and symbols.	Practical exercises	Evaluation for each exercise
5	Sixth and Seventh	4	Learn how to draw tangents and shadows for vertical sections	Draw various types of architectural facades for a residential unit to an appropriate drawing scale, clarifying traditional architectural elements, if any, and methods for displaying various building materials. Distribute furniture pieces on the horizontal plan of the residential unit to suit the function of each space, explain and draw the principles of shadows and shadows and how to project them onto furniture pieces and the space in general.	Practical exercises	Evaluation for each exercise
6	Eighth	4	Learn how to draw horizontal projections for residential units	Draw shadows and shadows for the vertical sections and facades of the previously furnished residential unit to an appropriate drawing scale, and show the drawing using pencils, ink, and crayons.	Practical exercises	Evaluation for each exercise
7	Ninth and Tenth	4	Learn how to draw each vertical section of a residential	Explain and draw the horizontal plan of the residential unit as a whole, including its furniture, using an isometric or bird's-eye perspective method, to an	Practical exercises	Evaluation for each exercise

			unit using one of the perspective methods	appropriate drawing scale, and project shadows and shadows using pencils, ink, crayons, or watercolors.		
8	Eleventh	4	Learn how to draw architectural facades using the isometric method	Draw each vertical section of the residential unit using one of the perspective methods, clarifying the various architectural and design formations of the spaces, to an appropriate drawing scale, projecting shadows and shadows, and showing the shapes using pencils, ink, and crayons. Draw architectural facades using isometric drawing to an appropriate scale, and create shadows and shadows using pencils, ink, and watercolors. All architectural details should be clarified.	Practical exercises	Evaluation for each exercise + Group Discussion
9	Twelfth	4	Learn how to draw various architectural facades		Practical exercises	Evaluation for each exercise
10	Thirteenth	4	Learn how to evaluate the final project	Draw various architectural facades using one of the perspective methods, clarifying architectural and design compositions, to an appropriate scale, and displaying facades using pencils, ink, colored pencils, and watercolors.	Practical exercises	Evaluation for each exercise
11	Fourteenth	4	Learn how to draw horizontal projections	Evaluate the final drawings.	Lecture + practical exercises	Evaluation for each exercise
12	Fifteenth	4	Learn how to draw arches, domes, and lintels	Explain and draw horizontal and vertical sections and facades for various types of stairs and niches to an appropriate drawing scale, as well as how to calculate their dimensions, finishing materials, and the types of finishing materials used.	Practical exercises	Evaluation for each exercise + Group Discussion

.11 Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic calendar Annual development of lectures Technological development of architectural drawing methods

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Bayan Hassan Amar and others, Fundamentals of Architectural Design, Arab Community Library •Muhammad Abdullah Al-Daraisa and others, Architectural Design, Arab Community Library

Course Description Form:(2025-2026)

1	Course	Advance Interior Design		
2	Course Code	MTU0512205		
3	Semester/Year	Second semester / second stage / semester system		
4	Date of Report Preparation	2026/3/20		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Name of course supervisor (if more than one, please mention)	Name	Lecturer Muid Al-Haboubi	
		Mobile	07770586335	
		Email	moayad.kahdim@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8 Course Objectives

A	The student will learn about the spaces of private (residential) buildings, design methods, and the use of various materials and raw materials to support innovative design ideas.

B	The student will develop his/her intellectual and practical abilities and capabilities using various design methods and techniques.
C	The student will develop integrated drawings for a private (residential) building

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Enhance theoretical understanding of interior design concepts, spatial composition, and design and functional relationships within a space. •Analyze the functional and aesthetic needs of design projects for various buildings. •Understand the relationship between interior elements: lighting, furniture, materials, acoustics, heating, and cooling.
B	Course Skill Objectives •Develop presentation and persuasion skills by presenting and defending projects. •Use advanced digital programs in interior architectural design. •Produce integrated design projects that include plans, sections, facades, and fine interior details.
	Teaching and Learning Methods
	•Present and explain the course to students using educational tools and lecture preparation, including visual presentations. • Enabling students to acquire skills in presenting drawings and interior plans •Learning in groups to plan, design, and implement the project under the supervision of instructors •Conducting classroom exercises and homework for each topic •Keeping up to date with the latest developments in tools and the development of their technologies
	Evaluation Methods •Weekly exercises in the classroom •Homework assignments and a commitment to submit them on time •Participation in the classroom as well as in student activities and initiatives outside the classroom •Participation in the annual department exhibition •Daily, midterm, and end-of-semester assessment tests
C	Affective Objectives: •Student collaboration within work groups •Leadership training within groups •Collaboration between instructors and students within the workshop •Students plan, design, and implement teaching and learning methods
	Teaching and Learning Methods •Practical lecture management •Collaborative group work to implement designs in extracurricular activities
	Evaluation Methods •Attendance and commitment to submitting class and homework assignments on time •Attention to weekly exercises, assignments, and mid-year and annual evaluations •Evaluation through participation in annual exhibitions

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First and Second	4	Identify the types of residential spaces based on the type of function or activity.	Explaining and applying concepts related to functional isolation and the possibility of achieving it to serve the proposed design concept for multiple spaces.	Lecture + practical exercises	Feedback + Evaluation for each exercise
2	Third and Fourth	4	Identify and study the "work triangle" for distributing kitchen components according to approved systems.	Explaining and studying the importance of orienting the building toward the four directions or the north arrow to present designs for each space, starting with the site plan and ending with the finest details within the space.	Practical exercises	Evaluation for each exercise
3	Fifth and Sixth	4	Identify color, lighting, and texture systems to serve as treatments for interior spaces.	Explaining how to employ vertical determinants, away from the typical circulation pattern, where curves and other angles replace right angles. Design plans and perspectives are presented, drawn in color and ink to a specific scale.	Practical exercises	Evaluation for each exercise
4	Seventh and Eighth	4	Identify and draw various horizontal projections of different types of kitchens.	Using plant forms of various sizes within the overall design of the interior space, as well as employing figures in various positions and sizes to add vitality and a sense of human scale, drawn to a specific scale, in color, and ink.	Practical exercises	Evaluation for each exercise
5	Ninth and Tenth	4	Identify the living space in residential	Working on the concept of design unity in all its forms and shapes. The student will work on	Practical exercises	Evaluation for each exercise

			buildings: its concept and types.	linking interior spaces characterized by the diversity of their functions into an integrated design unit. Providing a complete residential unit design that meets the needs of its residents (people with special needs). Providing complete plans to a specific scale using color, ink, and perspective, and displaying them using a Data Show on a floppy disk.		
6	Eleventh and Twelfth	4	Identify the entrance space in residential buildings: its concept, types, and principles.	Developing previous preliminary plans for a residential unit with various spaces into final plans, including projections, sections, perspectives, and isometrics, with all details, including coloring, ink, and collage, if necessary. Lighting distribution is also included according to a specific plan for the entire residential unit. Final delivery is completed after each project is critiqued and analyzed for presentation, followed by preparation for the exam.	Practical exercises	Evaluation for each exercise
7	Thirteenth and Fourteenth	4	Identify the sleeping spaces and bathrooms connected to or separate from them:	Test	Practical exercises	Test + Evaluation

			concept and types.			
8	Fifteenth	4	Test	Explaining and applying concepts related to functional isolation and the possibility of achieving it to serve the proposed design concept for multiple spaces.	Practical exercises	Feedback + Evaluation for each exercise

.11Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic calendar Annual development of lectures Technological development of interior design methods for residential spaces

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Moatasem Azmi Al-Karabliya, Residential Interior Design, Arab Community Library. •Adly Mohammed and Mohammed Abdullah, Rules and Foundations of Residential and Commercial Interior Design, Arab Community Library. •Younis Khanfar, Principles of Interior Design and Decor Coordination

Course Description Form:(2025-2026)

1	ourse	Advance Interior Design Techniques			
2	Course Code	MTU0512206			
3	Semester/Year	First semester / first stage / semester system			
4	Date Report Prepared	2026/3/16			
5	Available Attendance Forms	Official in-person attendance / weekly / semester system			
6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	2	
			Number of practical hours	2	
			Total number of hours	4	

			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Hassan Fahmy Hussein	
		Mobile	07713344421	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn the concepts and definitions of intellectual technology, its stages, foundations, and importance in the design process for spaces with multiple requirements.
B	Clarify ideas, including treatments and solutions, using various implementation techniques directly related to presenting the space as an integrated unit.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the basic principles of interior design techniques, such as suspended ceiling systems, drywall, and raised floors. •Be familiar with the properties of various materials used in interior design. •Understand the impact of modern technologies on the quality and efficiency of interior design, with a focus on innovation and
B	Course Skill Objectives •Develop creative abilities in designing interior spaces and employing modern technologies. •Use simulation programs to analyze the environmental or structural performance of some interior design elements. •Provide students with practical skills in creating interior designs using modern technologies.
	Teaching and Learning Methods
	Present and explain the course to students using educational tools and lecture preparation, including visual presentations. • Enabling students to recognize right and wrong while performing classroom exercises •Using a motivational approach by rehearsing exercises in class with the aim of evaluating them through daily and periodic motivational grades •Conducting classroom exercises and homework in class for each subject •Training
	Evaluation Methods •Weekly exercises in the classroom •Homework •Student feedback •Method of designing an interior space •Mid-term and end-of-semester assessment tests
C	Affective Objectives:

	•Integration between students and professors in implementing interior space designs •Displaying good student work in the college halls to enhance student confidence and increase their passion for the course
	Teaching and Learning Methods •Managing lectures in a practical manner •Collaborative group work to implement designs in classroom and extracurricular activities
	Evaluation Methods •Weekly exercises and homework •Attendance and level of commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about the study and analysis of design techniques	Study design techniques and their relationship to complementary elements	Giving a Lecture	Feedback
2	Second	4	Learn about the activity element and its importance	Study the element of activity and its importance in interior space design	Practical Lecture with Illustrations	Practical Exercise
3	Third	4	Learn about the concept of transitional motion study	Clarify the concept of studying transitional movement within interior spaces	Practical Lecture with Illustrations	Evaluation for Each Exercise
4	Fourth	4	Learn about the systems used in environmental control	Study the systems adopted in environmental control techniques and their relationship to interior design	Practical Lecture with Illustrations	Practical Exercise
5	Fifth	4	Learn about design techniques and their relationship to unit elements	Study design techniques and their relationship to residential unit elements, including:	Practical Lecture with Illustrations	Practical Exercise
6	Sixth	4	Learn about techniques used in bedrooms	A. Kitchen B. Bathrooms	Practical Lecture with Illustrations	Practical Exercise

			and living rooms			
7	Seventh	4	Learn about an analysis of sound using one of the task elements	C. Bedrooms D. Living rooms	Practical Lecture with Illustrations	Practical Exercise
8	Eighth	4	Learn about the components of sound waves	An analytical study of sound as an important element in interior space design, including: (sound frequency, sound wave speed, sound level study, sound wave height and intensity study)	Practical Lecture with Illustrations	Practical Exercise
9	Ninth	4	Learn about the methods used to absorb sound	Clarify the components of sound waves in interior spaces, including: (sound reflection, sound diffraction, sound dispersion, sound absorption)	Practical Lecture with Illustrations	Practical Exercise
10	Tenth	4	Learn about the types of highly absorbent materials	Study the approved methods for sound absorption in the interior spaces of large halls	Practical Lecture with Illustrations	Practical Exercise
11	Eleventh	4	Learn about the acoustic problems facing designers	Clarify the types of approved materials with high sound absorption capacity	Practical Lecture with Illustrations	Discussion and Practical Exercise
12	Twelfth	4	Learn about design techniques for partitions	Study the acoustic problems facing interior designers	Giving a Lecture	Discussion
13	Thirteenth	4	Learn about concrete techniques	Study the specific design techniques for fixed and mobile partitions	Practical Lecture with Illustrations	Practical Exercise
14	Fourteenth	4	Learn about flexible aluminum cladding techniques	Study modern design techniques, including:	Practical Lecture with Illustrations	Practical Exercise
15	Fifteenth	4	Learn about design trends	Emitting concrete technology 2- Translucent Onyx Marble Technology	Practical Lecture with	Practical Exercise

					Illustration s	

.11 Course Evaluation

A	Personal Development Planning Increasing students' knowledge of design elements, skills, and systems Specialized and approved books in the field of interior design techniques

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Susi Iskanian and Rabih Al-Harastani, The Art of Perspective and Architectural Visualization... , •Namir Qasim Khalaf, Interior Design Techniques and Supplements, 1st ed., Safahat House for Studies, Publishing, and Distribution, Damascus, Syria, 2017. •Namir Qasim Khalaf, The ABCs of Interior Design, University of Diyala, Iraq, 2005. •Saad Mohammed Jarjis, Interior Design, Technical Education Authority, Baghdad, Iraq, 2014.

Course Description Form(2025-2026)

1	Course	Presentation Advance		
2	Course Code	MTU0512201		
3	Semester/Year	First semester / second stage / semester system		
4	Date Report Prepared	2026/3/20		
5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Lama Adel	
		Mobile	07800776836	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student will learn the various methods and techniques used in producing and displaying architectural plans and interior designs.
B	The student will be able to produce and display materials using various techniques for architectural plans (plans, sections, facades) and interior spaces.
C	The student will be able to demonstrate the type of materials used within interior spaces.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Identify the basic visual elements of representation: light, shadow, perspective, and materials. •Understand the relationship between architectural rendering and the aesthetic function of a project. •Realize the importance of representation as an effective visual communication tool.
B	Course Skill Objectives •Produce advanced rendering drawings that illustrate the design concept. •Apply shading and hand-painting skills. •Integrate materials, light, shadow, and perspective to create a realistic visual scene .
	Teaching and Learning Methods
	•Present and explain the course to students using educational tools and lecture preparation, including visual presentations. • Enabling students to acquire the skills to display and produce materials in design plans. •Learning within groups that plan, design, and implement the project under the supervision of instructors. •Conducting classroom exercises and homework for each topic. •Keeping up to date with the latest developments in tools and the development of their technologies.
	valuation Methods •Weekly exercises in the classroom. •Homework assignments and a commitment to submit them on time. •Participation in the classroom as well as in student activities and initiatives outside the classroom. •Participation in the department's annual exhibition. •Daily, midterm, and end-of-semester assessment tests .
C	Affective Objectives: •Student collaboration within work groups •Leadership training within groups •Collaboration between instructors and students within the workshop to implement projects •Students plan, design, and implement
	Teaching and Learning Methods •Practical management of lectures •Collaborative group work to implement designs in extracurricular activities
	Assessment Methods •Attendance and commitment to submitting assignments on time in class and at home

- Attention to weekly exercises, assignments, and mid-year and annual assessments
- Assessment through participation in annual exhibitions

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First and Second	4	Learn about rendering applications	Applications of airbrushing to create still life.	Lecture + practical exercises	Feedback + Evaluation for each exercise
2	Third and Fourth	4	Learn about airbrush rendering applications	Applications of airbrushing to create nature.	Practical exercises	Evaluation for each exercise
3	Fifth and Sixth	4	Learn about airbrush rendering techniques	Applications of airbrushing to create geometric shapes.	Practical exercises	Evaluation for each exercise
4	Seventh and Eighth	4	Learn about rendering geometric shapes	Applications of airbrushing to create architectural plans, sections, facades, spaces, and interior designs.	Practical exercises	Evaluation for each exercise
5	Ninth	4	Learn about using colored paper collage	Applications of creating geometric shapes and furniture using colored paper (collage).	Practical exercises	Evaluation for each exercise
6	Tenth	4	Learn about the final image of the required work	Applications of using colored paper (collage) for architectural plans and interior designs.	Practical exercises	Evaluation for each exercise + Group Discussion
7	Eleventh	4	Learn about rendering furniture for a residential plan	Completing the required work with the final image.	Practical exercises	Evaluation for each exercise
8	Twelfth	4	Learn about a complete drawing of a residential house	Demonstrating furniture for a residential plan, showing texture using ink and colors.	Practical exercises	Test + Evaluation

	Thirteenth		Learn about integrated applications for elevations and facades	A complete drawing of a residential house (plan, facades, sections), with an interior perspective drawing using ink pens, coloring, or the airbrush method (project).	Practical exercises	Evaluation for each exercise + Illustrations
	Fourteenth		Learn about applications for elevations and facades	Comprehensive applications of elevations and facades using various visualization techniques.	Practical exercises	Evaluation for each exercise
	Fifteenth		Learn about using various rendering techniques	Integrated applications for projections and interfaces using various visualization techniques.	Lecture + practical exercises	Evaluation for each exercise + Group Discussion

.11 Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic assessment Annual development of lectures Technological development of architectural presentation and rendering methods

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Susi Iskanian and Rabih Al-Harastani, The Art of Perspective and Architectural Visualization... , •Muhammad Abdullah, Architectural Visualization, Anglo-Egyptian Library... , •Rabih Muhammad Nazir Al-Harastani, Architectural Visualization and Color... ,

Course Description Form:(2025-2026)

1	Course	One Vanish Point Perspective
2	Course Code	MTU0512202
3	Semester/Year	Second semester / second stage / semester system

4	Date Report Prepared	2026/3/30		
5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	4
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Zainab	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To learn the most important general principles and correct rules for achieving a third dimension in all types of interior spaces.
B	To train students on the most important types of perspective drawing methods.
C	To enable students to project furniture, people, and plants into all types of spaces, as well as to design openings.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the concept of geometric perspective, the foundations of its formation, and its relationship to visual reality. •Analyze dimensions and proportions in three-dimensional space and accurately represent them on a two-dimensional surface. •Explain the role of perspective in demonstrating realistic depth in architectural drawings.
B	Course Skill Objectives •Use appropriate engineering tools to create perspective drawings and apply realistic shadows and lighting using perspective rules. •Students will be able to draw interior scenes using a single vanishing point perspective. •Develop the ability to analyze and evaluate perspective drawings in terms of proportions and accuracy, and apply the rules of horizontal and vertical lines, the horizon line, and the vanishing point in design work.
	Teaching and Learning Methods

	•Presenting and explaining the course to students using educational tools and preparing lectures, including visual presentations. •Enabling students to acquire skills in displaying and producing materials in design plans. •Learning within groups that plan, design, and implement the project under the supervision of instructors. •Conducting classroom exercises and homework in class for each topic. •Keeping abreast of the latest developments in tools and the development of their technologies.
	Assessment Methods •Weekly exercises in the classroom. •Homework assignments and a commitment to submit them on time. •Participation in the classroom as well as in student activities and initiatives outside the classroom. •Participation in the annual department exhibition. •Daily, midterm, and end-of-semester assessment tests
C	Affective Objectives: •Student collaboration within work groups •Training in leadership within groups and commitment to teamwork ethics in project implementation •Collaboration between instructors and students within the workshop to implement projects •Accepting constructive criticism and using it to develop design outputs, demonstrating professionalism and mastery in producing drawings
	Teaching and Learning Methods •Managing lectures in a practical manner •Collaborative group work to implement designs in extracurricular activities
	Assessment Methods •Attendance and level of commitment to submitting assignments on time, both in class and at home •Attention to weekly exercises, assignments, and mid-year and annual assessments •Assessment through participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn how to draw perspective with a single vanishing point	Training students on drawing perspective with a single vanishing point, with applications for interior space based on floor division (tiles).	Lecture + Practical Exercises	Feedback + Evaluation for each exercise
2	Second	4	Learn how to draw interior views of various openings	Drawing interior views of various openings (windows and doors) and projecting them within the interior space.	Practical Exercises	Evaluation for each exercise

3	Third	4	Learn how to draw furniture with a single vanishing point	Drawing furniture pieces in perspective with a single vanishing point using a cube and projecting them onto a previously drawn interior space.	Practical Exercises	Evaluation for each exercise
4	Fourth	4	Learn how to draw furniture	Drawing complex furniture pieces.	Practical Exercises	Evaluation for each exercise
5	Fifth	4	Learn how to draw furniture	Drawing furniture pieces in the middle of an interior space.	Practical Exercises	Evaluation for each exercise
6	Sixth	4	Learn how to draw a floor plan with different levels	Practical applications for drawing a floor space with different levels using a single vanishing point.	Practical Exercises	Evaluation for each exercise + Group Discussion
7	Seventh	4	Learn how to draw ceiling lighting	Drawing a flat ceiling light unit.	Practical Exercises	Evaluation for each exercise
8	Eighth	4	Learn how to draw ceiling lighting	Drawing three-dimensional ceiling light units.	Practical Exercises	Test + Evaluation
9	Ninth	4	Learn how to draw interior ceilings	Practical applications for drawing ceilings of different levels using a single vanishing point.	Practical Exercises	Evaluation for each exercise + Illustrations
10	Tenth	4	Learn how to draw interior views with a single vanishing point	Practical applications for drawing interior views with a single vanishing point for objects or formations containing curves or arcs in horizontal plans.	Practical Exercises	Evaluation for each exercise
11	Eleventh	4	Learn how to draw perspectives of a living space	Practical applications for drawing interior views of a living space with a single vanishing point, illustrating design treatments for walls and partitions.	Practical Exercises	Evaluation for each exercise + Group Discussion
12	Twelfth	4	Learn how to draw perspectives of a kitchen space	Practical applications for drawing interior views of a kitchen space with a vanishing point. One illustrates	Practical Exercises	Evaluation for each exercise

				the design treatments for walls and partitions.		
13	Thirteenth	4	Learn how to draw interior views of a bedroom space	Practical applications for drawing interior perspectives of a sleeping space with a single vanishing point, illustrating the design treatments for walls and partitions.	Lecture + Practical Exercises	Evaluation for each exercise
14	Fourteenth	4	Learn how to project human bodies and plants into space	Drop-out human bodies and plants within interior spaces, illustrating the importance of human scale in relation to space.	Practical Exercises	Evaluation for each exercise
15	Fifteenth	4	Learn how to draw different interior spaces	Practical applications (projects) of what was implemented in previous weeks for various and diverse interior spaces (residential, commercial, educational, healthcare, restaurants, meeting rooms), with critique and evaluation of students' work.	Practical Exercises	Evaluation for each exercise + Test

.11 Course Evaluation

A	Feedback through student work assessment Student suggestions are considered at the end of each year through the academic assessment Annual development of lectures Technological development of the two-point perspective drawing method

.12 Learning and teaching resource

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Fawaz Al-Qudah, Shadow and Architectural Perspective, Majdalawi Publishing House... , •Susi Iskanian and Rabi Al-Harastani, The Art of Perspective and Architectural Visualization... , •Muhammad Abdullah Al-Daraisa and Adly Muhammad Abdul Hadi, 3D Design, Arab Society Publishing House... ,

Course Description Form:(2025-2026)

1	Course	Environment Desig		
2	Course Code	MTU0512207		
3	Semester/Year	Second semester / second stage / semester system		
4	Date Report Prepared	2026/3/20		
5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Ola Fares	
		Mobile	07704526461	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	Addresses general environmental concepts and their types.
B	Students will become familiar with environmental concepts in design in general and interior design in particular.
C	Students will be able to define and identify environmental concepts, principles, and considerations in design.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn:

	•Understand the principles of sustainable environmental design and its impact on the environment and humans •Distinguish the relationship between the natural and built environments in shaping interior spaces •Identify environmental factors and their impact on interior design
B	Course Skill Objectives •Design environmentally responsive interior spaces that are compatible with local climatic conditions •Select environmentally friendly building materials and finishes with low environmental impact •Analyze environmental problems in interior design projects and propose innovative solutions
	Teaching and Learning Methods
	•Use of presentations with videos related to the subject matter •Modern learning methods, including cooperative learning •Use of books and research related to environmental and sustainable design •Apply the course curriculum practically through visits to various work sites
	Assessment Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester tests
C	Affective Objectives: •Develop students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions •Demonstrate students' commitment to environmental solutions, including their spiritual and cultural values •Become familiar with environmentally friendly materials and finishing materials •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Developing students' skills in a practical manner related to daily life
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadline •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester exams reflect commitment and knowledge attainment

.10Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Understanding the concept of the environment	The Concept of Environment and Its Categories in Interior Design	Giving a lecture	Feedback

			nt and its types			
2	Second	2	Understanding the materials of the natural environment	The Natural Environment: Concept and Components	Giving a lecture	Exams and Reports
3	Third	2	Understanding the social environment	The Social Environment: Concept and Components	Giving a lecture	Feedback
4	Fourth	2	Understanding the types of the built environment	Categories of the Built Environment (Artificial) and Classification Levels	Giving a lecture	Exams and Reports
5	Fifth and Sixth	2	Understanding the components of the building environment	Components of the Building Environment (Building Environment System - Relationships, Building Environment System - Techniques)	Giving a lecture	Feedback
6	Seventh and Eighth	2	Understanding the concept of environmental design	The Concept of Environmental Design across Contemporary Art Schools, Designs (Renaissance, Rococo, Baroque, Eclecticism)	Giving a lecture	Exams and Reports
7	Ninth and Tenth	2	Understanding the concept of environmental design from the perspective of the modernist movement	The Concept of Environmental Design from the Perspective of the Modernist Movement, Reasons for its Emergence, Drawbacks, and Environmental Design Treatments in Modernist Thought	Giving a lecture	Feedback
8	Eleventh	2	Understanding the meaning of	The Meaning of Design Form and Its Relationship to the Environment from a	Giving a lecture	Exams and Reports

			design form	Postmodern Perspective		
9	Twelfth	2	Understanding environmental treatments in interior design	Environmental Treatments in Interior Design (Formal Design Meanings in Islamic Thought)	Giving a lecture	Feedback
10	Thirteenth	2	Understanding treatments in Arab homes	Environmental Treatments in Local Arab Houses (Climate, Privacy)	Giving a lecture	Exams and Reports
11	Fourteenth	2	Understanding modern treatments and studies	Modern Treatments and Studies in Environmental Design	Giving a lecture	Feedback
12	Fifteenth	2	Understanding the green building environment	Green Building Environment (Sustainable Architecture) and Green Building Principles	Giving a lecture	Exams and Reports

.11 Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12 Learning and teaching resources

A	Required Books	- Books and resources included in the curriculum - Lectures prepared by the instructor and supported by reliable sources
B	Resources	- Al-Hamad, Rashid, "The Environment and Its Problems," World of Knowledge Series, Issue 22, Kuwait, 1979 -2 •Environmentally Conscious Alternative Energy Production, Edited by Myer Kutz Copyright, John Wiley & Sons, Inc. 2007.

Course Description Form:(2025-2026)

1	Course	Computer Applications Three Dimension Auto Cad
2	Course Code	MTU0512208
3	Semester/Year	Second semester / First stage / Semester system
4	Date Report Prepared	2026/3/16
5	Available Attendance Forms	Official in-person attendance / weekly / semester system

6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Anas Omar	
		Mobile	07814950442	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	This course covers the AutoCAD program, specifically 3D drawing.
B	The student will be able to use the program and create 3D interior design drawings.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Understand the basic principles of 3D AutoCAD and its basic tools •Understand the concept of 3D rendering and its importance in expressing interior spaces •Distinguish between realistic renderings and digital prototypes
B	Course Skill Objectives •Create 3D models of interior spaces using 3D AutoCAD •Students will professionally modify drawings and apply various editing commands •Prepare digital presentations to showcase interior design projects
	Teaching and Learning Methods
	•Present and explain the course to students using educational tools and prepare lectures, including visual presentations. • Enabling students to recognize right and wrong while performing classroom exercises •Using a motivational approach by rehearsing exercises in class with the goal of evaluating them through daily and periodic motivational grades •Conducting classroom exercises and homework in class for each subject •Training
	Assessment Methods •Weekly classroom exercises •Homework •Student feedback •How to draw interior space plans •Midterm and end-of-semester assessment tests

C	Affective Objectives: •Student engagement with the professor through precision and professionalism in preparing technical drawings •Displaying good student work in the college halls to enhance student confidence and increase their passion for the course •Students collaborate with their peers on design projects, sharing ideas and critiques
	Teaching and Learning Methods •Lecture management in a practical manner •Collaborative group work to implement designs in classroom and extracurricular activities
	Assessment Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about 3D drawing	3D drawing, changing the drawing plane and thickness of previously drawn elements, adding surfaces, controlling the appearance of surface edges, and viewing the object from all sides.	Giving a Lecture	Feedback
2	Second	4	Learn about the straight-line coordinate system	Uniform Coordinate System (UCS), dividing the screen into different views, using the viewer dialog box, and changing coordinates. Create predefined 3D surfaces (Extrude, Loft, Revolve, Sweep)	Practical Lecture with Illustrations	Practical Exercise
3	Third	4	Learn how to create 3D surfaces	Pre-made solid objects (Cone, Cylinder, Sphere, Pyramid, Box)	Practical Lecture with Illustrations	Evaluation for Each Exercise
4	Fourth	4	Learn about solid objects	Create advanced 3D surfaces (Press pull)	Practical Lecture with Illustrations	Practical Exercise
5	Fifth	4	Learn how to create advanced	Edit logically overlapping 3D objects	Practical Lecture with	Practical Exercise

			3D surfaces	(Union, Subtract, Intersect)	Illustrations	
6	Sixth	4	Learn how to modify overlapping 3D objects	Edit outer and inner edges of 3D objects (Fillet Edge, Chamfer Edge, Slice, Interfere)	Practical Lecture with Illustrations	Practical Exercise
7	Seventh	4	Learn how to modify outer and inner edges	Edit 3D objects (3D Mirror, 3D Align, 3D Scale, 3D Rotate, 3D Move)	Practical Lecture with Illustrations	Practical Exercise
8	Eighth	4	Learn how to modify 3D objects	Segment 3D object surfaces into a mesh for modification using the Mesh and Gizmo tools	Practical Lecture with Illustrations	Practical Exercise
9	Ninth	4	Learn how to segment 3D surfaces	Make surfaces in 3D objects more coordinated and harmonious using the Smooth tools	Practical Lecture with Illustrations	Practical Exercise
10	Tenth	4	Learn how to make surfaces into 3D objects	Shade 3D rendering elements, adjusting the scene background color, and shading methods Shading, lighting, adding a new light, deleting or modifying a light source, changing the light source's location, and adjusting the light source's location using simulation scenes.	Practical Lecture with Illustrations	Practical Exercise
11	Eleventh	4	Learn how to shade 3D drawing elements	External files, working with image files and converting them to AutoCAD drawings.	Practical Lecture with Illustrations	Discussion and Practical Exercise
12	Twelfth	4	Learn how to use external files and create image files	Printing and outputting, switching to Paper-space, dividing the page layout into four views, adjusting the scene's scale in Paper-space, creating multiple layouts, and deleting parallel lines from isometric views.	Giving a Lecture	Discussion

13	Thirteenth	4	Learn how to print, output, and move to segmentation and layout	Defining print specifications, printing on A3 paper.	Practical Lecture with Illustrations	Practical Exercise
14	Fourteenth	4	Learn how to adjust drawing scale	3D drawing, changing the drawing plane and thickness of previously drawn elements, adding surfaces, controlling the appearance of surface edges, and viewing the object from all sides.	Practical Lecture with Illustrations	Practical Exercise
15	Fifteenth	4	Learn how to print specifications	Uniform Coordinate System (UCS), dividing the screen into different views, using the viewer dialog box, and changing coordinates. Create predefined 3D surfaces (Extrude, Loft, Revolve, Sweep)	Practical Lecture with Illustrations	Practical Exercise

.11 Course Evaluation

A	Personal Development Planning Increasing Students' Knowledge of Design Elements, Skills, and Systems Specialized and Accredited Books in the Field of AUTOCAD Programs

.12 Learning and teaching resources

A	Required books	- Books and resources included in the curriculum - Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	- Tujan Saleh Al-Jaghbir, Fundamentals of AutoCAD, 1st ed., Dar Al-Hamed for Publishing and Distribution, Amman, Jordan, 2012. - AUTODESK-AUTOCAD2017-HELP 2014 .

Course Description Form:(2025-2026)

1	Course	Computer Applications (AI)
2	Course Code	MTU0512209
3	Semester/Year	Second semester / second stage / semester system
4	Date Report Prepared	2026/3/25

5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total)	30per semester	Number of theoretical hours	1
			Number of practical hours	1
			Total number of hours	2
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Nour Mohammed	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	Introduce students to the concepts, types, and developments of artificial intelligence
B	Distinguish between AI-powered tools and software
C	Analyze the role of AI in improving design functions and predicting user behavior

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Define the basic concepts of artificial intelligence and its applications in design. •Explain the functions of intelligent programs in analyzing and improving interior spaces. •Analyze the capabilities of artificial intelligence in making design decisions and taking user behavior into account.
B	Course Skill Objectives •Produce 3D design models using artificial intelligence tools. •Employ augmented reality technologies to display designs used interactively. •Simulate lighting and color within spaces using artificial intelligence tools. •Design intelligent solutions based on user expectations and usage patterns.
	Teaching and Learning Methods
	•Use presentations with videos related to the course material. •Modern learning methods, including collaborative learning. •Use books and research related to the Computer Applications of Artificial Intelligence (AI) course. •Apply the course material practically by visiting various work sites .
	Evaluation Methods

	•Discussions and dialogues with student participation in the classroom. •Attendance, absence, student commitment, and timely submission of assignments. •Daily tests. Monthly and quarterly •Practical computer applications
C	Affective Objectives: •Develop students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions •Enhance students' awareness of the importance of modern technologies •Develop positive attitudes toward the use of computing tools and artificial intelligence •Scientific research and extracurricular activities •Encourage students' spirit of initiative and exploration
	Teaching and Learning Methods •Allocate a percentage of grades for daily assignments •Assign students certain activities and assignments, and submit lectures and reports •Deepen commitment to ethical and professional values through an awareness of the importance of justice
	Evaluation Methods •Attendance and level of commitment to submitting assignments and research by the specified deadline •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester tests reflect commitment and knowledge achievement

.10Course structure						
No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Get to know		Giving a lecture	Feedback
2	Second	2	Get to know		Giving a lecture	Exams and Reports
3	Third	2	Get to know		Giving a lecture	Feedback
4	Fourth	2	Get to know		Giving a lecture	Exams and Reports
5	Fifth	2	Get to know		Giving a lecture	Feedback
6	Sixth	2	Islamic		Giving a lecture	Exams and Reports
7	Seventh	2	Get to know		Giving a lecture	Feedback
8	Eighth	2	Get to know		Giving a lecture	Exams and Reports
9	Ninth	2	Get to know		Giving a lecture	Feedback

10	Tenth	2	Get to know		Giving a lecture	Exams and Reports
11	Eleventh	2	Get to know		Giving a lecture	Feedback
12	Twelfth	2	Get to know		Giving a lecture	Exams and Reports
13	Thirteenth	2	Get to know		Giving a lecture	Feedback
14	Fourteenth	2	Get to know		Giving a lecture	Feedback
15	Fifteenth	2	Get to know		Giving a lecture	Exams and Reports

.11course Evaluation

A	Daily exams, monthly exams, research, final exam

.12Learning and teaching resources

A	Required Books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Resources	• Artificial Intelligence : A Guide for Thinking Humans • Artificial Intelligence for Designers • Designing with Computational Intelligence

Course Description Form:(2025-2026)

1	Course	Arabic Language		
2	Course Code	MTU0512210		
3	Semester/Year	Second semester / Second stage / semester system		
4	Date of Report Preparation	2026/3/23		
5	Available Attendance Formats	Official in-person attendance / weekly / semester system		
6	Number of study hours (total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	2
7		Name	Dr. Zaman Hussein	
		Mobile	07711162605	

	Name of course supervisor (if more than one, please mention)	Email	
		Second Name	
		Mobile	
		Email	

.8Course Objectives	
A	To enhance students' proficiency in the Arabic language
B	To familiarize students with Arabic grammar rules
C	To apply the rules and avoid common mistakes

.9Teaching and Learning Strategies	
A	Cognitive Objectives The student will be introduced to •Teaching and Brainstorming •Cooperative Learning •Teaching and Learning
B	Course Skill Objectives •Students' knowledge of the Arabic letter pronunciation and how to pronounce them •Students' knowledge of using the rules of Modern Standard Arabic and how to write sentences
	Teaching and Learning Methods
	•Use of presentations with videos related to the subject matter •Modern learning methods, including cooperative learning •Use of books and research related to the English language •Practical implementation of the curriculum through audio labs
	Assessment Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester exams
C	Affective Objectives: •Developing students' ability to develop critical and analytical thinking to identify the negative aspects of ideas and principles and develop new ideas and solutions. •Developing students' ability to work collaboratively for the common good. •Interaction during lectures and homework. •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students to certain activities and assignments, and submitting lectures and reports •Developing students' skills in a practical manner related to daily life
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadlines

- Attention to weekly discussions, assignments, and mid-year and annual assessments
- Monthly and end-of-semester exams demonstrate commitment and knowledge achievement

.10 Course structure

No	Week	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Identifying grammatical errors	Introduction to linguistic errors - The tied taa, the long taa, and the open taa	Giving a lecture	Feedback
2	Second	2	Identifying grammar	Rules for writing the extended and short alif - The solar and lunar letters	Giving a lecture	Exams and Reports
3	Third	2	Identifying the letters Ḍād and Ḍād	Dhad and Thā	Giving a lecture	Feedback
4	Fourth	2	Identifying the hamza	Writing the hamza	Giving a lecture	Exams and Reports
5	Fifth	2	Identifying punctuation	Punctuation marks	Giving a lecture	Feedback
6	Sixth	2	Identifying nouns and verbs	Nouns and verbs and the difference between them	Giving a lecture	Exams and Reports
7	Seventh	2	Identifying objects	Objects	Giving a lecture	Feedback
8	Eighth	2	Identifying numbers	Numbers	Giving a lecture	Exams and Reports
9	Ninth and Tenth	2	Identifying grammatical errors	Applications of common linguistic errors	Giving a lecture	Feedback
10	Eleventh	2	Identifying the letters nun and tanween	Nūn and tanween - Meanings of prepositions	Giving a lecture	Exams and Reports
11	Twelfth	2	Identifying formal aspects	Formal aspects of administrative discourse	Giving a lecture	Feedback
12	Thirteenth and Fourteenth	2	Identifying the dialect of speech	The language of administrative discourse	Giving a lecture	Exams and Reports

13	Fifteenth	2	Creating models	Examples of administrative correspondence	Giving a lecture	Feedback

.11 Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12 Learning and Teaching Resources

A	Prescribed Textbooks	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
		•Arabic language

Course Description Form:(2025-2026)

1	Course	Primary Furniture Design		
2	Course Code	MTU0513101		
3	Semester/Year	Academic Stage: Third Stage/ Semester: First Semester/ System: Semester System		
4	Date Report Prepared	2026/3/10		
5	Available Attendance Forms	Official In-Person Attendance /Schedule: Weekly / Academic System: Semester System		
6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Asst. Prof. Dr. Saad Mohammed	
		Mobile	07730264924	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Introducing students to the fundamentals of furniture design and its relationship to interior design.
- Developing students' ability to analyze and design furniture pieces in terms of function, form, and materials.
- Equipping students with skills related to human dimensions and functional standards (Ergonomics).
- Training students to select appropriate materials and techniques for design and implementation.
- Developing drawing, presentation, and two-dimensional and three-dimensional design skills.
- Enhancing creativity in developing practical, aesthetic, and sustainable furniture solutions.
- Linking theoretical knowledge with practical application through integrated design project

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will be able to: • Understand the concepts of furniture design and its relationship to interior design. • Comprehend the principles and standards of functional and aesthetic furniture design. • Recognize materials, manufacturing methods, and implementation techniques used in furniture production. • Understand the principles of ergonomics (human dimensions) in furniture design. • Analyze local and international furniture models to understand their design elements and characteristics.
B	Course Skill-Based Objectives • Designing furniture pieces that fulfill both functional and aesthetic requirements. • Applying hand-drawing and presentation skills in two-dimensional (2D) and three-dimensional (3D) formats. • Selecting appropriate materials and techniques for furniture implementation and production. • Transforming conceptual ideas into design models or physical mock-ups. • Applying ergonomic principles effectively in practical furniture design. • Executing integrated furniture design projects creatively and professionally.
	Teaching and Learning Methods
	• Theoretical lectures to explain the fundamental principles and concepts of furniture design. • Presentations for displaying local and international furniture models and design examples. • Practical workshops for design development, drawing, and model making. • Project-Based Learning to enhance practical and creative design skills. • Classroom discussions and dialogue sessions to develop and refine design ideas.

	• Individual and group assignments, including furniture designs and small-scale projects.
	Assessment Methods • Weekly exercises conducted inside the classroom. • Using digital platforms and diverse teaching methods to enhance students' knowledge and learning outcomes. • Developing students' abilities through participation in classroom activities as well as extracurricular activities and student initiatives outside the classroom. • Participation in the department's annual exhibition. • Monthly evaluative examinations, final project assessment for each semester, in addition to the final examination at the end of the academic year.
C	Affective Objectives • Developing students' appreciation of the importance of furniture design in improving the quality of interior spaces. • Promoting positive attitudes toward creativity and innovation in design. • Reinforcing the values of accuracy, aesthetics, and commitment in design work. • Developing the spirit of individual and collaborative work within design projects. • Enhancing awareness of sustainability and the responsible use of materials and resources.
	Teaching and Learning Methods • Delivering lectures using an applied and practice-oriented approach. • Encouraging collaborative group work to implement designs through extracurricular activities. • Explaining scientific material through drawing plans and sections of interior spaces.
	Assessment Methods • Attendance and the level of commitment to submitting classroom and homework assignments on the scheduled time. • Monitoring and evaluating weekly exercises and assignments. • Developing students' abilities and understanding of engineering drawing concepts and applications. • Semester examinations and evaluation of the project submitted at the end of the semester.

.10Course structure

No .	Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
1	First	4	Understand ing and analyzing the	Fundamentals of Furniture Design: Function, Form, Expression, and Technique	Theoretical lectures + presentatio n of models	Theoretical test + short questions

			fundamentals of design.			
2	Second	4	Understanding the importance of design concepts and ideas.	Design Concept: Its Meaning and Importance	Explanation + analysis of examples + discussion	Classroom participation + short test
3	Third	4	Producing sketches based on line elements.	Idea Generation Using Design Elements – Use of Lines	Drawing workshops + practical training	Sketch evaluation
4	Fourth	4	Creating design solutions using planar elements.	Idea Generation Using Design Elements – Use of Planar Elements	Practical exercises + model demonstrations	Evaluation of applied works
5	Fifth	4	Developing three-dimensional design concepts.	Idea Generation Using Design Elements – Use of Volumetric Forms	Modeling + small projects	Evaluation of model / prototype
6	Sixth	4	Integrating design elements into innovative solutions.	Idea Generation Using Design Elements – Combining More Than One Element	Applied project + learning by practice	Final project + portfolio evaluation
7	Seventh	4	Creating furniture concepts inspired by plant forms.	Idea Generation Using Borrowed Forms – Plant Forms	Lecture + example analysis + sketching	Sketch evaluation + practical assignment
8	Eighth	4	Developing design concepts inspired by animal forms.	Idea Generation Using Borrowed Forms – Animal Forms	Drawing workshops + model presentation	Evaluation of design works
9	Ninth	4	Employing industrial forms in furniture design.	Idea Generation Using Borrowed Forms – Industrial Forms	Product analysis + applied exercises	Small project + practical evaluation

10	Tenth	4	Improving and developing design concepts.	Development of Ideas: Modification, Addition, and Deletion Processes	Discussions + idea development workshops	Evaluation of design process development
11	Eleventh	4	Applying standard dimensions for functional furniture.	Determining Furniture Dimensions – Seating and Sleeping Furniture	Theoretical explanation + practical application	Practical examination + exercise solving
12	Twelfth	4	Applying standard measurements in furniture design.	Determining Furniture Dimensions – Tables, Shelves, and Cabinets	Lecture + measurement tables	Test + design assignment
13	Thirteenth	4	Selecting and applying colors in design presentation.	Furniture Presentation – Color Options	Model presentation + color application	Evaluation of color works
14	Fourteenth	4	Identifying and applying materials in design.	Furniture Presentation – Common Materials (Wood, Glass, Metal)	Explanation + material samples	Evaluation of design presentation
15	Fifteenth	4	Producing furniture prototypes and scale models.	Furniture Modeling – Tools, Materials, and Techniques for Scale Model Construction	Workshop + practical application	Final model evaluation + portfolio

.11Course Evaluation

A	Assessment Methods Theoretical Examinations: Assessing students' understanding of fundamental concepts such as design principles, design concepts, dimensions, and standards. Practical Exercises and Assignments: Including idea-generation sketches, application of design elements, and the use of borrowed forms in furniture design. Design Projects: Designing a complete furniture piece from concept development to presentation and modeling.

	• Portfolio: Documenting the student's progress in drawing, design thinking, and idea generation throughout the course. • Participation and Discipline: Including attendance, classroom interaction, and participation in discussions and workshops. • Grade Distribution: ○ Coursework / Continuous Assessment: 40% ○ Final Examination: 60%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Betty Norbury, Furniture for 21st Century . • Jim Postell, Furniture Design , Wiley & Sons, INC , Canada, 2012. • Jerzy Smardzewski, Furniture Design, Springer International Publishing , Switzerland , 2015. • Furniture Design – A Manual for Students and Professionals • Ergonomics in Product and Furniture Design • Designing Furniture: From Concept to Production.
C	Electronic resources	• https://www.archdaily.com • https://www.designboom.com • https://www.tandfonline.com • https://www.kapil.org.sa

Course Description Form:(2025-2026)

1	Course	Primary Interior Design		
2	Course Code	MTU0513102		
3	Semester/Year	Third Stage /Semester: First Semester /Academic System: Semester System		
4	Date Report Prepared	2026/3/12		
5	Available Attendance Forms	Official attendance/weekly/annual system		
6	Number of Class Hours (Total)	90hours per semester = 180 hours per academic year	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	-
			Number of units	2
7		Name	Dr. Jacqueline Qawsan Zumaya	
		Mobile		

	Course Supervisor Name (if more than one, please state)	Email	
		Second Name	
		Mobile	
		Email	

.8Course Objectives

- **Develop students' ability to design interior spaces for service-oriented buildings in accordance with functional requirements.**
- **Train students to analyze and organize interior spaces in facilities such as schools, hospitals, offices, and service centers.**
- **Equip students with the skills necessary to plan circulation patterns and functional relationships within interior environments.**
- **Apply interior design principles to achieve both efficiency and aesthetic quality in service buildings.**
- **Enable students to select appropriate materials and finishes based on the specific functional demands of service facilities.**
- **Enhance students' skills in visualization, presentation techniques, and practical interior design project development.**

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Identify the different types of service buildings and their primary functions. • Understand the principles of organizing interior spaces in service-oriented buildings. • Recognize the relationship between circulation patterns and functional requirements within public spaces. • Understand the fundamental standards of interior design, including safety, comfort, and efficiency. • Identify suitable materials and technologies used in the design of service buildings
B	Skill-Based Objectives Students will be able to: • Analyze the interior spaces of service buildings and reorganize them through effective design solutions. • Develop functional interior layouts for various types of service facilities. • Apply interior design principles to address and enhance public and service-oriented spaces. • Select and coordinate materials and finishes according to the specific requirements of the intended use. • Prepare, present, and visualize design projects in a professional and practical manner.

	• Develop innovative design solutions to address challenges associated with service spaces.
	Teaching and Learning Methods
	• Practical workshops for the design and analysis of interior spaces. • Project-Based Learning (PBL) to develop comprehensive design solutions. • Discussion and analysis of real-world examples of service buildings. • Direct supervision and guidance during the development of plans and design projects. • Brainstorming sessions to generate creative solutions for spatial design challenges. • Hands-on applications in drafting, space planning, and architectural presentation techniques..
	Assessment Methods • Evaluation of practical design projects (primary assessment component). • Assessment of architectural drawings, layouts, and technical design documents. • Continuous monitoring and evaluation of project development stages (Process Evaluation). • Assessment of participation, engagement, and contribution during workshops and studio activities. • Evaluation of the student's Portfolio, documenting the progression of design work throughout the course. • Final practical examination involving the design of a comprehensive service-oriented interior space.
C	Affective Objectives Students will be able to: • Appreciate the importance of interior design in enhancing the efficiency and functionality of service-oriented buildings. • Develop a sense of responsibility when designing public spaces that serve the needs of society. • Demonstrate accuracy, discipline, and professionalism in the execution of design projects. • Foster both independent and collaborative working skills within design-based projects. • Cultivate a positive attitude toward functional, user-centered, and sustainable design solutions.
	Teaching and Learning Methods •Lectures are delivered in a practical manner, explaining the practical techniques for finishing, through their application and literal implementation in front of students, using the tools and implementers as a means of demonstration. •Collaborative group work to implement designs in extracurricular activities. •Reviewing the steps for implementing techniques and linking these steps to previous basic lessons. •Explaining the scientific material, developing a methodology for implementation and concise innovations, and maintaining public safety standards that ensure high quality for the techniques presented.

- Assessment Methods
- Attendance and commitment to submitting assignments on time, both in class and at home.
- Focusing on weekly exercises and assignments and their evaluation.
- Developing students' abilities in the areas of finishing materials and their methods of use, as well as on-site implementation methods, tools, and equipment used.
- Weekly, monthly, and end-of-year exams .

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	4	Understand the concept, types, and functions of interior spaces.	Introduction to the Concept and Types of Interior Space.	Theoretical lecture, model analysis, and discussion.	Practical test and oral questions.
2	Second	4	Differentiate between spatial systems and apply them in design.	Closed Systems, Open Systems, and Open-Space Concepts.	Model presentations and applied sketching exercises.	Assessment of analytical drawings.
3	Third	4	Apply spatial relationships in the formation of interior environments.	Structural Systems of Interior Space Based on Wall Configurations (Overlap, Proximity, and Adjacency) with Practical Applications.	Design workshops and practical exercises.	Evaluation of small-scale projects.
4	Fourth–Fifth	4	Analyze artistic movements and incorporate them into design solutions.	The Importance of Design Concepts, Characteristics of Art Movements, Architectural Styles, and Design Trends.	Visual presentations and case-study analysis.	Participation and analytical evaluation.
5	Sixth	4	Design architectural facades using complete	Facades: Study and Design of Various Facade Types Using Comprehensive Architectural Drawings.	Practical training and drafting exercises.	Assessment of facade design drawings.

			technical drawings.			
6	Seventh–Eighth	4	Create innovative functional designs for waiting areas.	Waiting Areas: Analysis and Design of Diverse Waiting Spaces with Innovative Design Concepts Using Comprehensive Architectural Drawings.	Design project and workshop activities.	Project evaluation and presentation.
7	Ninth–Tenth	4	Design restaurant interiors that satisfy both functional and aesthetic requirements.	Restaurants: Study and Design of Restaurant Interiors with Innovative Concepts Using Comprehensive Architectural Drawings.	Case studies and applied design practice.	Comprehensive practical project.
8	Eleventh–Twelfth	4	Develop a complete interior design project based on a specific artistic approach.	Development of a Design Concept for a Service-Oriented Space Inspired by a Selected Artistic Style Using Comprehensive Architectural Drawings.	Final project and direct supervision.	Final project assessment and portfolio evaluation.
9	Thirteenth – Fourteenth	4	Understand the characteristics and design standards of educational and training environments.	Educational Spaces: Study of Educational and Training Facilities and Their Functional and Aesthetic Design Standards Using Comprehensive Architectural Drawings.	Theoretical lecture, model analysis, and discussion.	Oral questions and written examination.
10	Fifteenth	4	Evaluate students' understanding of concepts, standards, and practical applications.	Final Examination.	Comprehensive review and applied exercises.	Final practical and/or theoretical examination.

.11Course Evaluation

- **Design Projects:** Designing service-oriented spaces such as restaurants, waiting areas, and educational environments, from concept development to final presentation and execution.
- **Architectural Drawings and Technical Documentation:** Evaluation of accuracy and quality in the preparation of plans, floor layouts, elevations, and detailed technical drawings.
- **Weekly Assignments and Exercises:** Including sketching activities, spatial analysis, and the application of interior design standards and principles.
- **Portfolio:** Documentation of the student's progress and achievements through design projects, drawings, and coursework completed throughout the semester.
- **Participation and Professional Conduct:** Assessment of attendance, engagement during workshops, active participation in discussions, and contribution to brainstorming sessions.
- **Assessment Scheme:** Continuous Assessment (100%).

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Emmitt, S., 2023. Barry's Introduction to Construction of Buildings, 5th Edition. 5 ed. s.l.:Wiley-Blackwell. • 2. Philippe Pire, B. L., 2013. BUILDING CONSTRUCTION MANUAL. s.l.:s.n. • 3. R. Chudley, R. G., 2006. BUILDING CONSTRUCTION HANDBOOK. 6 ed. Oxford: ElSevier
C	Electronic resources	• https://www.designboom.com • https://www.archdaily.com • https://www.interiordesign.net

Course Description Form:(2025-2026)

1	Course	Architectural Models		
2	Course Code	MTU0513103		
3	Semester/Year	Third Year / First Semester / Semester System		
4	Date Report Prepared	2026/3/15		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Semester System		
6	Number of Class Hours (Total)	60per semester	Number of theoretical hours	-
			Number of practical hours	4
			Number of applied hours	-

			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Asst. Lecturer Sara Waleed Khalid	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Develop students' ability to transform design concepts into three-dimensional architectural models.
- Equip students with the skills required to interpret and apply architectural drawings, including plans, sections, and elevations, in model construction.
- Train students in the use of various materials and tools for architectural model making.
- Enhance students' understanding of scale, proportion, and spatial relationships.
- Strengthen students' skills in three-dimensional visualization and representation of architectural elements.
- Develop students' ability to produce accurate and detailed architectural models of various building components.
- Foster practical problem-solving skills through the process of architectural modeling.
- Encourage creativity in the presentation of architectural models as an effective means of communicating design concepts.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concept of architectural models and their importance in communicating design ideas. • Identify the different types of architectural models, their characteristics, and their various applications. • Recognize the role of architectural drawings, including plans, sections, and elevations, in the construction of architectural models. • Understand the properties of materials used in model making and their potential for form development and representation. • Identify the tools and equipment used in architectural model construction and understand their appropriate applications.
B	Course-Specific Skill Objectives Students will be able to: • Accurately transform architectural drawings into three-dimensional architectural models.

	• Utilize a variety of materials, such as cardboard, paper, wood, and plaster, in the construction of architectural models. • Produce architectural models of building elements using appropriate scales and dimensions. • Apply tools and equipment correctly and safely throughout the model-making process. • Construct detailed and precise models of walls, doors, windows, floors, and other architectural components. • Present professionally finished architectural models that clearly communicate the intended design concept.
	Teaching and Learning Methods
	• Practical hands-on workshops conducted in the laboratory environment. • Learning by Doing approach to develop technical and construction skills. • Presentation and analysis of instructional models prior to implementation. • Direct supervision and guidance throughout the model-making process. • Training in the use of a variety of modeling materials, tools, and equipment. • Project-Based Learning (PBL) to enhance practical application, creativity, and problem-solving skills.
	Assessment Methods • Evaluation of completed architectural models as the primary assessment component. • Assessment of the accuracy of scale, proportions, and dimensional relationships within the models. • Evaluation of the quality and appropriateness of material and tool usage. • Continuous assessment of the different stages of work, including planning, construction, and final presentation. • Assessment of the student's Portfolio documenting the development of projects and practical work throughout the semester. • Final practical examination involving the construction of a comprehensive architectural model.
C	Affective Objectives Students will be able to: • Appreciate the importance of architectural models as an effective tool for communicating and visualizing design concepts. • Develop a sense of precision, patience, and commitment in the execution of manual and model-making tasks. • Enhance creativity and aesthetic awareness in the production and presentation of architectural models. • Foster independence, responsibility, and self-management in completing design projects. • Develop an appreciation for high-quality workmanship, attention to detail, and excellence in final model presentation.
	Teaching and Learning Methods • Allocating a percentage of grades to daily assignments. • Assigning students certain activities and assignments, and presenting lectures and reports.

	•Developing students' ability to apply practical skills relevant to daily life .
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-year exams reflect commitment and knowledge attainment.

.10Course structure						
No .	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	4	Understand the role of architectural models in communicating interior design concepts.	Introduction to the importance of architectural models and their role in presenting interior design ideas, including an overview of model types and forms using available visual aids.	Theoretical lecture, presentation of completed models, and discussion.	Oral examination and analytical evaluation.
2	Second	4	Differentiate between various model types and select the most appropriate model for a given design concept.	Study of materials used in model making and their formative possibilities, including cardboard, paper, wood, plaster, and other materials, along with suitable tools and equipment.	Visual presentations and case analysis.	Analytical assignment and class participation.
3	Third	4	Apply appropriate materials in architectural model construction.	Practical exploration of modeling materials and their applications, including cardboard, paper, wood, plaster, and related materials using appropriate tools and equipment.	Practical workshops and material experimentation.	Practical assessment of models.
4	Fourth–Fifth	4	Use model-making tools correctly and safely during construction.	Applied study of the importance of architectural drawings (plans, sections, and three-dimensional representations) in the production of interior and architectural models.	Direct practical training.	Performance assessment during practical work.

5	Sixth– Eighth	4	Interpret architectural drawings and transform them into three-dimensional models.	Practical exercises involving the construction of architectural elements such as doors, windows, walls, and stairs using appropriate scales and professional finishing techniques.	Applied training and drawing analysis.	Evaluation of drawing-to-model conversion.
6	Ninth– Tenth	4	Construct accurate models using appropriate scales and proportions.	Applied exercises for producing models of architectural elements such as columns, arches, and ceilings using suitable scales and professional presentation methods.	Workshop exercises and individual practical applications.	Evaluation of the final model for each architectural element.
7	Eleventh– Twelfth	4	Produce accurate and professionally executed architectural models.	Practical exercises involving the construction of furniture units and architectural components using appropriate scales and final presentation techniques.	Applied projects and direct supervision.	Final practical project assessment.
8	Thirteenth	4	Construct accurate wall models and associated architectural elements using various materials and correct scaling.	Practical exercises for producing wall models integrated with doors, windows, and related components using different materials and suitable scales, with professional final presentation.	Applied workshop, direct practical training, and reference model demonstrations.	Final model assessment, execution accuracy, and scale compliance.
9	Fourteenth	4	Design and construct floor models using different materials and appropriate scales.	Practical exercises for modeling various floor types and configurations, including raised and lowered floor systems, using different materials and suitable scales, with emphasis on final presentation quality.	Applied instruction, model-making workshops, and material experimentation.	Practical model assessment, presentation quality, and scale accuracy.
10	Fifteenth	4	Critically analyze and evaluate design work	Critique and evaluation of previously completed projects and models.	Class discussion, project presentation	Oral assessment, participation

			in terms of accuracy, aesthetics, material selection, and functionality.		ns, and group critique sessions.	n, and a brief critical evaluation report.

.11 Course Evaluation

A	Assessment Methods • Practical Models: Construction of a variety of architectural models, including walls, flooring systems, and architectural elements, with emphasis on accuracy, craftsmanship, and quality of presentation. • Final Project: Development and execution of a comprehensive architectural model that effectively communicates the design concept while adhering to the required scale, materials, and construction standards. • Portfolio: Documentation of the design and production process, including sketches, material experiments, preliminary models, and completed projects. • Practical Skills and Workshop Performance: Assessment of the student's ability to use tools, equipment, and materials correctly, efficiently, and safely during model construction. • Participation and Professional Conduct: Evaluation of attendance, engagement, active participation, and commitment to completing practical exercises and assignments within the specified deadlines. • Assessment Scheme: Continuous Assessment (100%).

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Courtauld, G., & George, Robin. <i>Principles of Art</i>. Translated by Dr. Ahmed Hamad Mahmoud. Cairo: Egyptian House for Authorship and Publishing, 1951; Arabic Translation Edition, 1966. • Hussein, Salih Qasim. <i>The Psychology of Color and Form Perception</i>. Baghdad: Ministry of Culture and Information Publications, 1983. • Gandelonas, Mario, and D. Merten. <i>On Reading Architecture</i>. New York: John Wiley & Sons, 1980. • Graves, Maitland E. <i>The Art of Color and Design</i>. 2nd ed. New York, Toronto, London: McGraw-Hill Book Company, Inc. • Hanks, Kurt, and Larry Belliston. <i>Architectural Modelmaking</i>. New York: McGraw-Hill Education. • Payne, Andrew. <i>Architectural Representation and the Perspective Hinge</i>. London: Routledge. • Wang, Wilfried. <i>Making Architectural Models</i>. London: Thames & Hudson.

Electronic Resources	• https://www.designboom.com • https://www.bustler.net • https://www.jstor.org • https://www.architecturalmodelworkshop.com • https://parametric-architecture.com

Course Description Form:(2025-2026)

1	Course	Finishing Processes		
2	Course Code	MTU0513104		
3	Semester/Year	Third Year / First Semester / Semester System		
4	Date Report Prepared	2026/3/14		
5	Available Attendance Forms	Regular Attendance / Weekly Schedule / Semester System		
6	Number of Class Hours (Total)	60hours per semester = 120 hours per academic year	Number of theoretical hours	-
			Number of practical hours	6
			Total number of hours	-
			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Hassan Fahmi	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Introduce students to the concepts and techniques of finishing works in interior design.
- Enable students to use tools, equipment, and machinery efficiently and accurately.
- Develop practical skills in gypsum works and suspended ceiling systems.
- Equip students with the skills required for wall cladding and the application of various painting systems.
- Train students in the installation and finishing of ceramic and marble surfaces.
- Familiarize students with the properties and applications of iron, aluminum, and glass in interior design projects.
- Develop skills in cutting, shaping, assembling, and joining different construction and finishing materials.
- Promote accuracy, quality, and professional standards in practical execution.
- Encourage adherence to occupational health and safety regulations during practical work.
- Enhance aesthetic awareness and creativity in interior design applications.

- Prepare students for professional practice through direct hands-on training and practical experience.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concepts and techniques of finishing works in interior design. • Identify the properties and applications of commonly used finishing materials, including gypsum, ceramic, marble, iron, aluminum, and glass. • Understand the different types of suspended ceilings and the methods used in their installation and construction. • Recognize the various measuring tools and equipment used in finishing works, including the Level and other precision instruments. • Understand wall cladding systems, painting techniques, and their methods of application. • Identify the principles and techniques of cutting, joining, assembling, and shaping different construction and finishing materials.
B	Skill-Based Objectives Students will be able to: • Demonstrate proficiency in the accurate use of measuring tools and equipment. • Prepare gypsum mixtures and carry out mold casting and gypsum profile production. • Apply gypsum carving techniques, including both recessed and relief decorative works. • Construct and install various types of suspended ceiling systems. • Apply wall-finishing techniques, including plastic coatings, wallpaper installation, and painting systems. • Perform ceramic and marble cladding works for walls and floors. • Demonstrate competence in cutting, shaping, and joining iron and aluminum materials. • Carry out glass cutting, installation, decorative drawing, and engraving applications. • Identify, troubleshoot, and correct execution errors while ensuring high-quality finishing and workmanship standards.
	Teaching and Learning Methods
	• Direct hands-on learning through practical workshop activities. • Demonstration-based instruction provided by the course instructor. • Project-Based Learning (PBL) to develop practical and professional skills. • Collaborative learning through group-based activities and assignments. • Training using real-life models and simulations of actual finishing and construction works. • Continuous guidance, supervision, and feedback throughout the implementation process.

	Assessment Methods • Continuous practical assessment of student performance during workshop activities. • Evaluation of completed applied projects and practical assignments. • Practical examinations designed to measure technical and professional skills. • Assessment of accuracy, workmanship, and quality of execution. • Evaluation of attendance, participation, and active engagement in workshop activities. • Comprehensive final project demonstrating the integration of course knowledge and practical skills
C	Affective Objectives Students will be able to: • Demonstrate commitment, discipline, and professionalism in practical work environments. • Develop teamwork and collaborative skills through participation in group activities and projects. • Cultivate accuracy, precision, and attention to detail in the execution of interior finishing works. • Adhere to occupational health and safety standards during workshop and site-related activities. • Enhance aesthetic awareness and appreciation of design quality and craftsmanship. • Foster creativity and innovation in the implementation of interior design and finishing solutions. • Demonstrate responsibility, accountability, and ethical conduct while working in the workshop environment.
	Teaching and Learning Methods • Practical lecture management • Daily classroom exercises and homework • Collaborative group work to implement designs in classroom and extracurricular activities • Keeping up to date with the latest developments in furniture manufacturing, the modern materials used, and their technologies
	Evaluation Methods • Weekly exercises and homework • Attendance and commitment to submitting assignments on time • Extracurricular activities and participation in annual exhibitions

.10Course structure						
No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	6	Understand the importance	Introduction to finishing works and practical skills in using finishing tools and	Practical demonstration,	Performance observation

			of finishing works and accurately use measuring tools and leveling equipment.	equipment, including leveling instruments (Level), conventional and modern measuring tools, and related devices.	workshop application, and guided instruction.	and simple practical test.
2	Second	6	Prepare gypsum mixtures correctly and utilize different mold types effectively.	Gypsum Works: Preparation of gypsum mixtures, production of models using plastic, rubber, and silicone molds, gypsum profiling, and recessed and relief gypsum carving techniques.	Direct practical application.	Assessment of mixture quality and execution.
3	Third	6	Identify the types and characteristics of suspended ceiling systems.	Suspended Ceilings: Types, installation methods, and practical applications.	Lecture, explanation, and drawing exercises.	Oral and practical assessment.
4	Fourth	6	Apply plastic wall-cladding techniques.	Wall Finishing Techniques Using Plastic Panels.	Practical training.	Evaluation of implementation quality.
5	Fifth	6	Install wallpaper correctly and professionally.	Wallpaper Installation Techniques and Applications.	Demonstration and practical application.	Quality assessment of installation.
6	Sixth	6	Understand and apply different painting systems and techniques.	Wall Painting Techniques: Types of paints and methods of application.	Direct practical application.	Evaluation of final surface quality.
7	Seventh	6	Demonstrate proficiency in ceramic installation.	Ceramic Works: Cladding techniques for walls and floors.	Practical training.	Practical examination.
8	Eighth	6	Apply marble cladding	Marble Works: Cladding techniques for walls and floors.	Practical application.	Assessment of accuracy and

			techniques accurately.			workmanship.
9	Ninth	6	Identify steel sections, perform accurate measurements, and safely use steel-cutting tools.	Steel Works: Types of steel sections, measurements, cutting techniques, joining and welding methods, and steel-forming techniques.	Workshop-based practical training.	Assessment of practical performance.
10	Tenth	6	Identify aluminum profiles and apply aluminum-cutting techniques.	Aluminum Works: Types of aluminum profiles, measurements, cutting methods, joining techniques, and aluminum-forming processes.	Practical application.	Evaluation of execution quality.
11	Eleventh–Twelfth	6	Identify glass types and properties and safely perform glass-cutting operations.	Glass Works: Types of glass, measurements, cutting methods, joining techniques, as well as glass engraving and decorative drawing applications.	Practical training.	Assessment of accuracy and safety practices.

.11Course Evaluation

A	• Assessment is primarily based on continuous practical performance in the workshop and the student's level of proficiency in applying the required technical skills. • Evaluation includes the accuracy of execution and the quality of final finishes achieved in completed works. • Grades are assigned to applied projects that demonstrate the student's ability to integrate and apply multiple practical skills effectively. • Practical examinations are conducted to assess students' competence in performing the required tasks and finishing operations. • Attendance, active participation, and engagement during practical sessions are considered as part of the assessment process. • A comprehensive final project is assigned to represent the intended learning outcomes of the course. • Compliance with occupational health and safety procedures during practical work is incorporated into the overall assessment criteria.

.12 Learning and teaching resource		
A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Levon, Arteen, and Zuhair Sako. Building Construction. • Al-Dahan, Adnan, and Sarmad Al-Nuaimi. Building Construction and Industrialized Building Systems. • Jackson, N. Civil Engineering Materials. • Ching, Francis D. K. Building Construction Illustrated. Wiley. • Allen, Edward, and Joseph Iano. Fundamentals of Building Construction: Materials and Methods. Wiley. • Barry, Robin. The Construction of Buildings. Blackwell Publishing. • Ashby, Michael F., and Kara Johnson. Materials and Design: The Art and Science of Material Selection in Product Design. Elsevier. • Hall, Fred, and Roger Greeno. Building Services Handbook. RIBA Publishing. • De Chiara, Joseph, and Julius Panero. Time-Saver Standards for Interior Design and Space Planning. McGraw-Hill Education.
C	Electronic resources	• https://www.archdaily.com • https://www.dezeen.com • https://www.designboom.com • https://www.britannica.com • https://www.engineeringtoolbox.com • https://www.buildingconservation.com • https://www.constructionweekonline.com • https://www.houzz.com • https://www.autodesk.com/design-make

Course Description Form:(2025-2026)

1	Course	Research method		
2	Course Code	MTU0513105		
3	Semester/Year	Third Year / First Semester / Semester System		
4	Date Report Prepared	2026/3/15		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Annual System		
6	Number of Class Hours (Total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-

			Number of applied hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Hamad Sultan	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Introduce students to the fundamental concepts and principles of scientific research.
- Enable students to understand the nature of knowledge and science and distinguish between their different forms.
- Develop students' ability to understand and classify various types of scientific research.
- Train students in the principles of scientific thinking and research methodologies.
- Familiarize students with the concept of sampling, sampling techniques, and methods of sample selection.
- Provide students with knowledge of major research approaches, particularly historical and descriptive research methods.
- Enhance students' analytical abilities and promote the use of academic and scientific approaches to critical thinking and problem-solving.

.9Teaching and Learning Strategie

A	Cognitive Objectives
	Students will be able to: • Understand the concepts of knowledge and science and identify their different types. • Recognize the concept of scientific research, its various types, and its relationship to library resources and information sources. • Understand the stages and fundamental principles of scientific thinking. • Identify the concepts of population, sample, and sampling techniques, as well as the different types of samples used in research. • Understand the characteristics, procedures, and applications of major research methodologies, particularly the historical and descriptive research methods.
B	Course-Specific Skill Objectives Students will be able to: • Differentiate between various types of knowledge and scientific research.

	• Apply the principles and stages of scientific thinking in analyzing research problems. • Select appropriate sampling techniques according to the nature and requirements of a research study. • Analyze, classify, and appropriately apply different research methodologies. • Formulate research problems and research questions in a clear, systematic, and scientifically sound manner.
	Teaching and Learning Methods
	• Interactive theoretical lectures. • Classroom discussion and dialogue-based learning. • Analysis of selected examples from scientific research studies. • Brainstorming activities to stimulate critical and creative thinking. • Scientific reading assignments and research-based tasks. • Problem-Based Learning (PBL) to develop analytical and research skills.
	Assessment Methods • Theoretical examinations, including midterm and final examinations. • Short quizzes to assess understanding of key concepts and course content. • Research and analytical assignments designed to develop critical thinking and academic skills. • Short written reports on selected research topics and methodologies. • Evaluation of classroom participation, discussions, and academic engagement. • Assessment of practical tasks, such as selecting appropriate sampling methods or analyzing scientific research studies.
C.	Affective Objectives Students will be able to: • Develop a positive attitude toward scientific research and scholarly inquiry. • Demonstrate objectivity, accuracy, and integrity in dealing with information and research findings. • Foster critical thinking skills and an analytical approach to evaluating scientific evidence. • Adhere to the principles of academic honesty and research ethics. • Appreciate the importance of scientific sources, references, and evidence-based information. • Cultivate curiosity, intellectual inquiry, and a sustained interest in scientific investigation and research.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments. •Assigning students certain activities and assignments, and presenting lectures and reports. •Developing students' ability to apply practical skills relevant to daily life .
	Assessment Methods •Attendance and level of commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-year exams reflect commitment and knowledge achievement

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	2	Introduce students to the nature, objectives, and importance of scientific research in academic and applied fields.	Nature of Scientific Research and the Purpose of Research: Knowledge and Science; Types of Knowledge; Definition of Science.	Theoretical lecture and classroom discussion.	Short written test.
2	Second	2	Understand the concept, importance, and types of scientific research and its relationship to libraries and information sources.	Research and Its Relationship to the Library: Definition of Research and Types of Research.	Lecture and case-study analysis.	Quiz and assignment .
3	Third	2	Understand research as a process of collecting and investigating facts and identifying key information sources.	Research as the Investigation and Discovery of Facts.	Theoretical lecture, practical examples, and classroom discussion.	Quiz and essay question.
4	Fourth	2	Understand research as a process of analysis, criticism, and interpretation of information.	Research as Critical Interpretation and Analysis.	Theoretical explanation, text analysis, and research examples.	Written test and analytical assignment .

5	Fifth	2	Understand comprehensive research as a process that integrates fact-finding, analysis, interpretation, and conclusion drawing.	Comprehensive Research.	Lecture and presentation of research models.	Essay examination and assignment.
6	Sixth	2	Apply the stages of scientific thinking, including observation, problem identification, hypothesis formulation, data collection, analysis, and conclusion.	Steps of Scientific Thinking.	Guided exercises, practical examples, and classroom discussion.	Written examination, oral assessment, and practical activity.
7	Seventh	2	Understand the concepts of population and sample and the relationship between them in scientific research.	Definition of Sampling and Its Relationship to the Study Population; Steps in Sample Selection.	Theoretical lecture and illustrative examples.	Short quiz.
8	Eighth	2	Recognize the challenges associated with sample selection and understand the characteristics of representative samples.	Difficulties in Sample Selection and Representative Samples.	Classroom discussion and real-life examples.	Essay question.

9	Ninth	2	Distinguish between different sampling methods and select the most appropriate method for a study.	Types of Samples: Simple Random Sampling, Systematic Random Sampling, Stratified Random Sampling, and Purposive Sampling.	Demonstrations, examples, and discussion.	Comprehensive written test.
10	Tenth	2	Identify scientific research methodologies and their classifications.	Research Methodologies and Their Classifications.	Presentation and discussion.	Analytical assignment.
11	Eleventh	2	Understand the historical research method, its significance, and its characteristics.	Historical Research Method: Definition and Concept; Importance of Historical Research; Characteristics and Applications of Historical Research.	Theoretical lecture and analysis of historical examples.	Essay examination.
12	Twelfth	2	Understand the application of the historical method in scientific research.	Steps of Historical Research: Problem Identification and Hypothesis Formulation.	Applied explanation and examples.	Analytical assignment.
13	Thirteenth	2	Understand the stages of historical research, including data collection, source criticism, and defining research boundaries.	Historical Data Collection and Criticism; Boundaries of Historical Research.	Theoretical training and analysis of research examples.	Written examination.
14	Fourteenth	2	Understand the nature and characteristic	Descriptive Research Method: Definition and Concept.	Theoretical lecture and examples.	Short quiz.

			s of the descriptive research method.			
15	Fifteenth	2	Apply the steps and characteristics of the descriptive research method in scientific investigations.	Steps and Characteristics of the Descriptive Research Method.	Explanation and practical applications.	Applied assignment.

.11 Course Evaluation

A	• The course assessment is based on theoretical examinations (midterm and final examinations) to evaluate students' understanding of the fundamental concepts and principles of scientific research. • Assignments and short research tasks are assessed to measure students' analytical abilities and comprehension of course content. • Short quizzes are administered throughout the semester to monitor continuous learning and knowledge retention. • Classroom participation and engagement in scientific discussions are included as part of the assessment process. • Reports and brief analytical exercises related to course topics are evaluated to develop critical thinking and academic writing skills. • Simple practical activities, such as selecting an appropriate sample or analyzing a research study, may be incorporated into the assessment. • Continuous Assessment (Coursework): 30% • Final Examination: 70%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Badawi, Abdul Rahman. <i>Scientific Research Methodologies</i>. • Obeidat, Mohammad, et al. <i>Scientific Research Methodology: Rules, Stages, and Applications</i>. • Dwaideri, Raja Wahid. <i>Scientific Research: Theoretical Foundations and Practical Applications</i>. • Badr, Ahmed. <i>Principles and Methods of Scientific Research</i>. • Padille, Marquez. <i>Foundations of Scientific Research</i>. • Al-Zubaie, and Colleagues. <i>Research Methods in Education</i>, Vol. 1. Baghdad: Al-Ani Press, 1974. • Sayed, Fathi Al-Bab Abdel Halim. <i>Research in Art and Art Education</i>. Cairo: Alam Al-Kutub, 1983.

		• Al-Alaq, Bashir. <i>Guide to Report Writing</i>. Beirut, Lebanon: Arab House of Encyclopedias, 1st ed., 1986. • Qandilji, Amer Ibrahim. <i>Scientific Research: A Student's Guide to Writing, Library Use, and Research</i>. Baghdad: Al-Mustansiriyah University. • Abu Talib, Saeed Mohammad. <i>Research Methodology</i>, Vol. 1: General Foundations. Baghdad: University of Baghdad, Ministry of Higher Education and Scientific Research, Dar Al-Hikma Printing and Publishing House, Mosul, 1990. • Hammam, Talat. <i>Questions and Answers on Scientific Research Methodologies</i>. Amman, Jordan: Al-Resalah Foundation and Dar Ammar, 1st ed., 1984. • Babbie, Earl. <i>The Practice of Social Research</i>. Belmont, CA: Wadsworth Publishing. • Creswell, John W. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Thousand Oaks, CA: Sage Publications.
	Electronic Resources	• https://scholar.google.com • https://www.researchgate.net • https://www.academia.edu • https://www.sciencedirect.com • https://www.springer.com • https://www.jstor.org • https://www.scopus.com

Course Description Form:(2025-2026)

1	Course	Project Management		
2	Course Code	MTU0513106		
3	Semester/Year	Third Year / First Semester / Semester System		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Annual System		
6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Salah	
		Mobile		
		Email		
		Second Name		

		Mobile	
		Email	

.8Course Objectives

- Introduce students to the fundamental administrative functions of projects, including inventory management and production management.
- Provide students with an understanding of the principles of project design and the requirements for project establishment and development.
- Enable students to recognize the importance of project site selection and its impact on project success and operational efficiency.
- Familiarize students with the principles of building design and the supporting services required for project implementation.
- Develop students' understanding of the relationship between management and design in achieving project objectives.
- Provide students with knowledge of product development concepts and redesign strategies to enhance project performance and competitiveness.
- Prepare students to understand and integrate both the administrative and technical aspects of projects within a comprehensive project management framework.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concept of inventory management and its role in organizing and controlling materials and resources. • Understand the concept of production management and its fundamental stages and functions. • Recognize the requirements for project establishment and the factors influencing project success. • Identify the principles of site selection and understand its importance in project planning and operation. • Understand the fundamentals of building design and the various services required to support project activities. • Gain knowledge of product design concepts and product development and redesign processes.
B	Skill-Based Objectives Students will be able to: • Distinguish between the various functions of a project, particularly inventory management and production operations. • Analyze project establishment requirements and identify the essential needs and resources required for successful implementation. • Select an appropriate project location based on scientific, technical, and operational criteria.

	• Read, interpret, and evaluate building designs and their associated service systems. • Integrate administrative aspects with design considerations in project planning and management. • Propose effective solutions for product improvement, redesign, and development to meet project objectives and market needs.
	Teaching and Learning Methods
	• Interactive theoretical lectures. • Classroom discussions and scientific dialogue. • Analysis of case studies and examples from real-world projects. • Brainstorming sessions to address and solve administrative and managerial problems. • Case Study–Based Learning to enhance analytical and decision-making skills. • Short research assignments and academic tasks to reinforce understanding of course concepts.
	Assessment Methods • Theoretical examinations, including midterm and final examinations, to assess students’ understanding of core concepts and principles. • Short quizzes administered throughout the course to evaluate continuous learning and comprehension. • Analytical assignments and written reports designed to develop critical thinking and problem-solving skills. • Assessment of classroom participation, discussions, and engagement in learning activities. • Evaluation of simple applied tasks, such as project analysis or site-selection assessments. • Comprehensive final examination covering all major topics and learning outcomes of the course.
C	Affective Objectives Students will be able to: • Develop a positive attitude toward project management, planning, and administrative practices. • Demonstrate responsibility, discipline, and professionalism in administrative thinking and decision-making. • Enhance teamwork and collaboration skills through group-based activities and project discussions. • Appreciate the importance of objectivity, accuracy, and evidence-based decision-making in project management. • Develop an analytical mindset that integrates management principles with design considerations. • Foster creativity and innovation in the development and improvement of projects, products, and organizational processes.
	Teaching and Learning Methods •Lectures delivered in a practical manner. •Collaborative group work to implement designs in extracurricular activities

Evaluation Methods

- Attendance and commitment to submitting assignments on time, both in class and at home.
- Focus on weekly exercises and assignments and their assessment.
- Developing students' abilities to use materials to present the final form of an architectural model.
- Semi-monthly and end-of-year exams and assessments .

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	2	Understand the concept of management, its development, and its importance in organizations and projects.	Introduction to the Meaning, Nature, and Evolution of Management.	Theoretical lecture and practical examples.	Short written test.
2	Second	2	Understand the relationship between management and other disciplines and their impact on projects and society.	Management and Its Relationship with Other Sciences and Its Impact on Projects and Society.	Theoretical lecture and practical examples.	Essay question and written test.
3	Third	2	Identify the concept of a project and its various types.	The Concept of a Project and Types of Projects.	Lecture and project case analysis.	Analytical assignment.
4	Fourth	2	Understand the concept of planning and its role in management.	The Administrative Process: Planning as a Concept.	Theoretical explanation and discussion.	Short quiz.

5	Fifth	2	Differentiate between types of planning and understand the factors influencing planning processes.	Types of Planning and Factors Affecting Planning.	Lecture and practical examples.	Written examination.
6	Sixth	2	Understand decision-making processes and their main stages.	The Administrative Process: Decision-Making and the Stages of the Decision-Making Process.	Theoretical explanation and case analysis.	Essay examination.
7	Seventh	2	Understand the importance, types, and principles of organizational structures.	Organization: Importance, Types, Principles, and Scientific Foundations of Organization.	Lecture and organizational examples.	Written examination and essay question.
8	Eighth	2	Understand the concepts and elements of supervision and direction in management.	The Administrative Process: Supervision and Direction; Concepts and Elements of Guidance.	Practical exercises and classroom applications.	Classroom activities and practical exercises.
9	Ninth	2	Understand the concept, importance, and types of managerial control.	The Administrative Process: Control; Concept, Importance, and Types of Control.	Lecture and discussion.	Evaluation and critical discussion.
10	Tenth	2	Analyze the role of control as a key	The Administrative Process: Control; Concept, Importance, and Types of Control.	Theoretical explanation and discussion.	Short quiz.

			managerial function.			
11	Eleventh	2	Understand the functions of human resource management and financial management in project success.	Main Project Functions and Their Areas: Human Resource Management and Financial Management.	Theoretical lectures and practical examples.	Short written test.
12	Twelfth	2	Understand inventory management and production management and their role in project operations.	Main Project Functions and Their Areas: Inventory Management and Production Management.	Theoretical lectures and practical examples.	Short written test.
13	Thirteenth –Fifteenth	2	Understand the administrative and technical requirements for project establishment and development.	Project Design: Project Establishment Requirements, Site Selection, Building Design, Building Services Planning, and Considerations for Product Design, Redesign, and Development.	Lecture and case-study analysis.	Short examination and analytical evaluation.

.11Course Evaluation

A	• The course assessment is based on theoretical examinations (midterm and final examinations) to evaluate students' understanding of fundamental management concepts and principles. • Marks are allocated for short quizzes to assess continuous learning and comprehension throughout the academic year. • Assignments and analytical reports related to projects and case studies are evaluated to measure students' analytical and problem-solving abilities. • Classroom participation and engagement in scientific discussions form part of the assessment process. • Simple applied tasks, such as analyzing a project, evaluating a project site, or assessing building services, may be included in the assessment.

- The final examination serves as a comprehensive evaluation of the course learning outcomes.

Assessment Distribution:

- Coursework (Continuous Assessment): 30%
- Final Examination: 70%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and reference	• Hanafi, Abdel Ghafar. <i>Project Management</i>. • Al-Sayrafi, Mohammed. <i>Project Management: Principles and Concepts</i>. • Maher, Ahmed. <i>Project Management: A Modern Administrative Approach</i>. • Abdel Hamid, Sami. <i>Fundamentals of Project Management</i>. • Al-Salmi, Ali. <i>Project Management: Theory and Practice</i>. • Khudair, Ibrahim. <i>Project Management: Planning, Implementation, and Control</i>. • Al-Shamma, Mahmoud. <i>Operations and Project Management</i>. • Project Management Institute (PMI). <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide)</i>. • Meredith, Jack R., and Samuel J. Mantel Jr. <i>Project Management: A Managerial Approach</i>. • Larson, Erik W., and Clifford F. Gray. <i>Project Management: The Managerial Process</i>. • Lock, Dennis. <i>Project Management</i>.
	Electronic sources	• https://www.pmi.org • https://www.projectmanager.com • https://www.mindtools.com • https://www.coursera.org • https://www.edx.org • https://www.sciencedirect.com

Course Description Form (2025-2026):

1	Course	Computer applications 3D Max		
2	Course Code	MTU0513107		
3	Semester/Year	Third Year / First Semester / Semester System		
4	Date Report Prepared	2026/3/18		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Annual System		
6	Number of Class Hours (Total)	30per semester = 60 hours per year	Number of theoretical hours	2
			Number of practical hours	2
			Number of applied hours	4
			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Ola Fares	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Introduce students to the fundamentals of three-dimensional graphics and the principles of computer-aided 3D design.
- Develop students' skills in using 3D modeling software to create, edit, and manipulate geometric forms and digital models.
- Enable students to transform two-dimensional (2D) drawings into three-dimensional (3D) models using various modeling tools and techniques.
- Equip students with the ability to use modification commands to refine models and add detailed design features.
- Enhance creative thinking and design problem-solving skills through the development of three-dimensional models and scenes.
- Strengthen students' ability to navigate the software environment and efficiently manage scenes, objects, and project components.
- Prepare students to produce comprehensive three-dimensional design projects that meet professional and industry requirements.
- Develop students' presentation and rendering skills for the effective visualization and final presentation of design projects using contemporary digital technologies.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the fundamental concepts of three-dimensional graphics (3D Graphics) and computer-aided modeling principles. • Identify the components of the software interface and understand scene control and navigation mechanisms. • Understand the principles of geometric modeling using Boolean operations and Editable Splines. • Recognize the primary modification commands available in the Modify panel and understand their functions. • Understand the process of converting two-dimensional (2D) shapes into three-dimensional (3D) models. • Comprehend the principles and applications of advanced modeling tools such as Loft. • Understand the fundamentals of scene organization and object management within the digital workspace.
B	Skill-Based Objectives Students will be able to: • Navigate the software interface efficiently and manage movement and viewing within the 3D workspace. • Apply Boolean operations to create and modify complex three-dimensional models. • Create and edit spline-based drawings using Editable Spline tools and their various sub-object levels. • Utilize Modify commands, such as Extrude and Bevel, to transform two-dimensional (2D) shapes into three-dimensional (3D) objects. • Construct three-dimensional models using the Loft tool and related advanced modeling techniques. • Design and develop complete three-dimensional models and integrated digital scenes. • Refine models and incorporate detailed features with accuracy and professional quality. • Produce and present final projects in formats suitable for visualization, presentation, and professional display.
	Teaching and Learning Methods • Theoretical lectures to explain the fundamental concepts of three-dimensional graphics and digital modeling. • Practical laboratory sessions using 3D modeling software to develop technical and design skills. • Project-Based Learning (PBL) through the creation and development of realistic three-dimensional models and scenes. • Demonstrations to illustrate software tools, workflows, and modeling techniques. • Interactive learning and classroom discussions to enhance understanding and encourage the exchange of ideas.

	• Self-directed learning through practical exercises, assignments, and independent project work outside the classroom.
	Assessment Methods • Practical assignments designed to evaluate students' ability to apply three-dimensional modeling techniques and software tools. • Short quizzes to assess theoretical understanding of course concepts and principles. • Continuous practical assessment in the laboratory to monitor students' technical performance and skill development. • Midterm and/or final practical projects to evaluate students' ability to develop comprehensive and integrated 3D design solutions. • Assessment of classroom participation, interaction, and contribution to discussions and collaborative activities. • Final examination (theoretical and/or practical) to assess overall achievement of the course learning outcomes.
C	Affective Objectives Students will be able to: • Develop an appreciation for the field of three-dimensional design and its practical applications in professional environments. • Demonstrate accuracy and attention to detail during the creation and refinement of three-dimensional models. • Foster creativity and innovation in the design and development of digital models and visual presentations. • Strengthen teamwork and collaborative skills through participation in group projects and design activities. • Demonstrate responsibility and commitment in completing assignments, projects, and course requirements. • Build self-confidence in presenting, discussing, and defending design ideas and project outcomes. • Adhere to the ethical standards of academic and professional practice in digital design and modeling.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments. •Assigning students certain activities and assignments, and presenting lectures and reports. •Developing students' ability to apply practical skills relevant to daily life .
	Assessment Methods •Attendance and level of commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-year exams reflect commitment and knowledge achievement

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First–Second	4	Become familiar with the software environment, its importance in interior design, and its practical applications.	Introduction to the software, its significance, areas of application, and presentation of selected examples.	Practical demonstration and presentation of sample projects.	Oral assessment and observation.
2	Third	4	Identify and use the functions of the main toolbar tools.	Functions of the Main Toolbar Tools – Part I.	Practical laboratory application.	Practical assessment.
3	Fourth	4	Master the use of the remaining main toolbar tools.	Functions of the Main Toolbar Tools – Part II.	Practical training.	Practical test.
4	Fifth	4	Control scene navigation, including zooming, panning, and rotating views.	Navigation Tools and Scene Manipulation.	Direct practical application.	Performance evaluation.
5	Eighth	4	Create basic geometric shapes and modify their dimensions, colors, and positions.	Drawing Basic Shapes and Controlling Their Dimensions, Colors, and Movement.	Practical exercises and laboratory applications.	Practical model assessment.
6	Ninth	4	Apply modification commands to develop and refine 3D models.	Basic 3D Modify Commands.	Theoretical lecture and practical demonstration.	Practical examination .
7	Tenth	4	Understand scene properties and manage the software environment effectively.	Scene Properties and Context Menu (R.C.) Functions.	Lecture and practical explanation.	Oral assessment and observation.
8	Eleventh	4	Utilize Boolean operations to	Modeling Using Boolean Operations.	Practical laboratory application.	Practical assignments .

			create complex forms and models.			
9	Twelfth	4	Create and edit spline-based drawings using Editable Spline tools.	Modeling with Editable Spline – Part I.	Practical exercises.	Practical evaluation.
10	Thirteenth	4	Convert 2D drawings into 3D models using spline-based techniques.	Modeling with Editable Spline – Part II.	Continuous practical training.	Practical examination .
11	Fourteenth	4	Apply advanced spline-editing techniques for model creation.	Modeling with Editable Spline – Part III.	Theoretical lecture and practical training.	Practical examination .
12	Fifteenth	4	Design and develop a complete three-dimensional model.	Practical Applications and Integrated 3D Modeling Project.	Individual project work.	Project evaluation.
13	Sixteenth	4	Apply essential 2D modification commands effectively.	Basic 2D Modify Commands.	Direct model-based applications.	Assignments and examination .
14	Seventeenth	4	Create models using the Loft tool.	Loft Modeling Techniques.	Applied projects and practical exercises.	Practical evaluation.
15	Eighteenth	4	Produce professional-quality final outputs and presentations.	Final Applications and Project Presentation.	Practical training and project review sessions.	Final assessment.

.11Course Evaluation

A	Assessment in the Computer Applications – 3D Graphics course is based on a combination of theoretical and practical evaluation methods, with primary emphasis placed on practical performance and skill development. Assessment components include attendance and classroom participation, practical assignments, and short quizzes designed to measure students' understanding of key concepts and techniques. Continuous laboratory assessment is also conducted to monitor students' progress and proficiency in using 3D modeling tools and software.

Students are required to complete a midterm practical project and a comprehensive final project that demonstrates their ability to apply three-dimensional design and modeling techniques effectively. The assessment process concludes with a final examination (theoretical and/or practical) to evaluate the extent to which the course learning outcomes have been achieved.

Assessment Distribution:

Coursework (Continuous Assessment): 40%

Final Examination: 60%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• ASCENT – Center for Technical Knowledge. <i>Autodesk 3ds Max Fundamentals</i>. ASCENT, 2020. • Murdock, Kelly L. <i>Introducing 3ds Max</i>. Autodesk Official Training Series. • Wu, Zhirong, Song, Shuran, Khosla, Aditya, Yu, Fisher, Zhang, Linguang, Tang, Xiaoou, and Xiao, Jianxiong. <i>3D ShapeNets: A Deep Representation for Volumetric Shapes</i>. • <i>Fundamentals of 3D Studio Max</i> (Arabic Reference). • Al-Habashneh, Yaseen. <i>Character Modeling and Drawing in 3D Max</i>. • <i>3DS Max 2020: Comprehensive Guide to Modeling and Visualization</i>. • <i>3DS Max 2009: Modeling, Rendering, and Animation Techniques</i>.
	Electronic Resources	• https://www.autodesk.com/learn/ondemand/collection/3ds-max • https://www.coursera.org • https://www.tutorialspoint.com

Course Description Form:(2025-2026)

1	Course	Architecture History		
2	Course Code	MTU0513108		
3	Semester/Year	Third Year / First Semester / Semester System		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Semester System		
6	Number of Class Hours (Total)	30hours per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Hamad Sultan	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Introduce students to the historical development of architecture from the Middle Ages through the Renaissance and into modern architectural movements.
- Develop an understanding of the relationship between architecture and its cultural context, including religious, social, and economic influences, and their impact on architectural styles.
- Enable students to distinguish between different architectural styles based on their formal, structural, and decorative characteristics.
- Develop students' ability to analyze historical buildings and relate them to the prevailing architectural theories and ideas of their respective periods.
- Enhance visual awareness and design appreciation among interior design students through the study of significant architectural examples.
- Connect historical architectural concepts with contemporary applications in interior design.
- Strengthen research, analytical, and critical-thinking skills in the study of architecture and architectural history.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the historical development of architecture from the Middle Ages to modern architectural movements. • Identify the characteristics of major architectural styles, including Early Christian, Byzantine, Romanesque, Gothic, Renaissance, Baroque, Neoclassical, and other significant traditions. • Recognize the influence of religious, social, political, and cultural factors on the evolution of architecture. • Acquire knowledge of the most influential architects and pioneers associated with each historical period. • Understand the fundamental concepts of modern architectural movements such as Art Nouveau, the Arts and Crafts Movement, and De Stijl. • Comprehend the relationship between architecture and interior design throughout different historical periods. • Analyze the architectural, structural, and decorative features that distinguish each architectural style.
B	Skill-Based Objectives Students will be able to: • Identify and distinguish architectural styles through their visual characteristics and design elements. • Analyze historical buildings in terms of function, form, structure, and decorative features. • Utilize photographs, drawings, and architectural plans as tools for visual architectural analysis. • Compare different architectural styles and identify their similarities, differences, and distinctive characteristics. • Apply historical architectural knowledge to the development of contemporary interior design concepts and solutions. • Prepare academic reports and presentations on topics related to architectural history and theory. • Develop research skills through the collection, evaluation, and synthesis of information from a variety of scholarly sources. • Demonstrate systematic architectural criticism and analytical thinking when evaluating historical and contemporary architectural works.
	Teaching and Learning Methods • Theoretical lectures explaining the historical development of architectural styles and movements. • Visual presentations, including photographs, architectural drawings, plans, and slides, to analyze buildings and their architectural characteristics. • Classroom discussions aimed at enhancing understanding, critical thinking, and analytical skills. • Comparative learning approaches that encourage students to examine similarities and differences among various architectural styles.

	• Research assignments requiring students to prepare reports on specific architectural styles, historical periods, or influential architects. • Student presentations designed to develop communication, presentation, and architectural analysis skills. • Self-directed learning through the use of textbooks, scholarly references, and electronic resources.
	Assessment Methods • Short quizzes designed to assess students' theoretical understanding of architectural history and architectural styles. • Research assignments requiring the analysis and evaluation of architectural styles, historical periods, or significant buildings. • Oral presentations to evaluate students' presentation, communication, and architectural analysis skills. • Assessment of classroom participation, discussions, and active engagement in learning activities. • Midterm examinations to measure students' overall comprehension of course content and key concepts. • Final examination to evaluate the achievement of the course learning outcomes and students' understanding of architectural history and theory.
C	Affective Objectives Students will be able to: • Develop an appreciation for architectural history and its significance in understanding contemporary design practices. • Enhance their aesthetic appreciation of architectural and decorative elements across different historical periods. • Cultivate cultural and historical awareness through the study of architecture and its evolution over time. • Demonstrate respect for architectural diversity and the variety of styles that have emerged throughout history. • Strengthen teamwork and collaborative skills through active participation in classroom activities and discussions. • Develop accuracy and attention to detail when analyzing architectural forms, structures, and decorative features. • Build confidence in presenting ideas, participating in discussions, and expressing informed opinions. • Adhere to the principles of academic integrity and ethical research practices in the use and citation of scholarly sources.
	Teaching and Learning Methods •Managing lectures in a practical manner •Daily classroom exercises and homework •Collaborative group work to implement designs in classroom and extracurricular activities •Keeping up to date with the latest developments in the use of various DMX3 software applications
	Evaluation Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time

•Extracurricular activities and participation in annual exhibitions

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	2	Recognize the origins, major buildings, and key characteristics of the period.	General Introduction to the Middle Ages and the Renaissance.	Visual presentations and lecture.	Assignment.
2	Second	2	Identify the origins, major buildings, and architectural characteristics of Early Christian architecture.	Early Christian Architecture: Introduction, Major Buildings, and Architectural Characteristics.	Theoretical lecture with visual presentations.	Oral examination.
3	Third	2	Analyze the architectural features and significant examples of Byzantine architecture.	Byzantine Architecture: Introduction, Major Buildings, and Architectural Characteristics.	Lecture and visual analysis.	Written test.
4	Fourth	2	Distinguish the architectural features and construction methods of Romanesque architecture.	Romanesque Architecture: Introduction, Major Buildings, and Architectural Characteristics.	Explanation and comparative analysis.	Practical exercise.

5	Fifth	2	Understand the structural and decorative developments of Gothic architecture.	Gothic Architecture: Introduction, Major Buildings, and Architectural Characteristics.	Visual presentation and discussion.	Written test.
6	Sixth	2	Identify the major architects and architectural ideas of the Renaissance period.	Renaissance Architecture: Introduction and Major Renaissance Architects.	Lecture and research activity.	Student presentation.
7	Seventh	2	Analyze Renaissance buildings and their architectural characteristics.	Renaissance Architecture: Major Buildings and Architectural Characteristics.	Analysis of architectural examples.	Written test.
8	Eighth	2	Understand the stylistic and decorative differences between Baroque and Rococo architecture.	Baroque and Rococo Architecture.	Visual presentation.	Assignment.
9	Ninth	2	Recognize the revival of classical principles and their architectural characteristics.	Neoclassical Architecture.	Lecture and comparative analysis.	Written test.
10	Tenth	2	Identify the characteristics and	Colonial Architecture and Neoclassicism.	Theoretical lecture and visual	Short quiz.

			differences between Colonial and Neoclassical architecture.		presentation.	
11	Eleventh	2	Distinguish Revival styles and understand the reasons behind their emergence.	Revival Architecture: Greek Revival, Gothic Revival, and Romanesque Revival.	Explanation and comparative analysis.	Student presentation.
12	Twelfth	2	Understand the intellectual and architectural transformations of the nineteenth century.	Nineteenth-Century Architecture and the Art Nouveau Movement: General Introduction.	Lecture and discussion.	Written test.
13	Thirteenth	2	Analyze the concept of combining multiple architectural styles within a single design.	Eclectic Architecture.	Analysis of architectural examples.	Assignment.
14	Fourteenth	2	Understand design principles that moved away from traditional ornamentation.	Arts and Crafts Movement and Art Nouveau Style.	Presentation and discussion.	Written test.
15	Fifteenth	2	Understand the principles of abstraction and	De Stijl Movement (1892–1921).	Lecture and visual analysis.	Final examination.

			geometric simplicity in modern architecture.			

.11 Course Evaluation

A	Assessment is designed to evaluate students' understanding and historical analysis of architectural styles and movements. It includes attendance and active classroom participation, as well as short quizzes to measure continuous comprehension of course content. Students are also required to complete research assignments and analytical reports focusing on the study of a specific architectural style, architect, or historical building. In addition, students are assessed through oral presentations that evaluate their communication, analytical, and critical-thinking skills. Midterm examinations are used to measure cumulative understanding of the course material. The assessment process concludes with a comprehensive final examination that emphasizes students' ability to identify architectural styles, analyze their formal, structural, and decorative characteristics, and relate them to their historical, cultural, and social contexts. Assessment Distribution: • Coursework (Continuous Assessment): 30% • Final Examination: 70%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Al-Maliki, Fares. <i>History of Architecture Through the Ages</i>. Dar Al-Manahij for Publishing and Distribution, Amman, Jordan, 2011. • Sami, Irfan. <i>Theories of Organic Architecture</i>. United Colors Printing Foundation, Cairo, Egypt. • Banham, Reyner. <i>The Age of the Masters of Architecture</i>. Translated by Suad Abdul Ali. Dar Al-Ma'mun for Translation and Publishing, Baghdad, 1989. • Various Authors. <i>Green Buildings</i>. Translated by Mohammed Abdul Karim Qa'dan. Al Obeikan Publishing, Saudi Arabia, 2016. • Francis D.K. Ching. <i>Architecture: Form, Space, and Order</i>
	Electronic Resources	• https://www.britannica.com/art/Renaissance-architecture • https://ocw.mit.edu

Course Description Form:(2025-2026)

1	Course	English Language		
2	Course Code	MTU0513109		
3	Semester/Year	First Semester / Third Year / Semester System		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Semester System		
6	Number of Class Hours (Total)	15per semester	Number of theoretical hours	1
			Number of practical hours	-
			Number of applied hours	-
			Number of units	1
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer lyad Mohammed	
		Mobile	07724734545	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Develop students' fundamental English language skills, including reading, writing, listening, and speaking.
- Equip students with specialized vocabulary related to interior design, architecture, and the built environment.
- Enable students to understand simple to intermediate academic texts relevant to their field of study.
- Enhance students' ability to write sentences, paragraphs, and short reports in English related to engineering, design, and artistic disciplines.
- Strengthen communication skills in English for academic, educational, and professional contexts.
- Prepare students to use English effectively when dealing with technical and professional terminology within their specialization.
- Develop students' ability to understand, interpret, and accurately translate fundamental terms and concepts in interior design and related disciplines.

.9Teaching and Learning Strategies

A	Cognitive Objectives
	Students will be able to:

	• Identify and understand fundamental English vocabulary related to interior design and architectural studies. • Comprehend simple and intermediate-level texts written in English, particularly those related to their academic specialization. • Understand the basic rules of English grammar and their application in written and spoken communication. • Recognize and interpret technical and professional terminology commonly used in the field of interior design. • Understand sentence structures and language patterns commonly employed in academic and professional contexts.
B	Skill-Based Objectives Students will be able to: • Read and understand simple English texts related to interior design and architecture. • Write clear and grammatically correct sentences and short reports in English. • Use technical and professional terminology accurately in appropriate contexts. • Participate in basic oral communication and classroom discussions in English. • Translate essential terms and concepts from Arabic into English and from English into Arabic. • Develop effective communication skills for academic and professional settings using English as a medium of communication.
	•Teaching and Learning Methods
	• Interactive Learning: Conducting language-based classroom activities that encourage dialogue, discussion, and active participation. • Vocabulary-Based Learning: Introducing specialized vocabulary related to interior design and architecture in a gradual and structured manner. • Reading Comprehension Activities: Reading and analyzing short texts to identify main ideas, key information, and relevant terminology. • Listening Activities: Using audio materials and recorded dialogues to develop listening comprehension and language understanding skills. • Collaborative Learning: Engaging students in group activities, pair discussions, and short presentations to enhance communication skills. • Self-Directed Learning: Assigning language exercises, reading tasks, and independent study activities to reinforce learning beyond the classroom..
	Assessment Methods • Continuous Assessment: Monitoring students' participation and engagement in classroom activities, discussions, and English-language interactions. • Quizzes: Assessing students' knowledge of vocabulary, specialized terminology, and basic grammar structures. • Exercises and Assignments: Requiring students to write short sentences and simple paragraphs in English, as well as translate key terms related to interior design and architecture. • Classroom Activities: Evaluating performance in short dialogues, oral communication exercises, and reading comprehension activities involving short texts.

	Final Examination: A comprehensive assessment covering vocabulary, grammar, reading comprehension, and basic writing skills, with emphasis on the application of English in academic and professional contexts related to the field of study.
C	Affective Objectives Students will be able to: - Develop a positive attitude toward learning English and recognize its importance in the field of interior design and related disciplines. - Demonstrate an interest in using English terminology and technical vocabulary relevant to interior design and architecture. - Build confidence in using English for communication and participation in classroom activities. - Show commitment to active participation in discussions, language activities, and collaborative learning tasks. - Respect the opinions and contributions of peers during language interactions and group work. - Demonstrate self-motivation and initiative in improving English language skills through independent learning and practice beyond the classroom.
	Teaching and Learning Methods - Allocating a percentage of grades for daily assignments, organizing group work to conduct various research projects. - Assigning students certain activities and assignments, and presenting lectures and reports. - Developing students' abilities in a practical manner connected to daily life .
	Assessment Methods - Attendance and commitment to submitting assignments and research by the specified deadlines, along with logical thinking skills, starting with identifying a problem and ending with results. - Emphasis on weekly discussions, assignments, and mid-year and annual assessments. - Monthly and end-of-year tests reflect commitment, knowledge achievement, and the assessment of students' general and qualifying skills.

.10Course structure						
No .	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	2	Understand the use of auxiliary verbs, identify verb tenses, and form questions, negatives,	Unit One: It's a Wonderful World	Grammar instruction, oral dialogue, and classroom exercises.	Short quiz and class participation.

			and short answers.			
2	Second	2	Apply auxiliary verbs correctly in various sentence structures.	Auxiliary Verbs	Written exercises and dialogues.	Assignment and quiz.
3	Third	2	Use the simple past and past continuous tenses to describe events.	Naming the Tenses	Explanation , short stories, and practical activities.	Written test.
4	Fourth	2	Use quantifiers, pronouns, and determiners accurately.	Questions and Negatives	Practical exercises and role-playing activities.	Assignment and short quiz.
5	Fifth	2	Express future plans and intentions effectively.	Short Answers	Dialogue practice and sentence-writing activities.	Test and classroom activity.
6	Sixth	2	Use Present Simple and Present Continuous correctly and understand the passive voice.	Unit Two: Get Happy	Examples, comparison s, and practical exercises.	Short quiz.
7	Seventh	2	Distinguish between the Present Perfect and the Simple Past.	Present Tenses	Explanation and sentence-based activities.	Written test.
8	Eighth	2	Use expressions of obligation, advice, and recommendation	Present Simple	Role-playing and practical applications.	Assignment and quiz.

			appropriately.			
9	Ninth	2	Use conditional sentences and express possibilities and hypothetical situations.	Present Continuous	Explanation , dialogue, and writing exercises.	Comprehensive test.
10	Tenth	2	Use verb patterns and infinitives accurately in context.	Simple or Continuous	Grammar instruction, exercises, and examples.	Short quiz and assignment .
11	Eleventh	2	Understand and apply the passive voice correctly.	Present Passive	Explanation , sentence transformation, and practice.	Written test.
12	Twelfth	2	Use past tenses (Past Simple, Past Continuous, and Past Perfect) appropriately in narration.	Unit Three: Telling Tales	Examples, dialogue, and writing activities.	Test and classroom activity.
13	Thirteenth	2	Distinguish between continuous and perfect tenses.	Past Tenses	Explanation and comparative exercises.	Short quiz.
14	Fourteenth	2	Use perfect tenses and convert direct speech into reported speech.	Past Simple and Past Continuous	Explanation , sentence transformation, and exercises.	Written test and assignment .
15	Fifteenth	2	Demonstrate mastery of the course content through comprehensive review and application.	Past Simple and Past Perfect / Course Review	Review sessions, problem-solving activities, and practice exercises.	Comprehensive final examination.

.11Course Evaluation

A	The assessment of this course is based on continuous evaluation of students' language development and participation throughout the semester. Students are assessed through classroom participation and engagement, short quizzes designed to evaluate their understanding of grammar and vocabulary, and homework assignments that include exercises, translation tasks, and basic writing activities. Additional assessment is conducted through classroom activities such as reading comprehension exercises and oral dialogues to develop communication skills. The course concludes with a comprehensive final examination covering all course topics, including vocabulary, grammar, reading comprehension, translation, and basic writing skills. Assessment Distribution: • Coursework (Continuous Assessment): 30% • Final Examination: 70%

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable source
B	Recommended books and references	•The interior design reference& specification book, linda O Shea •interior design materials and specification book, lisa godsey •Architecture drafting and design, alan jefferis
	Electronic Resources	• https://scholar.google.com • https://www.jstor.org • https://www.youtube.com/learnenglish • https://www.duolingo.com • https://www.busuu.com

Course Description Form:(2025-2026)

1	Course	Ergonomics
2	Course Code	MTU0513201
3	Semester/Year	Third Year / Second Semester / Semester System
4	Date Report Prepared	2026/3/17
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Annual System

6	Number of Class Hours (Total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Number of applied hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Professor Dr. Saad Mohammed Jirjis	
		Mobile	07730264924	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Develop an understanding of the relationship between human beings and the interior environment.
- Apply anthropometric measurements in determining spatial dimensions and design requirements.
- Design interior spaces and furniture that enhance functional comfort and minimize physical strain.
- Analyze user movement patterns and organize circulation routes within interior spaces.
- Apply ergonomic and biomechanical principles to improve posture, efficiency, and physical well-being.
- Consider safety requirements and individual differences among users in the design process.
- Achieve an effective balance between aesthetics and functionality in interior design solutions.

.9Teaching and Learning Strategies

A	Cognitive Objectives
	Students will be able to: • Understand the fundamental concepts of ergonomics (human factors engineering) and their relationship to interior design. • Recognize human capabilities and limitations, including physical, sensory, and cognitive aspects that influence design decisions. • Comprehend the principles of anthropometry and their applications in the design of interior spaces, furniture, and equipment. • Acquire knowledge of the basic concepts of biomechanics and their relevance to human-centered design.

	• Understand movement analysis and the principles of motion economy in relation to spatial planning and user activities. • Recognize the impact of interior design on user comfort, behavior, performance, and overall well-being.
B	Skill-Based Objectives Students will be able to: • Apply anthropometric measurements and data in the design of furniture and interior spaces. • Determine appropriate dimensions for circulation paths, activity zones, and interior environments. • Conduct circulation analysis to evaluate user movement and spatial flow within interior settings. • Assess body postures and integrate ergonomic improvements into design solutions. • Design interior environments that enhance user comfort, efficiency, and reduce physical fatigue and stress. • Incorporate biomechanical principles into design solutions to improve usability and human performance. • Prepare layouts and design proposals that meet safety requirements and functional efficiency standards. • Make design decisions based on scientific evidence, ergonomic data, and established design criteria.
	Teaching and Learning Methods • Theoretical Lectures: Presenting the fundamental concepts, principles, and applications of ergonomics and human factors in interior design. • Visual Presentations (PowerPoint and Illustrative Materials): Explaining anthropometric measurements, human movement, biomechanics, and ergonomic design considerations through diagrams, charts, and visual examples. • Classroom Discussions: Analyzing real-world examples and design problems to enhance critical thinking and problem-solving skills. • Project-Based Learning (PBL): Developing interior design projects that incorporate ergonomic principles and human-centered design approaches. • Case Studies: Evaluating existing interior environments and design solutions from an ergonomic and human factors perspective. • Field Visits (Where Applicable): Providing opportunities to observe and assess ergonomic applications in real-life environments and professional practice settings.
	Assessment Methods • Written Examinations (Quizzes, Midterm, and Final Exams): Assessing students' theoretical understanding of ergonomics, anthropometry, biomechanics, and human-centered design principles. • Design Projects: Evaluating students' ability to apply ergonomic principles and anthropometric data in practical interior design solutions. • Assignments and Reports: Analyzing case studies, ergonomic applications, and human factors considerations in interior environments.

	• Oral Presentations: Assessing students' ability to present and justify design proposals using scientific and ergonomic evidence. • Class Participation: Evaluating engagement in discussions, critical analysis, and collaborative learning activities. • Practical Assessment: Measuring students' competency in conducting movement analysis, anthropometric measurements, and ergonomic evaluations.
C	Affective Objectives Students will be able to: • Develop an awareness of the importance of human comfort, safety, and well-being in the design process. • Demonstrate a sense of professional responsibility toward the needs and welfare of users. • Appreciate the role of ergonomics and human factors in improving quality of life and enhancing user experiences. • Adhere to occupational health and safety standards in design practice and decision-making. • Foster teamwork, cooperation, and collaborative problem-solving skills in design projects. • Encourage creative and innovative thinking while maintaining a strong focus on human-centered design principles. • Respect individual differences among users, including variations in age, physical abilities, cognitive capabilities, and special needs.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students certain activities and assignments, and presenting lectures and reports •Developing students' abilities in a practical manner related to daily life
	Assessment Methods •Attendance and level of commitment to submitting assignments and research by the specified deadline •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester tests reflect commitment and knowledge attainment

.10Course structure						
No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	2	Define ergonomics, explain its development , analyze its importance	Introduction to Ergonomics: Concept, Importance, Objectives, and Historical Development.	Theoretical lectures, classroom discussions, and case studies.	Written test, short questions, and class participation.

			in interior design, and identify its objectives and relationship to user comfort.			
2	Second	2	Describe the components of the musculoskeletal system, analyze their impact on interior design, and identify movement limitations associated with joints.	Human Physical Capabilities and Limitations: The Musculoskeletal System (Spine, Pelvis, and Joints).	Lectures supported by anatomical illustrations, 3D models, and posture analysis.	Practical/theoretical test and analytical reports.
3	Third	2	Explain muscle function, identify normal ranges of motion, and apply them to furniture and space design.	Human Physical Capabilities and Limitations: Muscles, Movement Mechanisms, and Ranges of Motion.	Practical demonstrations, exercises, and educational videos.	Practical assignments and short quiz.
4	Fourth	2	Explain sensory functions and perceptual limitations and analyze their influence on user experience and design decisions.	Human Sensory and Cognitive Capabilities and Limitations: Senses and Principles of Perception.	Theoretical lectures, visual examples, and design discussions.	Written test and design analysis assignment.
5	Fifth	2	Define anthropometry, explain	Anthropometry: Concepts, Human	Lectures, data analysis,	Written examination and

			human variations, and interpret anthropometric data.	Variations, and Anthropometric Data.	and real measurement applications.	calculation exercises.
6	Sixth	2	Apply anthropometric data and percentile principles in furniture and interior space design.	Anthropometry in Design: Use of Anthropometric Data, Percentiles, and Design Principles.	Design applications, workshops, and mini-projects.	Design project and practical assessment.
7	Seventh	2	Define biomechanics, explain its significance, and analyze the human body as a biomechanical system.	Biomechanics: Concepts, Importance, and the Human Body as a Biomechanical System.	Lectures, diagrams, and applied examples.	Written test and analytical assignment.
8	Eighth	2	Apply biomechanical principles of force and balance to improve user comfort and efficiency.	Biomechanical Principles in Design.	Case studies, design analysis, and practical exercises.	Project and practical evaluation.
9	Ninth	2	Define motion study, analyze human movement, and apply principles of motion economy in design.	Motion Study: Concepts, Importance, Development, Motion Analysis, and Principles of Motion Economy.	Lectures, video analysis, and practical applications.	Written test, analytical report, and applied project.
10	Tenth	2	Distinguish between good and poor postures and evaluate ergonomic standing and	Body Posture: Concepts, Good and Poor Posture, and Ergonomic Standards.	Theoretical lectures, posture analysis, and practical activities.	Written test and practical posture evaluation.

			sitting positions.			
11	Eleventh	2	Define circulation patterns and apply ergonomic principles to circulation design.	Ergonomic Applications in Interior Design: Circulation Paths.	Architectural plans, drawing exercises, and case studies.	Design assignment , quiz, and plan evaluation.
12	Twelfth	2	Analyze primary, secondary, and service circulation patterns and design safe and efficient movement routes.	Ergonomic Applications in Interior Design: Circulation Paths.	Architectural planning exercises and design workshops.	Design assignment and short quiz.
13	Thirteenth	2	Analyze seating and sleeping furniture dimensions, evaluate comfort, and relate furniture design to anthropometric data.	Ergonomic Applications in Interior Design: Seating and Sleeping Furniture.	Applied lectures, furniture analysis, and design workshops.	Design project, practical test, and analytical report.
14	Fourteenth	2	Determine reach ranges and storage dimensions and apply visual and perceptual principles in display design.	Ergonomic Applications in Interior Design: Storage and Display Furniture.	Design exercises, model analysis, and visual presentations.	Practical assignment , design evaluation, and written test.
15	Fifteenth	2	Analyze workplace requirements and design ergonomic workstations that reduce	Ergonomic Applications in Interior Design: Work Furniture and Workstations.	Lectures, practical applications, and workplace analysis.	Final project, written examination, and practical evaluation.

			fatigue and improve performance			

.11Course Evaluation

A	The course assessment is based on evaluating students' achievement of the intended learning outcomes through a variety of assessment methods, including written examinations, practical projects, assignments, and analytical reports. Students are assessed on their ability to apply ergonomic principles, anthropometric data, and human-centered design concepts in interior design projects and problem-solving activities. The effectiveness of teaching is evaluated through the clarity of instruction, the integration of theoretical concepts with practical applications, and the ability to facilitate student engagement and understanding. Course content is reviewed in terms of its relevance, currency, and alignment with the specialization and professional requirements of interior design. The learning environment is evaluated based on the availability of educational resources, teaching aids, and supporting facilities that enhance the learning process. Continuous feedback is obtained through student questionnaires, course evaluations, and instructor reports to support ongoing improvement of the course. Assessment Distribution: • Coursework (Continuous Assessment): 30% • Final Examination: 70%

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Al-Zobaie, F., et al. Research Methods in Education, Vol. 1. Baghdad: Al-Ani Printing Press, 1974. • Sayed, Fathi Al-Bab Abdel Halim. Research in Art and Art Education. Cairo: Alam Al-Kutub Publishing House, 1983. • Al-Alaq, Bashir. Guide to Report Writing. 1st ed. Beirut, Lebanon: Arab Encyclopedia House, 1986. • Qandilji, Amer Ibrahim. Scientific Research: A Student's Guide to Writing, Library Use, and Research. Baghdad: Al-Mustansiriyah University. • Mohammed, Saeed Abu Talib. Research Methodology, Vol. 1: General Foundations. Baghdad: University of Baghdad, Ministry of Higher Education and Scientific Research, Dar Al-Hikma Printing and Publishing House, Mosul, 1990.

		• Hammam, Talat. Questions and Answers on Scientific Research Methods. 1st ed. Amman, Jordan: Al-Resalah Foundation and Dar Ammar Publishing House, 1984.
	Electronic Resources	• Ergonomics and Design Reference Guide PDF • Ergonomics for Beginners PDF • Handbook of Human Factors and Ergonomics

Course Description Form:(2025-2026)

1	Course	Advance Furniture Design		
2	Course Code	MTU0513202		
3	Semester/Year	Academic Stage: Third Stage/ Semester Second Semester/ System: Semester System		
4	Date Report Prepared	2026/3/10		
5	Available Attendance Forms	Official In-Person Attendance /Schedule: Weekly / Academic System: Semester System		
6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	2
			Total number of hours	4
			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Asst. Prof. Dr. Saad Mohammed	
		Mobile	07730264924	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Deepen students' understanding of furniture design, its various styles, and its relationship to interior spaces.
- Develop creativity and innovation skills by transforming design ideas into practical and producible furniture solutions.
- Apply ergonomic principles to achieve user comfort, safety, and functional efficiency.
- Select appropriate materials, construction methods, and production techniques for furniture design.
- Design multifunctional furniture that meets a variety of user needs and spatial requirements.

- Incorporate sustainability principles into furniture design through the responsible selection of materials and environmentally conscious design practices.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concepts and principles of advanced furniture design and recognize its various styles and classifications. • Comprehend the relationship between form, function, and materials in furniture design. • Understand the principles of ergonomics and their influence on the design, comfort, and usability of furniture. • Identify the characteristics and applications of both traditional and contemporary materials used in furniture manufacturing. • Understand manufacturing methods and modern technologies employed
B	Students will be able to: • Apply aesthetic principles and artistic values in the design and development of furniture projects. • Generate creative and innovative design solutions that respond to functional and user requirements. • Incorporate ergonomic considerations to enhance user comfort, safety, and usability. • Integrate sustainable design principles and environmentally responsible practices into furniture design projects. • Demonstrate professional standards in the development, presentation, and execution of furniture designs. • Collaborate effectively with peers in team-based design and project activities. • Produce detailed and accurate design proposals with a high level of precision and craftsmanship. • Evaluate and refine furniture designs to improve their aesthetic quality, functionality, and overall performance.
	Teaching and Learning Methods • Interactive lectures and visual presentations to explain fundamental concepts, design principles, and contemporary trends in furniture design. • Classroom discussions and case studies to analyze furniture designs from functional, aesthetic, ergonomic, and material perspectives. • Studio-based learning through the development of design projects, including sketches, technical drawings, and conceptual models. • Workshops and periodic design critiques (Jury Reviews) to evaluate progress, provide feedback, and support the refinement of design solutions. • Project-based learning activities that encourage creative problem-solving and the application of theoretical knowledge in practical design tasks. • Independent research and design development to enhance analytical thinking and professional design skills.

	Assessment Methods • Short Theoretical Quizzes: Assessing students' understanding of furniture design concepts, materials, ergonomics, and design principles. • Major Design Projects: Evaluating students' performance throughout the design process, including concept development, design refinement, execution, and final presentation. • Practical Exercises and Presentations: Assessing the application of design skills, creative thinking, problem-solving abilities, and communication of design ideas. • Continuous Assessment: Monitoring students' participation, engagement, commitment, and progress throughout studio activities and project development. • Design Reviews (Jury Critiques): Evaluating design proposals through periodic presentations and critical discussions with instructors and peers. • Portfolio Assessment: Reviewing the quality and progression of sketches, drawings, models, and completed design projects developed during the course.
C	Affective Objectives Students will be able to: • Develop aesthetic appreciation and creative thinking in the design of furniture and interior elements. • Demonstrate a strong sense of responsibility toward user comfort, safety, and well-being in design decisions. • Foster teamwork, collaboration, and confidence in presenting and defending design ideas and projects. • Develop environmental awareness and commitment to sustainable design practices. • Demonstrate accuracy, attention to detail, and craftsmanship throughout the design and implementation process. • Appreciate the value of professional ethics and quality standards in furniture design and production.
	Teaching and Learning Methods • Delivering lectures using an applied and practice-oriented approach. • Encouraging collaborative group work to implement designs through extracurricular activities. • Explaining scientific material through drawing plans and sections of interior spaces.
	Assessment Methods • Attendance and the level of commitment to submitting classroom and homework assignments on the scheduled time. • Monitoring and evaluating weekly exercises and assignments. • Developing students' abilities and understanding of engineering drawing concepts and applications. • Semester examinations and evaluation of the project submitted at the end of the semester.

.10Course structure

No .	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	4	Define the historical development of furniture design and the concept of style.	Historical Introduction to Furniture Design and the Concept of Style.	Theoretical lectures and visual presentations.	Written examination.
2	Second	4	Distinguish the characteristics of furniture in ancient civilizations (Mesopotamia and Ancient Egypt).	Furniture in Ancient Civilizations (Mesopotamian and Egyptian Civilizations).	Lectures and visual analysis.	Test and assignment.
3	Third	4	Compare Greek and Roman furniture in terms of form and function.	Furniture in Ancient Civilizations (Greek and Roman Civilizations).	Classroom discussions and case studies.	Test and participation assessment.
4	Fourth	4	Explain the characteristics of furniture during the Middle Ages and the Islamic civilization.	Furniture in the Middle Ages and Islamic Civilization.	Lectures and model analysis.	Written examination.
5	Fifth	4	Analyze the characteristics of Renaissance furniture.	Furniture of the Renaissance Period.	Presentations and visual analysis.	Assignment and test.
6	Sixth	4	Distinguish between Baroque	Baroque and Rococo Furniture.	Image presentations and	Test and classroom activity.

			and Rococo furniture styles.		comparative analysis.	
7	Seventh	4	Explain the principles of Neoclassical furniture design.	Neoclassical Furniture.	Lectures and illustrative diagrams.	Test.
8	Eighth	4	Describe the characteristics of Empire Style furniture and Art Nouveau furniture.	French Empire Furniture and Art Nouveau Furniture.	Case studies and presentations.	Assignment and oral presentation.
9	Ninth	4	Explain the origins, principles, and influence of the Bauhaus School.	Bauhaus School: Origins and New Design Principles.	Lectures and educational videos.	Test and report.
10	Tenth	4	Apply Bauhaus principles in furniture design projects.	Furniture Design According to Bauhaus Principles.	Practical applications and design projects.	Design project.
11	Eleventh	4	Identify the characteristics of Art Deco furniture.	Art Deco Furniture.	Visual analysis and discussion.	Test.
12	Twelfth	4	Explain the concepts and characteristics of modern furniture.	Modern Furniture.	Lectures and practical examples.	Test.
13	Thirteenth	4	Differentiate between modern and	Contemporary Furniture.	Discussion and comparative analysis.	Test and assignment.

			contemporary furniture.			
14	Fourteenth	4	Explain the concept of sustainable furniture and its environmental considerations.	Sustainable Furniture.	Lectures and contemporary examples.	Report and presentation.
15	Fifteenth	4	Apply the concepts of multifunctional, foldable, and modular furniture design.	Multifunctional Furniture, Foldable Furniture, and Modular/Knock-Down Furniture.	Practical projects and design workshops.	Project and practical assessment.

.11Course Evaluation

A Assessment Strategy

The assessment process focuses on evaluating students' achievement of the intended learning outcomes through a combination of design projects, examinations, presentations, and classroom participation. Students are assessed on their ability to develop creative furniture design solutions, apply theoretical knowledge in practical projects, and effectively communicate design concepts through visual and oral presentations.

Teaching effectiveness is evaluated based on the clarity of instruction, the integration of theoretical concepts with studio-based applications, and the ability to support students throughout the design process. The course content is reviewed to ensure its relevance, contemporary nature, and alignment with the requirements of the interior design profession and current industry trends.

The learning environment is assessed in terms of the availability of studio facilities, design tools, educational resources, and technical support necessary for successful project development. Continuous feedback is collected from both students and instructors to enhance course quality and improve teaching and learning outcomes.

Assessment Distribution:

- Coursework (Continuous Assessment): 40%
- Final Examination: 60%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Betty Norbury, Furniture for 21st Century . • Jim Postell, Furniture Design , Wiley & Sons, INC , Canada, 2012. • Jerzy Smardzewski, Furniture Design, Springer International Publishing , Switzerland , 2015.
C	Electronic resources	• https://scholar.google.com • https://www.researchgate.net • https://www.academia.edu

Course Description Form:(2025-2026)

1	Course	Advance Interior Design		
2	Course Code	MTU0513203		
3	Semester/Year	Third Stage /Semester: Scnd Semester /Academic System: Semester System		
4	Date Report Prepared	2026/3/12		
5	Available Attendance Forms	Official attendance/weekly/annual system		
6	Number of Class Hours (Total)	90hours per semester = 180 hours per academic year	Number of theoretical hours	-
			Number of practical hours	4
			Total number of hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Jacqueline Qawsan Zumaya	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8 Course Objectives

- Apply design concepts and principles in the organization of spaces and their integration into a coherent and unified design solution.
- Develop analytical and planning skills, progressing from the site plan to detailed interior and architectural design components.
- Achieve functional comfort and effective spatial zoning in accordance with user requirements and activities.
- Enhance creativity and innovation through the use of unconventional design elements and solutions.

- Integrate natural and human elements to reinforce human scale and improve the quality of interior environments.
- Design inclusive spaces that accommodate the needs of people with disabilities and diverse user groups.
- Produce comprehensive design projects that include plans, sections, elevations, perspectives, and professional presentation drawings.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concepts and principles of advanced interior design and the relationship between design ideas and functional requirements. • Comprehend the principles of space organization, zoning, and functional separation within interior environments. • Recognize the importance of site orientation and its influence on spatial planning, environmental performance, and design quality. • Understand the concept of design unity and the integration of different spaces into a cohesive design solution. • Appreciate the role of natural and human elements in achieving human scale and enhancing user experience. • Understand the principles and requirements of designing spaces for people with disabilities and diverse user needs. • Recognize various architectural presentation techniques, including rendering, coloring, perspective drawing, and isometric representation.
B	Skill-Based Objectives Students will be able to: • Prepare comprehensive design drawings that progress from the site plan to detailed interior design solutions. • Apply functional zoning and spatial organization principles in the design of different interior environments. • Design spaces using non-traditional forms, including curves, organic shapes, and varied geometric configurations. • Produce plans, sections, perspectives, and isometric drawings using correct scales and professional drafting standards. • Incorporate vegetation, landscape elements, and human figures to demonstrate human scale and enhance the realism of design presentations. • Develop design concepts from preliminary sketches and conceptual layouts into complete and fully resolved design proposals. • Prepare lighting layout plans and integrate lighting systems effectively within the overall design scheme. • Present projects using a variety of graphic presentation techniques, including rendering, coloring, inking, and collage. • Communicate and present design proposals professionally through contemporary presentation methods and visual communication tools.

	Teaching and Learning Methods • Studio-Based Learning: Developing interior design projects within the studio environment under direct instructor supervision and guidance. • Project-Based Learning (PBL): Designing residential units or integrated interior spaces that address functional, aesthetic, and user requirements. • Problem-Based Learning: Solving design challenges such as functional zoning, accessibility, and designing for people with disabilities through analytical and creative approaches. • Drawing and Practical Application: Producing plans, sections, perspectives, and isometric drawings using specified scales and professional drafting standards. • Workshops: Enhancing graphic presentation skills through rendering, inking, coloring, collage techniques, and other visual communication methods. • Critique and Jury Reviews: Conducting periodic design reviews and evaluations to assess progress, provide constructive feedback, and improve design outcomes. • Presentations: Presenting design projects using contemporary presentation tools and multimedia technologies, including digital presentations and data show systems. • Independent Design Development: Encouraging students to refine concepts, explore alternatives, and develop comprehensive design solutions through self-directed learning and research.
	Assessment Methods • Continuous Formative Assessment: Monitoring the development of the design project from the initial concept stage through design refinement and final execution. • Comprehensive Final Project: Evaluating a complete design project that includes all required drawings and documentation, such as the site plan, floor plans, sections, perspectives, lighting layout, and presentation boards. • Evaluation of Drawings and Graphic Presentation: Assessing the accuracy of drafting, rendering quality, inking, coloring techniques, and the overall standard of visual presentation. • Presentation and Jury Review: Evaluating students' ability to present, explain, justify, and defend their design proposals during formal critiques and jury sessions. • Participation and Commitment: Assessing attendance, active engagement in studio activities, adherence to project requirements, and compliance with submission deadlines. • Portfolio Assessment: Reviewing the quality and progression of sketches, conceptual studies, working drawings, and final presentation materials developed throughout the course.
C	Affective Objectives Students will be able to: • Develop creativity and innovation in generating effective and original design solutions. • Enhance aesthetic appreciation and artistic sensitivity in both design development and graphic presentation. • Demonstrate a sense of professional responsibility toward users and their functional, psychological, and social needs.

	• Develop awareness of human-centered design principles, including accessibility, human scale, and the needs of people with disabilities. • Foster teamwork, collaboration, and constructive interaction within the design studio environment. • Build self-confidence in presenting, discussing, and defending design concepts and project outcomes. • Demonstrate commitment to accuracy, quality, and professional standards in project execution and presentation. • Appreciate the importance of continuous improvement, critical evaluation, and reflective design practice.
	teaching and Learning Methods •Lectures are delivered in a practical manner, explaining the practical techniques for finishing, through their application and literal implementation in front of students, using the tools and implementers as a means of demonstration. •Collaborative group work to implement designs in extracurricular activities. •Reviewing the steps for implementing techniques and linking these steps to previous basic lessons. •Explaining the scientific material, developing a methodology for implementation and concise innovations, and maintaining public safety standards that ensure high quality for the techniques presented.
	•Assessment Methods •Attendance and commitment to submitting assignments on time, both in class and at home. •Focusing on weekly exercises and assignments and their evaluation. •Developing students' abilities in the areas of finishing materials and their methods of use, as well as on-site implementation methods, tools, and equipment used. •Weekly, monthly, and end-of-year exams .

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First–Second	4	Apply the concept of functional zoning and separation between different spaces.	Explanation and application of functional zoning principles and methods of achieving effective spatial separation in accordance with the proposed design concept for multiple spaces.	Design exercises and plan analysis.	Formative assessment and project evaluation.
2	Third–Fourth	4	Determine building orientation according to cardinal	Study of the importance of building orientation and site planning, from the Site Plan to detailed interior space design.	Site analysis and plan development.	Assignment and practical evaluation.

			directions and integrate it into the design process.			
3	Fifth–Sixth	4	Develop design proposals from the Site Plan stage to detailed interior solutions.	Application of non-traditional vertical elements, including curves and alternative geometric forms, with presentation of plans and perspectives using rendering and inking techniques.	Design studio and direct supervision .	Interim design project.
4	Seventh–Eighth	4	Employ vertical design elements creatively using curves and non-conventional forms.	Integration of plants and human figures of various scales and positions to enhance realism and human scale within interior spaces.	Design exercises and sketching sessions.	Formative assessment.
5	Ninth–Tenth	4	Achieve design unity and establish coherent relationships among diverse functional spaces.	Development of a comprehensive design concept that links interior spaces of different functions into an integrated design solution.	Manual drafting and practical workshops.	Practical assessment.
6	Eleventh–Twelfth	4	Design a complete residential unit that accommodates the needs of people with disabilities.	Preparation of a comprehensive residential design project including plans, perspectives, rendering, and presentation materials that meet accessibility requirements.	Applied drawing and case-study analysis.	Drawing and design evaluation.
7	Thirteenth – Fourteenth	4	Transform preliminary concepts into comprehensive	Development of final plans, sections, perspectives, isometric drawings, lighting layouts, rendering, inking, and collage presentations	Studio projects and group critiques.	Major design project.

			sive final design documentation.	for the residential project. Final submission follows project critiques and design reviews.		
8	Fifteenth	4	Present, discuss, and defend the project while responding constructively to critique and evaluation.	Final project presentation, discussion, and assessment.	Presentation and project review.	Project evaluation and final revisions.

.11Course Evaluation

The assessment process is based entirely on continuous evaluation throughout the semester, with emphasis on the development and execution of design projects within the studio environment. Students are assessed on their ability to generate design concepts, develop them into coherent solutions, and achieve integration among different functional spaces.

Assessment also focuses on the quality of drawings and graphic presentation, including the accuracy of plans, sections, perspectives, rendering techniques, inking, coloring, and overall presentation standards. Students are evaluated on their ability to communicate design ideas effectively through presentations, discussions, and design juries, as well as their capacity to justify and defend their design decisions.

Continuous assessment is conducted through regular reviews of project progress, ensuring consistent development and refinement of design proposals. The effectiveness of the learning environment is supported through practical studio activities, direct supervision, constructive feedback, and ongoing interaction between students and instructors.

Assessment Distribution:

- Continuous Assessment: 100%
- Final Examination: Not Applicable

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Emmitt, S., 2023. Barry's Introduction to Construction of Buildings, 5th Edition. 5 ed. s.l.:Wiley-Blackwell. • 2. Philippe Pire, B. L., 2013. BUILDING CONSTRUCTION MANUAL. s.l.:s.n.

		3. R. Chudley, R. G., 2006. BUILDING CONSTRUCTION HANDBOOK. 6 ed. Oxford: ElSevier
C	Electronic resources	https://journals.sagepub.com https://www.tandfonline.com https://www.sciencedirect.com https://www.dezeen.com

Course Description Form:(2025-2026)

1	Course	Interior Design Models		
2	Course Code	MTU0513204		
3	Semester/Year	Third Year / Sacond Semester / Semester System		
4	Date Report Prepared	2026/3/15		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Semester System		
6	Number of Class Hours (Total)	60per semester	Number of theoretical hours	-
			Number of practical hours	4
			Number of applied hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Asst. Lecturer Sara Waleed Khalid	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Transform architectural and interior design drawings into realistic three-dimensional models and visual representations.
- Develop an understanding of the integration between architectural elements, furniture, and interior components within a unified design solution.
- Select and apply appropriate materials, finishes, and textures in model construction and project presentation.
- Adhere to drawing scales, dimensional accuracy, and attention to detail throughout the design and modeling process.
- Develop comprehensive design projects that incorporate interior spaces, exterior environments, and building façades.
- Produce professional-quality presentations and visual outputs suitable for academic, professional, and public presentation.

- Enhance visualization and spatial representation skills through the creation of physical and digital models.
- Apply design principles and technical knowledge to communicate design concepts effectively and accurately.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concepts and principles of Architectural Modeling and recognize its importance in the design process. • Comprehend the relationship between two-dimensional (2D) drawings and three-dimensional (3D) models, and how design information is translated into physical or digital form. • Identify the characteristics, properties, and applications of materials commonly used in model making, such as wood, foam board, cardboard, acrylic, and related materials. • Understand the principles of drawing scales and their application in the construction of accurate architectural models. • Recognize the components of interior spaces, including walls, floors, ceilings, openings, and architectural details. • Understand the principles of model presentation and finishing techniques, including detailing, coloring, material representation, and visual enhancement. • Recognize methods for representing exterior spaces, landscape elements, and building façades within architectural models. • Develop an understanding of the role of architectural models as tools for visualization, communication, and design evaluation.
B	Course-Specific Skill Objectives Students will be able to: • Construct architectural models of residential and public interior spaces with accuracy and attention to detail. • Fabricate architectural components such as doors, windows, partitions, and openings as integral elements of architectural models. • Design and construct a variety of furniture models that correspond to the functional and aesthetic requirements of the project. • Apply drawing scales accurately and consistently throughout all parts of the architectural model. • Select and utilize different modeling materials appropriately according to design requirements and construction techniques. • Develop comprehensive architectural models that include multiple floors, circulation systems, and exterior façades. • Produce professionally finished models through the application of appropriate detailing, finishing, organization, and presentation techniques.

	• Represent surrounding outdoor environments and landscape elements as part of the overall project context. • Present and communicate project concepts, design decisions, and technical details clearly and effectively through model presentations and discussions. • Demonstrate precision, craftsmanship, and technical competence throughout the model-making process.
	Teaching and Learning Methods
	• Studio-Based Learning: Developing architectural and interior models within the studio environment under direct supervision and continuous guidance from the instructor. • Hands-on Modeling: Constructing architectural and furniture models using a variety of materials and model-making techniques to enhance practical skills and technical competence. • Workshops: Conducting specialized workshops on cutting, assembly, finishing, detailing, and presentation techniques for professional model production. • Project-Based Learning (PBL): Developing comprehensive projects through multiple stages, from concept development and planning to model construction and final presentation. • Problem-Based Learning: Addressing technical and material-related challenges encountered during the model-making process through analytical and creative problem-solving approaches. • Critique and Jury Reviews: Participating in periodic design reviews and critiques to evaluate progress, receive constructive feedback, and improve project outcomes. • Presentations: Presenting completed models and explaining design concepts, construction methods, and project development through formal presentations and discussions. • Independent Practice and Research: Encouraging students to explore materials, construction methods, and model-making techniques through self-directed learning and experimentation.
	Assessment Methods
	• Continuous Formative Assessment: Monitoring the progress of model construction throughout the semester, from initial planning to final completion. • Evaluation of Practical Exercises: Assessing the design and construction of individual architectural components and furniture elements as separate modeling tasks. • Comprehensive Final Project: Evaluating a complete multi-storey architectural model that includes interior spaces, exterior façades, and surrounding landscape elements. • Quality of Execution Assessment: Measuring accuracy, craftsmanship, adherence to scale, construction techniques, and the effective use of modeling materials. • Final Presentation Assessment: Evaluating finishing quality, detailing, coloring, organization, and the overall professional appearance of the model. • Jury Review and Presentation: Assessing students' ability to present, explain, justify, and defend their design concepts, construction methods, and final outcomes during formal critiques and discussions.

	• Studio Performance Assessment: Evaluating participation, commitment, problem-solving skills, and engagement throughout the model-making process.
C	Affective Objectives Students will be able to: • Develop accuracy, precision, and attention to detail in model-making and manual construction processes. • Foster creativity and innovation in the selection, manipulation, and application of modeling materials. • Demonstrate a sense of professional responsibility and commitment to quality in the execution of architectural models. • Develop patience, perseverance, and self-discipline throughout the completion of complex design and modeling projects. • Strengthen teamwork, collaboration, and constructive interaction within the studio environment. • Build self-confidence in presenting, discussing, and defending design concepts and completed projects. • Enhance aesthetic appreciation and artistic judgment in the finishing, presentation, and visual quality of architectural models. • Appreciate the importance of craftsmanship, organization, and professional standards in model-making practice.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments. •Assigning students certain activities and assignments, and presenting lectures and reports. •Developing students' ability to apply practical skills relevant to daily life .
	Assessment Methods •Attendance and commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-year exams reflect commitment and knowledge attainment.

.10Course structure						
No .	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	4	Construct an architectural model of a single-storey residential interior space.	Practical exercises in developing a complete architectural model for a residential interior space, including walls, floors, and ceilings.	Studio work and model construction.	Formative assessment .

2	Second	4	Apply the design of walls, floors, and ceilings within the architectural model.	Practical exercises in developing a complete architectural model for a residential interior space, including walls, floors, and ceilings.	Practical application and direct supervision .	Practical assessment .
3	Third	4	Construct architectural elements such as doors, windows, and related components.	Practical exercises in producing architectural elements (doors, windows, etc.).	Workshop activities and manual fabrication.	Detailed evaluation.
4	Fourth	4	Design and construct various furniture units as scaled models.	Practical exercises in creating furniture models, including final presentation and finishing.	Design exercises and model fabrication.	Practical assessment .
5	Fifth	4	Produce professionally finished furniture models.	Practical exercises in creating furniture models, including finishing and presentation techniques.	Finishing workshops (coloring and material application).	Evaluation of presentation quality.
6	Sixth–Ninth	4	Develop a complete public interior-space model integrating architectural and furniture elements.	Practical exercises for producing a complete architectural model of a public interior space, incorporating doors, windows, furniture units, and final presentation techniques.	Studio project.	Formative and final assessment .
7	Tenth–Twelfth	4	Integrate architectural elements and furniture within a comprehensive multi-storey model.	Project involving the construction of a detailed architectural model for residential or public interior spaces consisting of multiple floors.	Practical application and project reviews.	Assessment of design integration.
8	Thirteenth–Fifteenth	4	Develop and complete a	Advanced project involving a complete	Advanced design	Project developme

			comprehensive multi-storey architectural model with exterior features and landscape elements.	architectural model with façades, interior spaces, exterior surroundings, landscaping elements, appropriate scale application, and professional final presentation.	project and studio practice.	final assessment, final evaluation, and presentation review.

.11 Course Evaluation

A	• Practical Exercises and Projects: Evaluation of students' ability to construct architectural elements, furniture models, and integrated architectural models throughout the semester. • Final Project: Assessment of a comprehensive multi-storey architectural model incorporating façades, interior spaces, and surrounding exterior environments. • Accuracy and Scale Application: Evaluation of precision in construction, adherence to drawing scales, and attention to architectural details. • Graphic and Technical Presentation: Assessment of finishing quality, craftsmanship, material selection, organization, and overall presentation standards. • Presentation and Jury Review: Evaluation of students' ability to explain, discuss, justify, and defend their design concepts and construction processes. • Continuous Studio Assessment: Ongoing monitoring of project development, participation, commitment, technical progress, and responsiveness to feedback throughout the semester.
	Assessment Distribution • Continuous Assessment: 100 Marks • Final Examination: Not Applicable

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Koltjard, Robin George. <i>Principles of Art</i>. Translated by Ahmed Hamad Mahmoud. Cairo: Egyptian House for Authorship and Publishing, 1951; Arabic Translation, 1966. • Hussein, Saleh Qasim. <i>Psychology of Color and Form Perception</i>. Baghdad: Publications of the Ministry of Culture and Information, 1983. • Gandelsonas, Mario, and Diane Agrest. <i>On Reading Architecture</i>. New York: John Wiley & Sons, 1980. • Graves, Maitland E. <i>The Art of Color and Design</i>. 2nd ed. New York, Toronto, London: McGraw-Hill Book Company, Inc.
	Electronic Resources	• https://www.architecturaldigest.com • https://www.frameweb.com

		• https://founterior.com • https://tus.libguides.com/interior-design/useful-websites

Course Description Form:(2025-2026)

1	Course	Advance Finishing Processes		
2	Course Code	MTU0513205		
3	Semester/Year	Third Year / Sacond Semester / Semester System		
4	Date Report Prepared	2026/3/14		
5	Available Attendance Forms	Regular Attendance / Weekly Schedule / Semester System		
6	Number of Class Hours (Total)	60hours per semester = 120 hours per academic year	Number of theoretical hours	-
			Number of practical hours	6
			Total number of hours	-
			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Hassan Fahmi	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Introduce students to the concepts, materials, and techniques used in interior finishing works.
- Enable students to use tools, equipment, and construction instruments efficiently and accurately.
- Develop practical skills in gypsum works and suspended ceiling installation techniques.
- Equip students with the skills required for wall cladding, surface preparation, and various painting applications.
- Train students in the installation and finishing of ceramic, porcelain, and marble cladding systems.
- Familiarize students with the properties, applications, and fabrication methods of steel, aluminum, and glass materials used in interior design.
- Develop skills in cutting, shaping, assembling, and joining different construction and finishing materials.
- Promote accuracy, quality control, and professional workmanship in practical applications.

- Encourage compliance with occupational health and safety standards during workshop and site activities.
- Foster aesthetic awareness, creativity, and innovation in interior finishing and detailing.
- Prepare students for professional practice and the labor market through hands-on training and practical experience.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concepts, principles, and techniques of interior finishing works and their role in interior design projects. • Identify the properties, characteristics, and applications of materials commonly used in finishing works, including gypsum, ceramic, marble, steel, aluminum, and glass. • Recognize the different types of suspended and secondary ceiling systems and understand their methods of installation and construction. • Acquire knowledge of measuring instruments, hand tools, and equipment used in finishing works, including the use of leveling devices and precision measuring tools. • Understand wall cladding systems, painting materials, surface preparation methods, and finishing techniques. • Recognize the procedures and techniques used for cutting, joining, assembling, and shaping various construction and finishing materials. • Understand safety requirements and quality standards associated with interior finishing operations. • Develop an awareness of the relationship between material selection, construction techniques, and the aesthetic and functional performance of interior spaces.
B	Course-Specific Skill Objectives Students will be able to: • Accurately use measuring tools, leveling instruments, and workshop equipment in finishing and installation works. • Prepare gypsum mixtures and execute gypsum casting, molding, and decorative gypsum profiles with precision. • Apply gypsum carving and decorative techniques, including both relief (raised) and recessed patterns. • Construct and install various types of suspended and secondary ceiling systems according to design and technical requirements. • Apply wall-finishing techniques, including plastic coatings, wallpaper installation, and different painting systems. • Execute ceramic and marble cladding works for walls and floors using appropriate installation and finishing methods. • Demonstrate proficiency in cutting, shaping, assembling, and joining steel and aluminum components used in interior finishing works. • Perform glass cutting, installation, engraving, and decorative applications while observing safety and quality standards.

	• Identify, evaluate, and correct construction and finishing defects to achieve high-quality final workmanship. • Apply occupational health and safety procedures throughout all practical and workshop activities.
	Teaching and Learning Methods
	• Hands-on Practical Learning: Performing finishing and construction tasks directly in the workshop environment to develop technical and professional skills. • Demonstration Method: Instructor-led demonstrations of tools, materials, equipment, and execution techniques before practical application by students. • Project-Based Learning (PBL): Developing practical projects that integrate multiple finishing techniques and materials to simulate real interior design applications. • Collaborative Learning: Working in teams to complete workshop activities, encouraging cooperation, communication, and shared problem-solving. • Real-World Training and Simulation: Practicing on realistic models and simulated construction scenarios that reflect professional interior finishing projects. • Continuous Supervision and Guidance: Providing ongoing instruction, monitoring, and feedback throughout the implementation process to ensure accuracy, safety, and quality. • Workshop Exercises and Practical Assignments: Applying theoretical knowledge through structured exercises and practical tasks using industry-standard materials and techniques. • Problem-Solving Activities: Identifying and resolving technical challenges encountered during installation, fabrication, and finishing operations..
	Assessment Methods • Continuous Practical Assessment: Evaluating students' performance, technical skills, and workmanship throughout workshop activities and practical sessions. • Applied Project Evaluation: Assessing the quality, accuracy, and completeness of practical projects executed during the course. • Practical Skill Tests: Measuring students' competency in using tools, equipment, materials, and finishing techniques through hands-on examinations. • Quality and Accuracy Assessment: Evaluating precision, craftsmanship, adherence to specifications, and the overall quality of execution. • Attendance and Active Participation: Assessing commitment, engagement, teamwork, compliance with workshop procedures, and adherence to safety requirements. • Comprehensive Final Project: Evaluating students' ability to integrate acquired knowledge and practical skills into a complete finishing and construction project. •
C	Affective Objectives Students will be able to: • Develop a strong sense of commitment, discipline, and professionalism in workshop and practical activities. • Foster teamwork, cooperation, and effective communication while working collaboratively on practical projects.

	• Demonstrate accuracy, attention to detail, and care in the execution of finishing and construction tasks. • Adhere to occupational health and safety standards and maintain safe working practices throughout workshop activities. • Enhance aesthetic awareness and artistic appreciation in the selection, application, and finishing of materials. • Encourage creativity and innovation in practical implementation and problem-solving during project execution. • Demonstrate responsibility, accountability, and ethical conduct while working independently and within teams. • Appreciate the importance of quality workmanship and continuous improvement in professional interior finishing practices.
	Teaching and Learning Methods • Practical lecture management • Daily classroom exercises and homework • Collaborative group work to implement designs in classroom and extracurricular activities • Keeping up to date with the latest developments in furniture manufacturing, the modern materials used, and their technologies
	Evaluation Methods • Weekly exercises and homework • Attendance and commitment to submitting assignments on time • Extracurricular activities and participation in annual exhibitions

.10Course structure						
No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	6	Recognize the importance of finishing works, accurately use measuring tools, and establish correct levels and dimensions .	Introduction to Finishing Works and the Use of Finishing Tools and Equipment (Leveling Devices, Traditional and Modern Measuring Tools, etc.).	Demonstration, practical workshop training, and supervised exercises.	Practical assessment and observation.
2	Second	6	Prepare gypsum mixtures correctly and produce	Gypsum Works: Preparation of Gypsum Mixtures, Plastic, Rubber, and Silicone Molds, Gypsum Profiles, Relief and	Workshop practice and instructor demonstration.	Practical test and project evaluation.

			gypsum molds and decorative elements.	Recessed Carving Techniques.		
3	Third	6	Identify different types of suspended ceilings and apply installation techniques.	Suspended Ceilings: Types, Construction Methods, and Practical Applications.	Demonstration and hands-on workshop activities.	Practical assessment.
4	Fourth	6	Apply plastic wall-cladding techniques accurately and professionally.	Wall Finishing Techniques Using Plastic Panels.	Practical workshop training and direct supervision.	Practical evaluation.
5	Fifth	6	Install wallpaper correctly using professional finishing methods.	Wall Finishing Techniques Using Wallpaper.	Demonstration and practical application.	Performance assessment.
6	Sixth	6	Distinguish between paint types and execute painting applications using appropriate techniques.	Wall Painting Techniques: Types of Paints and Application Methods.	Practical exercises and supervised implementation.	Practical test and quality assessment.
7	Seventh	6	Install ceramic finishes for walls and floors according to technical standards.	Ceramic Works: Cladding Techniques for Walls and Floors.	Workshop activities and practical training.	Practical assessment and project evaluation.
8	Eighth	6	Apply marble cladding techniques	Marble Works: Cladding Techniques for Walls and Floors.	Demonstration and practical	Practical assessment.

			for interior finishes.		implement ation.	
9	Ninth	6	Identify steel sections, perform measurements, and apply cutting, joining, welding, and forming techniques safely and accurately.	Steel Works: Types of Steel Sections, Measurements, Cutting Methods, Joining and Welding Techniques, and Steel Forming Methods.	Hands-on workshop practice and demonstrations.	Practical examination and skill assessment.
10	Tenth	6	Identify aluminum sections and apply cutting, joining, and forming techniques.	Aluminum Works: Types of Aluminum Sections, Measurements, Cutting Methods, Joining Techniques, and Aluminum Forming Methods.	Practical training and supervised exercises.	Practical assessment.
11	Eleventh–Twelfth	6	Identify glass types and properties and perform cutting, joining, engraving, and decorative applications safely and accurately.	Glass Works: Types of Glass, Measurements, Cutting Methods, Joining Techniques, Glass Drawing, and Engraving Applications.	Workshop practice, demonstrations, and project-based activities.	Practical examination, project evaluation, and quality assessment.

.11Course Evaluation

A	• Continuous Practical Performance • Workshop Exercises and Applied Projects • Practical Skill Tests • Attendance and Active Participation • Comprehensive Final Project • Compliance with Occupational Health and Safety Procedures

Assessment Scheme:

- **Continuous Assessment: 100%**
- **Final Examination: Not Applicable**

.12 Learning and teaching resource

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Levon, A., & Sako, Z. <i>Building Construction</i> (Arabic Reference). • Al-Dahan, A., & Al-Nuaimi, S. <i>Building Construction and Industrialized Building Systems</i> (Arabic Reference). • Jackson, N. <i>Civil Engineering Materials</i>. London: Macmillan Education. • Ching, F. D. K. <i>Building Construction Illustrated</i>. 6th ed. Hoboken, NJ: John Wiley & Sons. • Allen, E., & Iano, J. <i>Fundamentals of Building Construction: Materials and Methods</i>. 7th ed. Hoboken, NJ: John Wiley & Sons. • Barry, R. <i>The Construction of Buildings</i>. Oxford: Blackwell Publishing. • Ashby, M., & Johnson, K. <i>Materials and Design: The Art and Science of Material Selection in Product Design</i>. Oxford: Elsevier. • Hall, F., & Greeno, R. <i>Building Services Handbook</i>. London: RIBA Publishing. • De Chiara, J., & Panero, J. <i>Time-Saver Standards for Interior Design and Space Planning</i>. New York: McGraw-Hill Education.
C	Electronic resources	• https://www.archdaily.com • https://www.dezeen.com • https://www.designboom.com • https://www.britannica.com • https://www.engineeringtoolbox.com • https://www.buildingconservation.com • https://www.constructionweekonline.com • https://www.houzz.com • https://www.autodesk.com/design-make

Course Description Form:(2025-2026)

1	Course	Research Curricula		
2	Course Code	MTU0513206		
3	Semester/Year	Third Year / Sacond Semester / Semester System		
4	Date Report Prepared	2026/3/15		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Annual System		
6	Number of Class Hours (Total)	30per semester	Number of theoretical hours	2
			Number of practical hours	-
			Number of applied hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Hamad Sultan	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Understand the concept of the experimental method and its role in scientific research.
- Identify the stages and procedures involved in conducting experimental research.
- Distinguish between different types of experimental designs and understand the functions of independent, dependent, and control variables.
- Understand the concepts of population and sampling, as well as methods used for selecting research samples.
- Recognize the major research instruments used in data collection, including observation, interviews, questionnaires, and tests.
- Develop an understanding of the principles involved in designing and constructing basic research instruments.
- Understand methods for organizing, presenting, and analyzing research data.
- Comprehend the concepts of validity and reliability and their importance in ensuring research quality and credibility.
- Recognize ethical considerations and professional standards in the conduct of scientific research.

.9Teaching and Learning Strategie

A

Cognitive Objectives

Students will be able to:

- Define the experimental research method and explain its characteristics, advantages, and applications in scientific research.
- Understand the stages and procedures involved in planning, conducting, and evaluating experimental research.
- Comprehend the concepts of population and sample and distinguish among different sampling techniques, including random, systematic, and stratified sampling.
- Differentiate between independent and dependent variables and explain their roles within an experimental design.
- Identify and compare different types of experimental designs, including pre-experimental, true experimental, and quasi-experimental designs.
- Distinguish between experimental and control groups and understand their importance in establishing causal relationships.
- Understand the concepts of validity and reliability and their significance in ensuring the quality and credibility of research findings.
- Explain the purpose and application of pre-tests and post-tests in experimental studies.
- Recognize the structure and components of a scientific research study, including the introduction, methodology, results, discussion, and conclusions.
- Develop an understanding of the principles of scientific inquiry and evidence-based research practices.

B

Skill-Based Objectives

Students will be able to:

- Apply the fundamental steps required to design and conduct a simple experimental research study.
- Select appropriate research samples using scientifically accepted sampling techniques.
- Identify and define independent and dependent variables accurately within an experimental framework.
- Distinguish among different experimental designs and select the most suitable design for a given research problem.
- Develop a structured and coherent research plan that includes objectives, methodology, variables, and data collection procedures.
- Design and prepare basic research instruments, including questionnaires and interview schedules.
- Construct questionnaire items according to established scientific and methodological principles.
- Organize, summarize, and perform preliminary analysis of research data using appropriate techniques.
- Evaluate the quality of research instruments and studies in terms of validity and reliability.

	• Present research findings in a clear, logical, and academically appropriate manner. • Apply critical thinking and problem-solving skills in the planning and evaluation of experimental research projects.
	Teaching and Learning Methods
	• Structured Theoretical Lectures: Presenting fundamental concepts of experimental research, including research design, variables, sampling methods, and data collection techniques. • Classroom Discussions: Analyzing research examples and discussing the differences among various experimental designs and research approaches. • Simplified Applied Examples: Linking theoretical concepts to practical research applications in interior design and related fields. • Analysis of Research Models: Examining examples of questionnaires, interview schedules, experimental designs, and research proposals to enhance understanding of research methodology. • Problem-Based Learning (PBL): Engaging students in identifying research problems, formulating hypotheses, and selecting appropriate experimental designs. • Short Classroom Activities: Practicing the identification of variables, sample selection, research design construction, and questionnaire development. • Written Assignments: Preparing simple research plans, questionnaires, interview forms, and other research-related tasks to reinforce methodological skills. • Guided Learning and Feedback: Providing continuous supervision, discussion, and feedback to improve students' research planning and analytical abilities..
	Assessment Methods • Written Examinations (Midterm and Final): Assessing students' understanding of theoretical concepts related to experimental research design, variables, sampling methods, research instruments, validity, and reliability. • Applied Assignments: Evaluating students' ability to apply research methodology concepts through practical tasks such as: ○ Designing a questionnaire. ○ Preparing a basic research proposal or research plan. ○ Identifying variables and selecting appropriate research designs. • Short In-Class Activities: Conducting brief exercises and formative assessments to measure immediate understanding and reinforce key concepts. • Class Participation: Assessing students' engagement in discussions, analysis of research examples, and contributions to classroom activities. • Research Analysis Exercises: Evaluating students' ability to review, interpret, and critique simple research studies and experimental designs. • Continuous Assessment: Monitoring progress in assignments, classroom activities, and research-related tasks throughout the semester.
C.	Affective Objectives Students will be able to: • Develop a positive attitude toward scientific research as an effective tool for understanding and solving design-related problems.

	• Demonstrate accuracy, objectivity, and responsibility when collecting, organizing, and interpreting data and information. • Adhere to the principles of academic integrity and ethical research practices in the preparation of research assignments and projects. • Develop critical thinking skills when reviewing, analyzing, and evaluating previous studies and research findings. • Foster commitment, organization, and methodological discipline in academic and research activities. • Demonstrate responsibility and independence in completing individual research tasks and assignments. • Appreciate the value of evidence-based decision-making in design and professional practice. • Develop intellectual curiosity and a willingness to explore, investigate, and apply scientific methods to design-related issues.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments. •Assigning students certain activities and assignments, and presenting lectures and reports. •Developing students' ability to apply practical skills relevant to daily life .
	Assessment Methods •Attendance and level of commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-year exams reflect commitment and knowledge achievement

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	2	Define the experimental method and explain its main characteristics and advantages.	Experimental Method: Definition and Major Characteristics.	Theoretical lecture and classroom discussion.	Written test.
2	Second	2	Explain the procedures and steps involved in conducting experimental research.	Experimental Research Procedure and Steps of Experimental Research.	Detailed explanation and illustrative examples.	Test and assignment .
3	Third	2	Explain the concept of research	Research Population and Sampling Methods: Random Sampling,	Lecture with	Written test.

			population and methods of sample selection.	Systematic Sampling, and Stratified Sampling.	practical examples.	
4	Fourth	2	Differentiate between independent and dependent variables.	Independent and Dependent Variables.	Lecture and practical exercises.	Written test.
5	Fifth	2	Distinguish among different types of experimental designs.	Types of Experimental Designs.	Visual presentations and design analysis.	Written test.
6	Sixth	2	Explain pre-experimental designs and their characteristics.	Pre-Experimental Designs (Minimal Control Designs).	Lecture.	Written test.
7	Seventh	2	Explain true experimental designs and their characteristics.	True Experimental Designs (Highly Controlled Designs).	Explanation and comparative analysis.	Written test.
8	Eighth	2	Distinguish between experimental and control groups.	Experimental Group and Control Group.	Discussion and practical examples.	Test and participation.
9	Ninth	2	Explain the concepts of validity and reliability in scientific research.	Validity and Reliability.	Lecture and applied examples.	Written test.
10	Tenth	2	Explain quasi-experimental designs and their applications.	Quasi-Experimental Designs (Partial Control Designs).	Theoretical lecture.	Assignment.
11	Eleventh	2	Explain pre-tests and post-tests and describe	Pre-Test, Post-Test, and the Structure of Scientific Research.	Applied examples and guided discussion.	Test and classroom discussion.

			the structure of scientific research.			
12	Twelfth	2	Identify observation as a research instrument and distinguish its different forms.	Research Instruments: Observation and Its Various Types.	Lecture and practical examples.	Test and discussion.
13	Thirteenth	2	Explain the interview method and the procedures for conducting interviews.	Interview Method: Functions and Steps of Conducting an Interview.	Lecture and illustrative examples.	Test and discussion.
14	Fourteenth	2	Explain questionnaire design principles and identify different questionnaire formats.	Questionnaire Design and Development.	Lecture and analysis of sample questionnaires.	Assignment and test.
15	Fifteenth	2	Apply the principles of questionnaire construction and differentiate among questionnaire types.	Types of Questionnaires.	Written exercises and practical activities.	Assignment evaluation.

.11 Course Evaluation

A	• Written Examinations • Applied Assignments and Research Tasks • Classroom Activities and Discussions • Participation and Engagement • Questionnaire and Research Plan Development Exercises Assessment Distribution • Continuous Assessment (Coursework): 30%

- Final Examination: 70%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Al-Zubaie, A., et al. <i>Research Methods in Education</i>, Vol. 1. Baghdad: Al-Ani Printing Press, 1974. • Sayed, Fath Al-Bab Abdul-Halim. <i>Research in Art and Art Education</i>. Cairo: Alam Al-Kutub Publishing House, 1983. • Al-Alaq, Bashir. <i>Guide to Report Writing</i>. 1st ed. Beirut, Lebanon: Arab Encyclopedia House, 1986. • Qandilji, Amer Ibrahim. <i>Scientific Research: A Student's Guide to Writing, Library Use, and Research</i>. Baghdad: Al-Mustansiriya University. • Mohammed, Saeed Abu Talib. <i>Research Methodology Science</i>, Vol. 1: General Foundations. Baghdad: University of Baghdad, Ministry of Higher Education and Scientific Research, Dar Al-Hikma Printing and Publishing House, Mosul, 1990. • Hammam, Talat. <i>Questions and Answers on Scientific Research Methodology</i>. 1st ed. Amman, Jordan: Al-Risalah Foundation – Dar Ammar Publishing House, 1984.
	Electronic Resources	• https://www.semanticscholar.org • https://www.sciencedirect.com • https://journals.sagepub.com

Course Description Form:(2025-2026)

1	Course	History of Contemporary Architecture		
2	Course Code	MTU0513207		
3	Semester/Year	Third Year / Sacond Semester / Semester System		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Semester System		
6	Number of Class Hours (Total)	30hours per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	-
			Number of units	2
7		Name	Dr. Hamad Sultan	

	Course Supervisor Name (if more than one, please state)	Mobile	
		Email	
		Second Name	
		Mobile	
		Email	

.8Course Objectives

- Understand the characteristics, principles, and distinguishing features of various architectural styles and movements.
- Identify major architects, pioneers, and architectural schools, and recognize their contributions to the development of architecture and design.
- Analyze the formal, functional, structural, and aesthetic characteristics of different architectural trends.
- Compare architectural styles and evaluate their influence on contemporary design practices.
- Understand the relationship between architecture and interior design and how architectural concepts influence interior spaces.
- Recognize the historical and cultural contexts that shaped architectural movements and design philosophies.
- Understand the principles of sustainable architecture and green building design and their role in contemporary practice.
- Develop an appreciation of the impact of architectural thought on spatial organization, material selection, and environmental performance.
- Interpret architectural works critically and relate theoretical concepts to practical design applications.

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will be able to: • Understand the concepts, principles, and major trends of modern and contemporary architecture. • Identify the principal architectural schools, movements, and their leading architects, as well as the defining characteristics of each style. • Recognize and analyze the design features, philosophies, and differences among various architectural trends and movements. • Understand the historical, cultural, technological, and social factors that influenced the development of modern and contemporary architecture. • Comprehend the principles and applications of sustainable architecture and green building design. • Recognize the relationship between architectural theories and contemporary design practices. • Develop an understanding of how architectural movements influence spatial organization, form, materials, and interior environments.

	• Interpret architectural works critically through the study of their functional, aesthetic, and environmental characteristics.
B	Course-Specific Skill Objectives Students will be able to: • Analyze architectural styles and movements and identify their distinguishing characteristics and design principles. • Critically compare different architectural trends, schools, and design approaches based on functional, aesthetic, and conceptual criteria. • Relate architectural concepts and theories to interior design practice and spatial organization. • Interpret architectural precedents and evaluate their design, functional, cultural, and environmental qualities. • Apply analytical thinking to the study of architectural works and contemporary design issues. • Examine architectural projects and identify the influence of specific movements, architects, and design philosophies. • Communicate architectural analyses effectively through written reports, presentations, and discussions. • Develop informed judgments regarding the significance and impact of architectural styles on modern and contemporary design.
	Teaching and Learning Methods • Structured Theoretical Lectures: Presenting architectural styles, movements, leading architects, and the defining characteristics of each architectural trend. • Visual Presentations (Images and Videos): Analyzing real architectural projects and buildings to illustrate design concepts, architectural principles, and stylistic features. • Classroom Discussions: Comparing, interpreting, and critically evaluating different architectural movements and their influence on contemporary design. • Case Study Method: Examining selected buildings and architectural projects from various styles to understand their historical, functional, and aesthetic significance. • Architectural Analysis Activities: Analyzing the works of prominent architects such as Zaha Hadid and other influential figures in modern and contemporary architecture. • Short Classroom Activities: Identifying architectural characteristics, classifying styles, and relating design features to specific architectural movements. • Comparative Learning Exercises: Evaluating similarities and differences among architectural schools through guided analysis and discussion. • Independent Research and Reading: Encouraging students to explore architectural precedents, theories, and contemporary projects through academic and professional resources.
	Assessment Focus • Understanding of architectural styles and movements. • Analysis and comparison of architectural trends. • Critical evaluation of architectural projects. • Application of architectural concepts to interior design. • Active participation in discussions and analytical activities.

C	Affective Objectives Students will be able to: • Develop an appreciation for architectural aesthetics and enhance their visual and artistic sensitivity toward architectural design. • Foster an interest in architectural thought, history, and the evolution of architectural movements and theories. • Develop critical thinking skills when analyzing, interpreting, and evaluating architectural projects and design concepts. • Appreciate creativity, innovation, and originality in architectural design and professional practice. • Cultivate environmental awareness through an understanding of sustainable architecture and green design principles. • Demonstrate openness to contemporary global trends, emerging technologies, and diverse architectural approaches. • Value the cultural, historical, and social significance of architecture in shaping the built environment. • Develop a positive attitude toward lifelong learning, research, and exploration in architecture and design. • Respect diversity in architectural expression and appreciate different design philosophies and schools of thought.
	Teaching and Learning Methods •Managing lectures in a practical manner •Daily classroom exercises and homework •Collaborative group work to implement designs in classroom and extracurricular activities •Keeping up to date with the latest developments in the use of various DMX3 software applications
	Evaluation Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	6	Define the concept of Modern Architecture and identify its pioneers and characteristics.	Modern Architecture: General Introduction, Pioneers, and Main Characteristics.	Lectures and visual presentations.	Written examination.

2	Second	6	Explain the principles and influence of the Bauhaus School.	Bauhaus School.	Lecture and case analysis.	Test and assignment.
3	Third	6	Describe the characteristics of Futurist Architecture.	Futurism (1914–1925).	Visual presentations and discussion.	Written test.
4	Fourth	6	Explain the principles and characteristics of Constructivism.	Constructivism (1920–1930).	Lecture and architectural analysis.	Written test.
5	Fifth	6	Distinguish the features of the International Style.	International Style (1920–1945).	Comparative analysis and examples.	Written test.
6	Sixth	6	Explain the principles and characteristics of Art Deco architecture.	Art Deco (1925–1940).	Visual analysis.	Test and classroom activity.
7	Seventh	6	Explain the concept and principles of Organic Architecture.	Organic Architecture.	Lecture and case study.	Written test.
8	Eighth	6	Describe the pioneers, concepts, and characteristics of	Postmodern Architecture: Introduction, Pioneers, and General Characteristics.	Lecture and classroom discussion.	Test and assignment.

			Postmodern Architecture.			
9	Ninth	6	Explain the principles and applications of High-Tech Architecture.	High-Tech Architecture.	Project presentations and analysis.	Written test.
10	Tenth	6	Analyze the principles and forms of Deconstructivist Architecture.	Deconstructivist Architecture.	Architectural case analysis.	Written test.
11	Eleventh	6	Analyze selected architectural works of Zaha Hadid.	Architectural Works of Zaha Hadid.	Project presentations and discussions.	Assignment and presentation.
12	Twelfth	6	Explain the concept and design principles of Folding Architecture.	Folding Architecture.	Lecture and visual examples.	Written test.
13	Thirteenth	6	Explain the principles of Structural / Compositional Architecture.	Structural (Compositional) Architecture.	Theoretical lecture.	Written test.
14	Fourteenth	6	Explain the concepts and principles of Green and Sustainable Architecture.	Green and Sustainable Architecture.	Lecture and contemporary examples.	Written test.

15	Fifteenth	6	Analyze selected case studies of sustainable architectural projects.	Case Studies in Green and Sustainable Architecture.	Case study analysis.	Assignment and test.

.11 Course Evaluation

A	Assessment Methods • Written Examinations: Assessment of theoretical knowledge and understanding of architectural movements, styles, and concepts. • Analytical Assignments: Evaluation of students' ability to analyze, compare, and interpret architectural styles and projects. • Classroom Activities and Discussions: Assessment of critical thinking, participation, and engagement in learning activities. • Case Study Analysis: Evaluation of the ability to examine and assess architectural precedents and contemporary examples. • Participation and Attendance: Assessment of commitment, interaction, and contribution to classroom discussions. Assessment Distribution • Continuous Assessment (Coursework): 30% • Final Examination: 70%

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Al-Maliki, Qabilah Fares. <i>History of Architecture Through the Ages</i>. Amman, Jordan: Dar Al-Manahij for Publishing and Distribution, 2011. • Sami, Irfan. <i>Theories of Organic Architecture</i>. Cairo, Egypt: United Color Printing Foundation. • Banham, Reyner. <i>The Age of the Master Builders</i>. Translated by Suad Abdul Ali. Baghdad, Iraq: Dar Al-Ma'mun for Translation and Publishing, 1989. • Various Authors. <i>Green Buildings</i>. Translated by Mohammed Abdul Karim Qaadan. Saudi Arabia: Obeikan Publishing, 2016. • Modern Architecture: A Critical History. London: Thames & Hudson. • Complexity and Contradiction in Architecture. New York: The Museum of Modern Art. • The Language of Post-Modern Architecture. New York: Rizzoli International Publications.

	Electronic Resources	• https://www.tandfonline.com • https://www.cambridge.org • https://journals.sagepub.com

Course Description Form:(2025-2026)

1	Course	Advance Project Management		
2	Course Code	MTU0513208		
3	Semester/Year	Third Year / Sacond Semester / Semester System		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Annual System		
6	Number of Class Hours (Total)	60hours per semester	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Salah	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Understand the concept of a project and distinguish it from routine operational activities.
- Identify the phases of the project life cycle and explain the characteristics of each stage.
- Understand the principles of project planning, organization, scheduling, and resource allocation.
- Recognize the roles and responsibilities of the project manager and project team members.
- Understand project organizational structures and communication processes within project environments.
- Identify potential project risks and understand basic risk management and mitigation strategies.
- Understand project monitoring, control, and performance evaluation techniques.
- Recognize the procedures involved in project execution, completion, and project closure.

- Develop an understanding of project management principles as applied to architecture, interior design, and construction projects.
- Appreciate the importance of time, cost, quality, and scope management in achieving project objectives.

.9Teaching and Learning Strategies

A

Cognitive Objectives

Students will be able to:

- Define a design project and explain its characteristics, objectives, and significance within the fields of interior design and architecture.
- Understand the project life cycle and identify the activities associated with each project phase from initiation to closure.
- Comprehend the concept of project management and its fundamental functions, including planning, organizing, directing, and controlling.
- Identify the various project stakeholders and understand their roles, responsibilities, and relationships throughout the project lifecycle.
- Understand the criteria and methods used in project selection and feasibility evaluation.
- Recognize the principles of project planning, scheduling, resource allocation, and time management.
- Understand the concepts of project budgeting, cost estimation, and financial control.
- Comprehend the principles of risk identification, risk assessment, and risk management strategies.
- Understand project monitoring, performance measurement, quality control, and reporting procedures.
- Recognize the processes involved in project completion, evaluation, documentation, and project closure.
- Develop an understanding of professional project management practices applicable to design, construction, and development projects.

B

Skill-Based Objectives

Students will be able to:

- Prepare a basic project plan that defines project objectives, scope, activities, resources, and expected outcomes.
- Identify project phases and organize project activities in a logical and systematic sequence.
- Select and apply an appropriate organizational structure according to project requirements and stakeholder responsibilities.
- Use basic project scheduling tools, such as Gantt Charts, to plan, monitor, and manage project timelines.
- Estimate project costs, resource requirements, and budget allocations at a preliminary level.

	• Identify potential project risks, assess their impact, and propose appropriate mitigation and management strategies. • Monitor project progress and evaluate performance against planned objectives, schedules, and resources. • Make informed organizational and managerial decisions related to project planning, implementation, and control. • Prepare simple project reports and documentation to support communication and project tracking. • Apply project management principles to design, interior design, and construction-related projects effectively.
	Teaching and Learning Methods
	• Structured Theoretical Lectures: Presenting the fundamental concepts of project management, including planning, scheduling, budgeting, risk management, monitoring, and project control. • Visual Presentations (Charts and Diagrams): Using Gantt Charts, project network diagrams, workflow charts, and organizational structures to illustrate project planning and management processes. • Classroom Discussions: Analyzing design and construction project examples to enhance understanding of project management principles and practices. • Case Study Method: Applying project management concepts to real-world projects through the analysis of successful and challenging project cases. • Problem-Based Learning (PBL): Addressing project-related scenarios such as schedule delays, cost overruns, resource shortages, and risk management challenges. • Short Classroom Activities: Developing simple project schedules, identifying project components, defining project objectives, and analyzing project variables. • Applied Assignments: Preparing simplified project plans, schedules, cost estimates, and risk assessment exercises. • Guided Learning and Feedback: Providing continuous supervision, discussion, and feedback to improve students' project planning, organizational, and decision-making skills. • Collaborative Learning Activities: Encouraging teamwork through group discussions, project analysis, and project planning exercises..
	Assessment Methods
	• Written Examinations (Midterm and Final): Assessing students' understanding of project management concepts, project life cycle stages, planning techniques, scheduling methods, budgeting, risk management, and project control principles. • Applied Assignments: Evaluating students' ability to apply project management concepts through practical tasks such as: ○ Preparing a Project Plan. ○ Developing a Gantt Chart and project schedule. ○ Identifying project objectives, activities, resources, and risks. • Classroom Activities: Conducting short exercises and formative assessments to measure immediate understanding and reinforce key project management concepts. • Class Participation: Assessing students' engagement in discussions, project analyses, problem-solving activities, and collaborative learning exercises. • Case Study Analysis: Evaluating students' ability to analyze project scenarios and propose appropriate management solutions.

	• Continuous Assessment: Monitoring progress in assignments, classroom activities, and project-related exercises throughout the semester. Assessment Distribution • Continuous Assessment (Coursework): 30% • Final Examination: 70%
C	Affective Objectives Students will be able to: • Develop commitment, discipline, and effective organizational skills in managing time, tasks, and project activities. • Foster a sense of professional responsibility and accountability in project planning, implementation, and management. • Strengthen teamwork, collaboration, and effective communication within project teams and multidisciplinary work environments. • Develop analytical thinking skills and the ability to make informed decisions based on project requirements and available resources. • Demonstrate integrity, honesty, and transparency in the management of project resources, information, and responsibilities. • Cultivate flexibility and adaptability when dealing with project challenges, uncertainties, and changing conditions. • Appreciate the importance of leadership, cooperation, and mutual respect in achieving project objectives. • Develop a positive attitude toward continuous improvement, problem-solving, and professional project management practices. • Value efficiency, quality, and ethical conduct as essential components of successful project management.
	Teaching and Learning Methods • Lectures delivered in a practical manner. • Collaborative group work to implement designs in extracurricular activities
	Evaluation Methods • Attendance and commitment to submitting assignments on time, both in class and at home. • Focus on weekly exercises and assignments and their assessment. • Developing students' abilities to use materials to present the final form of an architectural model. • Semi-monthly and end-of-year exams and assessments .

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	2	Define the design project and explain its objectives and characteristics.	Definition, Objectives, and Characteristics of the Design Project.	Lectures and classroom discussion.	Written examination.
2	Second	2	Explain the project life cycle and its main phases.	Project Life Cycle, Project Stakeholders, and Project Documentation.	Theoretical explanation and diagrams.	Written test.
3	Third	2	Identify project stakeholders and essential project documents.	Project Selection Criteria and Selection Models.	Lecture with practical examples.	Test and assignment.
4	Fourth	2	Explain project selection criteria and evaluation models.	Project Selection Procedures, Project Management Definition, Functions, and Stages.	Analysis of project models and examples.	Written test.
5	Fifth	2	Describe the steps involved in project selection.	Project Management Stakeholders, Project Manager Career Path, and Professional Ethics.	Discussion and applied activities.	Written test.
6	Sixth	2	Define project management and explain its functions and stages.	Project Team and Organizational Structures in Projects.	Structured lectures.	Written test.
7	Seventh	2	Identify project management participants and their	Selection of the Appropriate Organizational Structure for Projects.	Explanation with examples.	Written test.

			responsibilities.			
8	Eighth	2	Explain the concept and importance of project planning.	Project Planning.	Lecture and practical examples.	Assignment and test.
9	Ninth	2	Explain the stages and benefits of project scheduling.	Benefits and Stages of Project Scheduling.	Explanation with scheduling diagrams.	Written test.
10	Tenth	2	Differentiate between project scheduling techniques such as Gantt Charts and CPM.	Project Scheduling Methods.	Theoretical applications and exercises.	Test and classroom activity.
11	Eleventh	2	Explain project budgeting concepts and budgeting methods.	Benefits and Methods of Project Budgeting.	Lecture and practical examples.	Written test.
12	Twelfth	2	Explain risk management principles in projects.	Risk Management in Projects.	Discussion and case analysis.	Written test.
13	Thirteenth	2	Explain project monitoring and control techniques.	Project Monitoring and Control.	Theoretical explanation.	Written test.
14	Fourteenth	2	Describe the procedures and stages of project closure.	Project Closure.	Lecture.	Written test.
15	Fifteenth	2	Explain the concept of project control and	Project Control and Performance Management.	Analysis and discussion.	Written test.

			performanc e manageme nt.			

.11Course Evaluation

A	• The course assessment is based on theoretical examinations (midterm and final examinations) to evaluate students' understanding of fundamental management concepts and principles. • Marks are allocated for short quizzes to assess continuous learning and comprehension throughout the academic year. • Assignments and analytical reports related to projects and case studies are evaluated to measure students' analytical and problem-solving abilities. • Classroom participation and engagement in scientific discussions form part of the assessment process. • Simple applied tasks, such as analyzing a project, evaluating a project site, or assessing building services, may be included in the assessment. • The final examination serves as a comprehensive evaluation of the course learning outcomes. Assessment Distribution: • Coursework (Continuous Assessment): 30% • Final Examination: 70%

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and reference	• Advanced Project Management: A Structured Approach. • Advanced Project Management: Best Practices on Implementation. • Identifying and Managing Project Risk. • The Project Manager's Guide to Mastering Agile. • AI-Powered Agile Project Management. • Complexity in Project Management. • Abdul Hadi, Mohammed. <i>Modern Project Management</i>. 2012. • A Guide to the Project Management Body of Knowledge (PMBOK Guide). Various Editions, latest edition 2021, available in Arabic translation.
	Electronic sources	• https://www.pmi.org • https://europa.eu/pm2 • http://maxwideman.com

Course Description Form (2025-2026):

1	Course	Computer applications 3D Max Advance		
2	Course Code	MTU0513209		
3	Semester/Year	Third Year / Sacond Semester / Semester System		
4	Date Report Prepared	2026/3/18		
5	Available Attendance Forms	On-Campus Attendance / Weekly Schedule / Annual System		
6	Number of Class Hours (Total)	60per semester	Number of theoretical hours	2
			Number of practical hours	2
			Number of applied hours	4
			Number of units	3
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Ola Fares	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

- Master three-dimensional modeling techniques using Editable Poly tools for creating architectural and interior design models.
- Apply Modify commands and modifiers effectively to develop, refine, and optimize three-dimensional forms with precision.
- Utilize materials and texture-mapping techniques correctly to achieve realistic surface finishes and visual quality.
- Apply lighting systems and rendering principles to enhance realism and visual presentation in digital scenes.
- Produce high-quality still images and animated visualizations through professional rendering workflows.
- Develop the ability to create professional digital presentations suitable for architectural and interior design projects.
- Integrate modeling, materials, lighting, and rendering techniques into a complete digital visualization process.
- Enhance visualization and spatial representation skills through advanced three-dimensional design applications.
- Improve technical proficiency in computer-aided design and architectural visualization software.
- Prepare students for professional practice in architectural visualization, interior design presentation, and digital media production.

.9Teaching and Learning Strategies

A

Cognitive Objectives

Students will be able to:

- Understand the fundamental principles and concepts of three-dimensional (3D) modeling used in architectural and interior design visualization.
- Identify the tools and functions of Editable Poly and understand their applications in creating and modifying three-dimensional objects.
- Understand the purpose and operation of Modify commands and modifiers and their effects on model development and refinement.
- Recognize the principles of material creation, editing, and assignment, as well as the characteristics of different material types.
- Understand the fundamentals of texture mapping and UV Mapping, including techniques for correcting mapping distortions and material application errors.
- Identify different types of lighting systems and understand their influence on scene composition, mood, shadows, and realism.
- Understand the principles and settings of rendering for both still images and animation outputs.
- Recognize the relationship between materials, textures, and lighting in achieving realistic visualizations.
- Develop an understanding of digital visualization workflows used in professional architectural and interior design presentations.
- Understand the importance of rendering quality, optimization, and visual communication in presenting design projects effectively.

B

Skill-Based Objectives

Students will be able to:

- Construct three-dimensional architectural and interior design models using Editable Poly techniques with precision and efficiency.
- Apply Modify tools and modifiers to refine, edit, and optimize three-dimensional objects accurately.
- Assign and adjust materials and textures to achieve realistic visual representations of architectural and interior elements.
- Solve texture mapping and UV Mapping problems effectively to ensure accurate and distortion-free material application.
- Create professional lighting setups that enhance the visual quality and realism of digital scenes.
- Integrate materials, textures, and lighting techniques to produce realistic and visually compelling architectural visualizations.
- Generate high-quality rendered images and animations using appropriate rendering settings and workflows.
- Produce complete three-dimensional projects that meet professional presentation standards.
- Present and explain project concepts, modeling processes, material applications, lighting strategies, and rendering techniques clearly and effectively.

	• Demonstrate technical proficiency in digital visualization workflows from modeling to final presentation output.
	Teaching and Learning Methods
	• Brief Theoretical Lectures: Introducing the fundamental concepts of three-dimensional modeling, materials, texture mapping, lighting systems, and rendering techniques. • Hands-on Practical Application: Direct implementation of Editable Poly and Modify commands within the studio environment to develop modeling skills. • Workshops: Practical sessions focused on UV Mapping, material application, lighting setup, rendering optimization, and troubleshooting visualization issues. • Studio-Based Learning: Developing a complete three-dimensional project through a step-by-step design and visualization process under continuous supervision. • Project-Based Learning (PBL): Producing a fully rendered three-dimensional scene, including still images and/or animated video presentations. • Critique Sessions: Conducting periodic reviews and discussions to evaluate models, materials, lighting, and rendering quality, with constructive feedback for improvement. • Demonstration Method: Instructor-led demonstrations of modeling, texturing, lighting, and rendering workflows using professional visualization software. • Presentation Activities: Presenting completed projects and explaining modeling techniques, workflow processes, and visualization strategies. • Independent Practice: Encouraging students to refine their technical and creative skills through individual exercises and project development outside scheduled studio hours.
	Assessment Methods • Continuous Practical Assessment: Evaluation of students' performance in modeling exercises using Editable Poly tools and Modify commands throughout the semester. • Practical Examinations: Assessment of technical proficiency in: ○ 3D Modeling ○ Materials and Texturing ○ Lighting Setup ○ Rendering Techniques • Progressive Project Assessments: Evaluation of project development through successive stages, including: ○ Modeling Development ○ Material and Texture Application ○ Lighting Configuration ○ Rendering Optimization • Comprehensive Final Project: Assessment of a complete three-dimensional visualization project that includes: ○ A fully developed 3D scene ○ High-quality rendered images ○ Animated video rendering (where applicable) • Artistic and Technical Output Evaluation: Assessment of rendering quality, realism, composition, visual presentation, technical accuracy, and project organization.

	• Presentation and Project Defense: Evaluation of students' ability to present their work, explain modeling and visualization processes, justify design decisions, and respond to questions and critiques. • Studio Participation and Performance: Assessment of engagement, progress, problem-solving ability, and commitment during studio sessions and project development activities. •
C	Affective Objectives Students will be able to: • Develop creativity and innovation in the creation and presentation of three-dimensional architectural and interior design visualizations. • Demonstrate precision, accuracy, and attention to detail throughout the modeling, texturing, lighting, and rendering processes. • Cultivate patience, perseverance, and commitment when working on complex digital design projects. • Enhance aesthetic judgment and visual sensitivity in selecting materials, textures, colors, and lighting solutions. • Build confidence in presenting projects, explaining design decisions, and participating in professional critiques and discussions. • Foster teamwork, collaboration, and constructive communication within the studio environment and group activities. • Develop a sense of professional responsibility and commitment to producing high-quality digital work and presentations. • Appreciate the importance of continuous improvement and self-evaluation in the development of digital visualization skills. • Demonstrate a positive attitude toward problem-solving and adapting to technical challenges encountered during project development. • Value professional standards, ethical conduct, and quality assurance in architectural visualization and digital design practice.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments. •Assigning students certain activities and assignments, and presenting lectures and reports. •Developing students' ability to apply practical skills relevant to daily life .
	Assessment Methods •Attendance and level of commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-year exams reflect commitment and knowledge achievement

.10Course structure

No.	Week	Hours	Intended Learning Outcomes	Unit / Topic	Teaching Methods	Assessment Methods
1	First	6	Apply Autodesk 3ds Max Editable Poly tools in three-dimensional modeling.	Modeling Using Editable Poly – Part 1.	Practical demonstration and direct application.	Practical assessment .
2	Second	6	Create 3D models using advanced Editable Poly techniques.	Modeling Using Editable Poly – Part 2.	Applied exercises.	Progress assessment .
3	Third	6	Perform advanced modeling applications and exercises.	Advanced Modeling Applications.	Workshops and practical exercises.	Continuous assessment .
4	Fourth	6	Develop complex models using Editable Poly techniques.	Modeling Using Editable Poly – Part 3.	Lecture and practical demonstration.	Discussion and project-stage evaluation.
5	Fifth	6	Document and refine modeling workflows within a project environment .	Modeling Using Editable Poly – Part 4.	Documentation and project development activities.	Monitoring project progress.
6	Sixth	6	Apply advanced modeling techniques in practical projects.	Advanced Modeling Applications.	Workshops and supervised practice.	Continuous assessment .
7	Seventh	6	Apply essential 3D modification commands using the Modify panel.	Basic 3D Modification Commands (Modify Panel).	Practical training.	Practical examination.

8	Eighth	6	Apply materials and textures effectively to 3D models.	Materials and Texturing – Part 1.	Explanation and practical application.	Practical assessment .
9	Ninth	6	Develop advanced material and texturing techniques.	Materials and Texturing – Part 2.	Explanation and practical application.	Practical assessment .
10	Tenth	6	Integrate multiple materials and texture effects within projects.	Materials and Texturing – Part 3.	Explanation and practical application.	Practical assessment .
11	Eleventh	6	Perform advanced modeling and visualization applications.	Advanced Applications.	Workshops and practical exercises.	Continuous assessment .
12	Twelfth	6	Solve UV Mapping and texture application problems.	UV Mapping and Texture Correction.	Practical application and error analysis.	Progress assessment .
13	Thirteenth	6	Configure lighting systems and optimize scene illumination.	Lighting and Lighting Settings.	Demonstration and practical experiments.	Practical assessment .
14	Fourteenth	6	Produce realistic, high-quality three-dimensional scenes.	Visualization Applications.	Integrated project work.	Final project evaluation.
15	Fifteenth	6	Generate final rendered images and video animations.	Final Rendering (Image and Video Rendering).	Practical application and supervision .	Final project assessment .

.11 Course Evaluation

A	• Modeling Assessment: Evaluation of students' ability to use Editable Poly and Modify tools accurately and efficiently in creating three-dimensional models. • Materials and Texturing Assessment: Evaluation of the selection, application, and realistic representation of materials and textures. • Lighting Assessment: Evaluation of lighting setup, scene composition, shadow control, and the achievement of visual realism. • Rendering Assessment: Evaluation of the quality of final rendered images and video animations, including resolution, realism, composition, and presentation quality. • Progressive Project Assessment: Continuous evaluation of project development from initial modeling stages through texturing, lighting, and final visualization. • Final Project Assessment: Evaluation of a complete professional three-dimensional scene demonstrating integration of modeling, materials, lighting, and rendering techniques. • Presentation and Discussion: Assessment of students' ability to present their projects, explain workflows and design decisions, and respond effectively to questions and critiques. • Commitment and Participation: Assessment of attendance, studio participation, interaction, adherence to project requirements, and timely submission of assignments and projects.
	Assessment Distribution • Continuous Assessment (Coursework): 40 Marks • Final Examination / Final Project: 60 Marks

.12 Learning and teaching resources

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• Murdock, Kelly L. <i>Autodesk 3ds Max 2023 Basics Guide</i>. SDC Publications, 2023. • <i>3D Modeling: Principles and Techniques for Three-Dimensional Design and Visualization</i>. • Digital Texturing & Painting. • Digital Lighting and Rendering. • 3D Computer Graphics. • Autodesk 3ds Max Bible. • Introducing Autodesk 3ds Max.
	Electronic Resources	• https://help.autodesk.com • https://www.autodesk.com/learn • https://3dsmaxtutorial.com • https://www.udemy.com

Course Description Form:(2025-2026)

1	Course	project		
2	Course Code			
3	Semester/Year	Stage 4 / Yearly		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	Official in-person attendance / weekly / semester system		
6	Number of Class Hours (Total)	90hours per semester = 180 hours per year	Number of theoretical hours	-
			Number of practical hours	6
			Number of total hours	6
			Number of units	4
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Qais Bahnam	
		Mobile	07712027236	
		Email	dr.qais-bahnam@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	The student completes a graduation project as the final stage of their academic program (bachelor's degree), which
B	is one of the most important requirements for employment after graduation.
C	Students acquire skills in designing and implementing project requirements, including designs and models.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn how to •Develop their intellectual and practical abilities and capabilities using various methods and modern technologies to complete multi-design projects with drawings •Complete design and implementation of a single building, whether residential or service
B	Course Skill Objectives A-1. To provide students with the skill to design and implement a project on a miniature model A-2. To master the implementation of perspective drawings for interior designs B-3. Design Processes and 3D Design Visualization

	Teaching and Learning Methods
	The project includes several stages, each of which builds on the previous and subsequent stages. •Enabling students to identify what's right and wrong during project implementation. •Using a motivational approach through periodic monitoring of all project developments and providing feedback. •Conducting recurring evaluations throughout the project implementation stages. •Evaluating the research submitted with the project.
	Evaluation Methods •Weekly classroom exercises to implement plans and sections. •Presenting two-dimensional and three-dimensional designs. •Participating in the classroom and discussing all project stages. •Participating in the department's annual exhibition. •Discussing the project by the Project Evaluation Committee .
C	Affective Objectives: •Integration between students and professors in design implementation for all stages of project design and implementation. •Displaying student work in the college halls to enhance student confidence and increase their passion for the course.
	Teaching and Learning Methods •Managing lectures in a practical manner and presenting illustrative models of the project work stages. •Collaborative group work to implement designs and write the project research
	Assessment Methods •Attendance and commitment to submitting assignments on time, both in class and at home. •Attention to weekly exercises, assignments, and final evaluation of the project by an evaluation committee. •Developing students' skills in design implementation and demonstrating them in miniature .

.10Course structure						
No	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First, Second, Third	6	Selecting a research topic and design problem for interior spaces	The research topic is chosen to address the problem and design errors of interior spaces, regardless of their function or form. The problem must be realistic and relevant to the field of specialization, enabling the necessary solutions and treatments to be developed.	Deliver a lecture	Explanation and discussion of all project stages

2		6	Selecting a space with a design defect and analyzing the information	The space with the design defect is selected, and information derived from the reality of the interior spaces is collected and analyzed. A diagram is drawn to demonstrate the types of design defects and weaknesses, using ink pens.	Deliver a lecture	Explanation and discussion of all project stages
3	Fourth, Fifth, and Sixth	6	Analyzing the selected sample and gathering information from the actual situation	The selected sample is analyzed in light of the information derived from the reality of the interior spaces, and design defects are identified according to the effectiveness of the interior spaces.	Deliver a lecture	Explanation and discussion of all project stages
4	Seventh, Eighth, and Ninth	6	Studying the most important trends and intellectual currents that address interior space design, and reviewing similar spaces with the problem, whether through magazines or visual media	The most important trends and intellectual currents that address the interior design of spaces are studied, and similar spaces are reviewed, whether through magazines, visual channels, or the internet, to understand the mechanism for finding and deriving appropriate solutions.	Deliver a lecture	Explanation and discussion of all project stages
5	Tenth, Eleventh, and Twelfth	6	Studying design proposals and selecting the best approach	The design proposals are studied, and the best approach is chosen in terms of addressing the design defect and being both functionally and	Write and document all stages of the project	Follow-up on the student's completed stages of the project

			to addressin g the design defect	aesthetically appropriate.		
6	Thirteenth, Fourteenth, and Fifteenth	6	Following up on the scientific research and making modificati ons to it	Follow up on scientific research and make modifications.	Write and document all stages of the project	Follow-up on the student's completed stages of the project
7	Sixteenth, Seventeenth, and Eighteenth	6	Drawing various final engineeri ng plans	Draw various final engineering drawings for the proposed design, which is best in terms of design.	Write and document all stages of the project	Follow-up on the student's completed stages of the project
8	Nineteenth, Twentieth, and Twenty- First	6	Submittin g the research in its final form after making modificati ons	Submit the research in its final form after making modifications.	Evaluatio n	Evaluation of the research and making adjustment s
9	Twenty- Second, Twenty- Third, and Twenty- Fourth	6	Proceedin g to create a miniature model (mock-up)	Proceed to create a miniature model (model) of the design proposal.	Students review a unique project	Explanatio n and group discussion of a distinguish ed project with students
10	Twenty- Fifth, Twenty- Sixth, and Twenty- Seventh	6	Submittin g the necessary plans and drawings to present the problem, along with providing solutions, proposals , and detailed	Submit the necessary plans and drawings to present the problem, along with solutions, proposals, and detailed project details. A miniature model (model) is also provided.	Evaluatio n	Final evaluation by an evaluation committee

			project details			

.11Course Evaluation

Personal Development Planning Increasing students' knowledge of how to select and follow up on design problems and find solutions, as well as their skills and systems. Admission Criteria and Regulations for College Admission Student Discussion by a Special Discussion Committee Personal Development Planning	A

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Shibin, Ashraf Hussein Mahrous, "Research Hall: An Applied Study," Faculty of Arts, Menoufia University, 2008. •Ahmed Shalaby. "How to Write a Research Paper or Dissertation: Methodology for Writing Research and Preparing Master's Theses". •Abdel Rahman Badawi, "Scientific Research Methods," Lectures Agency in Research Methods and Libraries, 1977.
C	Online websites	All websites related to the subject.

Course Description Form:(2025-2026)

1	Course	Land Scape		
2	Course Code			
3	Semester/Year	Stage 4 / Yearly		
4	Date Report Prepared	2026/3/10		
5	Available Attendance Forms	Official attendance/weekly/annual system		
6	Number of Class Hours (Total)	60hours per semester = 120 hours per year	Number of theoretical hours	1
			Number of practical hours	3
			Number of total hours	4
			Number of units	5
7		Name	Dr. Enas Diaa	
		Mobile		

	Course Supervisor Name (if more than one, please state)	Email	
		Second Name	
		Mobile	
		Email	

.8Course Objectives

A	Develop the student's intellectual and technical abilities to translate design ideas and apply them to outdoor space design.
B	Introduce the basic principles of outdoor space design, or what can be called the garden landscape, and its integration with the building.
C	Study gardens across historical eras, focusing on the temporal and spatial aspects related to the concept of garden design and its production.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn about •The natural and structural requirements that complement the landscape design •Prepare detailed designs for an outdoor space •Submit a report on a topic related to outdoor space design
B	Course Skill Objectives A.1. Provide the student with knowledge of the most important design relationship requirements in garden formation and other approaches A.2. Provide the student with the skill of creating a design concept for each outdoor space connected to the building B.3. Distinguish the student from the stage of implementing a design concept related to the indoor space
	Teaching and Learning Methods
	•Present and explain the course to students using educational tools and preparing lectures, including visual presentations. •Enabling students to recognize right and wrong while performing classroom exercises. •Using a motivational approach by rehearsing exercises in class to evaluate them through daily and periodic motivational grades. •Conducting classroom exercises and homework in class for each subject. •Participating in the annual exhibition of outstanding projects submitted by students for the Outdoor Space Design course.
	Evaluation Methods •Weekly classroom exercises. •Homework assignments. •Student feedback. •Methods for designing gardens and surrounding construction areas. •Daily, monthly, and final assessment tests .
C	Affective Objectives: •Integration between students and professors in implementing outdoor space designs

	•Displaying good student work in college halls to enhance student confidence and increase their passion for the course
	Teaching and Learning Methods •Managing lectures in a practical manner •Collaborative group work to implement designs in classroom and extracurricular activities
	Evaluation Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about the nature of the lesson and its components	Explaining the nature of the lesson and its components / Resources / Reports / and basic design principles.	Lecture	Feedback
2	Second	4	Learn about the use of water in the landscape	The use of water in the landscape (landscapes, fountains)	Practical lecture with illustrations	Practical Exercise
3	Third	4	Learn about trees in the landscape	Trees in the landscape	Practical lecture with illustrations	Evaluation for Each Exercise
4	Fourth	4	Learn about plants in the landscape	Plants in the landscape	Practical lecture with illustrations	Practical Exercise
5	Fifth	4	Learn about plants and rocks	Plants and rocks	Practical lecture with illustrations	Practical Exercise
6	Sixth	4	Learn about lighting in the landscape	Lighting in the landscape	Practical lecture with illustrations	Practical Exercise + Group Discussion
7	Seventh	4	Learn about the structural	Structural components in the landscape	Practical lecture with	Practical Exercise

			components in the landscape		illustrations	
8	Eighth	4	Learn about historical gardens – ancient times	Historical gardens - ancient times	Practical lecture with illustrations	Practical Exercise + Report Submission
9	Ninth	4	Learn about Italian Renaissance gardens	Italian Renaissance gardens	Practical lecture with illustrations	Practical Exercise
10	Tenth	4	Learn about the relationships between elements	French Renaissance gardens	Practical lecture with illustrations	Practical Exercise
11	Eleventh	4	Learn about French Renaissance gardens	Babylonian and Chinese gardens	Practical lecture with illustrations	Discussion and Practical Exercise
12	Twelfth	4	Learn about Islamic gardens	Islamic gardens	Practical lecture with illustrations	Practical Exercise
13	Thirteenth	4	Learn about Islamic gardens	Completion of Islamic gardens	Lecture	Practical Exercise + Group Discussion
14	Fourteenth	4	Learn about cinemas / completed reports	Cinemas / Completed reports	Practical lecture with illustrations	Practical Exercise + Report Discussion
15	Fifteenth	4	Learn about cinemas / completed reports	Completion of cinemas	Lecture	Practical Exercise
	Sixteenth		Learn about cinemas / completed reports	Completion of cinemas	+ illustrations	Practical Exercise

	Seventeenth		Learn about the design project	Design project / Building and developing the idea	Lecture + illustrations	Practical Exercise
	Eighteenth		Learn about the research phase	Studies phase / Preliminary presentation	Lecture	Practical Exercise + Discussion
	Nineteenth		Learn about the research phase	Studies / Final presentation	Lecture	Practical Exercise + Discussion
	Twentieth		Learn about presenting the initial design idea	Presentation of the initial design idea	Lecture	Practical Exercise + Discussion
	Twentieth-first		Learn about developing the initial idea	Development of the initial idea	Lecture	Practical Exercise + Group ...Student Discussion
	Twenty-second		Learn about the initial presentation (1st prelim)	Preliminary presentation (1st prelim)	Lecture	Criticism and Discussion
	Twenty-third		Learn about critiquing and developing ideas	Criticism and development of ideas	Lecture + sold out	Evaluation
	Twenty-fourth		Learn about the second presentation (2nd prelim)	Second presentation (2nd prelim)	Lecture	Evaluation and Discussion
	Twenty-fifth		Learn about critiquing and developing ideas	Criticism and development of ideas	Lecture + sold out	Evaluation + Discussion
	Twenty-sixth		Learn about On the initial presentati	Preliminary project presentation	Lecture + films Illustrative	Feedback

			on of the project			
	Twenty-seventh		Get to know	Individual development and critique	Giving a lecture	Practical Exercise
	Twenty-eighth		Get to know	Pre-final presentation	Giving a lecture	Evaluation for Each Exercise
	Twenty-eighth		Get to know	Final presentation	Giving a lecture	Practical Exercise
	Twenty-ninth		Get to know	Project evaluation	Giving a lecture	Practical Exercise

.11 Course Evaluation

A	Planning for Personal Development Increasing Students' Knowledge of Outdoor Space Design Elements Specialized and Accredited Books in the Field of Outdoor Space Design

.12 Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	• •

Course Description Form(2025–2026)

1	Course	Architectural Structures		
2	Course Code			
3	Semester/Year	Stage 4 / Yearly		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	Official attendance/weekly/annual system		
6	Number of Class Hours (Total)	60hours per semester = 120 hours	Number of theoretical hours	1
			Number of practical hours	3
			Total hours	4
			Number of units	5
7	Course Supervisor Name (if more than one, please state)	Name	Dr. Enas Diaa	
		Mobile	07702769913	
		Email		

		Second Name	
		Mobile	
		Email	

.8Course Objectives	
A	To familiarize the student with structural and building systems in general.
B	To familiarize him/her with the types of connections and basic structural joints used in finishing floors, walls, ceilings, and openings in interior spaces.
C	To introduce the foundations and principles used in connecting architectural materials used in design work through)

.9Teaching and Learning Strategies	
A	Cognitive Objectives The student will learn •To enable the student to understand and gain knowledge in the construction and installation of buildings A-2. A theoretical knowledge of the properties of color in interior design A-3. Three-dimensional design (model design) in particular, and drawing with it
B	Course Skill Objectives B-1. Students will master and develop their skills in using color, its systems, and techniques B-2. Students will acquire the technical and artistic aspects of using color according to the nature of the interior space B-3. Students will excel in the implementation phase of a design idea using color and its relationship to the interior space
	Teaching and Learning Methods
	•Present and explain the course to students using educational tools and preparing lectures, including visual presentations. •Enabling students to recognize right and wrong while performing classroom exercises •Using a competitive approach by rehearsing exercises in class with the goal of evaluating them through daily and periodic motivational grades •Conducting classroom exercises and homework in class for each subject •Training
	Evaluation Methods •Weekly exercises in the classroom •Homework •Student feedback and field visits to work sites •Student participation in classroom discussion and dialogue, as well as outside-class activities through group work •Mid-term and end-of-term assessment tests
C	Affective Objectives: •Interaction between students and professors in implementing interior space designs

	•Instilling students' confidence and love for the course, encouraging them to persevere
	Teaching and Learning Methods •Practical lecture management •Daily classroom exercises and homework •Collaborative group work to implement designs in classroom and extracurricular activities •Keeping abreast of the latest developments in the use of color and its techniques
	Evaluation Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about the most important materials used in interior and architectural design.	Explaining the most important materials used in interior and architectural design, with pictures and slides.	Lecture + Illustrations	Feedback + Group Discussion
2	Second	4	Learn about construction processes – building materials.	Construction processes – Building materials.	Practical Lecture with Illustrations	Feedback + Illustrative Pictures and Videos
3	Third	4	Learn about construction systems (solid/structural/shell construction).	Construction processes – Construction methods.	Practical Lecture with Illustrations	Practical Exercise
4	Fourth	4	Learn about walls as a structural element / the	Structural systems (solid/structural/shell structure).	Practical Lecture with Illustrations	Practical Exercise

			behavior of structural elements towards various stresses and methods of resisting them.			
5	Fifth	4	Learn about the structural classification of walls / construction methods.	Walls as structural elements / Structural element behavior towards various stresses and methods of resisting them.	Practical Lecture with Illustrations	Lecture + Illustrative Pictures + Practical Exercise
6	Sixth	4	Learn about walls with structural units (bricks) / connection methods.	Structural classification of walls / Construction methods.	Practical Lecture with Illustrations	Practical Exercise
7	Seventh	4	Learn about connection / dimensional coordination (bricks).	Walls made of structural units (bricks) / Connection methods.	Practical Lecture with Illustrations	Practical Exercise
8	Eighth	4	Learn about the color wheel.	Connecting / Dimensional coordination (bricks).	Practical Lecture with Illustrations	Practical Exercise
9	Ninth	4	Learn about openings in brick walls (doors/windows).	Openings in walls / doors / windows.	Practical Lecture with Illustrations	Feedback Discussion and Practical Exercise

10	Tenth	4	Learn about flooring – types and cladding methods (tiles, marble).	Openings in walls constructed with bricks (doors / windows).	Practical Lecture with Illustrations	Feedback Discussion and Practical Exercise
11	Eleventh	4	Learn about flooring and tiling methods (carpets and methods of implementing decorative flooring).	Flooring works – Types and cladding methods (tiles, marble).	Practical Lecture with Illustrations	Feedback and Practical Exercise
12	Twelfth	4	Learn about flooring with types of wood, the necessary details and structures, and the patterns used in flooring.	Flooring works and tiling methods (carpeting and methods of implementing decorative flooring).	Practical Lecture with Illustrations	Group Discussion + Practical Exercise
13	Thirteenth	4	Learn about flooring work (plastic tile flooring), types of adhesive methods, fasteners, and patterns used.	Flooring works using types of wood, necessary details and structures, and engravings used in flooring.	Practical Lecture with Illustrations	Group Discussion + Practical Exercise
14	Fourteenth	4	Learn about flooring	Flooring (plastic tile flooring): Types of adhesive methods,	Practical Lecture with	Practical Exercise

			work / carpet flooring / types of adhesive methods and fasteners used.	fasteners, and patterns used.	Illustrations	
15	Fifteenth	4	Learn about flooring work / carpet flooring / types of adhesive methods and fasteners used.	Flooring / Carpet flooring / Types of adhesive methods and fasteners used.	Practical Lecture with Illustrations	Feedback + Practical Exercise
16	Sixteenth	4	Learn about flooring work / carpet flooring / types of adhesive methods and fasteners used.	Ceiling / Types of ceilings and different fastening methods.	Practical Lecture with Illustrations	Feedback + Practical Exercise
17	Seventeenth	4	Learn about flooring work / carpet flooring / types of adhesive methods and fasteners used.	Wooden ceiling covering and different fastening methods.	Practical Lecture with Illustrations	Feedback + Practical Exercise
18	Eighteenth	4	Learn about flooring work / carpet flooring / types of	Stairs – Definition – Staircase terminology, types of stairs.	Practical Lecture with Illustrations	Feedback + Practical Exercise

			adhesive methods and fasteners used.			
19	Nineteenth	4	Learn about hand grips – their types, materials used, and methods for attaching them to stairs.	Trends, their types – Materials used – Decorative forms used – Methods of attaching them to the stairs.	Practical Lecture with Illustrations Illustrative	Feedback + Practical Exercise
20	Twentieth	4	Learn about partitions – their types, construction methods, and materials used in partitions.	Handrails – Their types – Materials used – Methods of attaching them to the stairs.	Practical lecture with 331 Illustrative images of diagrams and sections	Feedback + Practical Exercise
21	Twentieth-first	4	Learn about movable partitions – their shapes, connection methods, and installation – and materials used.	Dividers – Their types – Materials used – Methods of attaching them to the stairs.	Practical lecture with 331 Illustrative images of diagrams and sections	Feedback + Practical Exercise
22	Twenty-second	4	Learn about secondary partitions – their shapes, connection	Dividers – Their types – Methods of implementation of – Materials used in partitions.	Practical lecture with 331 Illustrative images of diagrams	Feedback + Practical Exercise

			methods, and installation – and materials used.		and sections	
23	Twenty-third	4	Learn about an explanation of an interior space project idea.	Movable partitions – Their shapes, methods of attachment and installation – Materials used.	Practical lecture with 332 Illustrative images of diagrams and sections	Practical Exercise + Drawing Diagrams and Cross-Sections
24	Twenty-fourth	4	Learn about plans, sections, isometrics, and facades, showing all related details.	Secondary partitions – Their shapes, methods of attachment and installation – Materials used.	Evaluation	Practical Exercise + Drawing Diagrams and Cross-Sections
25	Twenty-fifth	4	Learn about a staircase plan and showing all details in the section and façade.	Explanation of an interior space project concept.	Evaluation	Practical exercise + drawing diagrams and sections
26	Twenty-sixth	4	Learn about door and window detail plans.	Diagrams + sections + isometrics + facades showing all related details.	Lecture + Illustrations	Practical exercise + drawing diagrams and sections and the process of displaying materials
27	Twenty-seventh	4	Learn about the details of displaying finishing materials and their	Staircase plan showing all details in the section and façade.	Practical Lecture with Illustrations	Evaluation + Discussion

			final output.			
28	Twenty-eighth	4	Learn about a preliminary project presentation.	Door and window detail drawings.	Practical Lecture with Illustrations	Evaluation + Discussion
29	Twenty-eighth	4	Learn about a final presentation and evaluation .	Details showing finishing materials and their final output.	Practical Lecture with Illustrations	Feedback + Group Discussion
30	Twenty-ninth	4	Learn about the most important materials used in interior and architectural design.	Preliminary project presentation.	Practical Lecture with Illustrations	Feedback + Illustrative Pictures and Videos

.11Course Evaluation

A	Planning for personal development in students' knowledge of the building structures course and how to complete construction and finishing processes. Increasing students' knowledge of the systems used in designing, sectioning, and displaying materials in the building construction process. Specialized and approved books in the field of color.

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Sako, Building Construction Book

Course Description Form:(2025-2026)

1	Course	Building services		
2	Course Code			
3	Semester/Year	Stage 4 / Yearly		
4	Date Report Prepared	2026/3/15		
5	Available Attendance Forms	Official attendance/weekly/annual system		
6	Number of Class Hours (Total)	45hours per semester = 90 hours	Number of theoretical hours	2
			Number of practical hours	1
			Total hours	3
			Number of units	5
7	Course Supervisor Name (if more than one, please state)	Name	Hayder Mohammed Faieq	
		Mobile	07709297559	
		Email	hayderalnasser@uruk.edu.iq	
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To familiarize students with the materials necessary to create the physical environment for interior spaces.
B	This includes both natural and artificial lighting in interior spaces.
C	To familiarize students with building services, including sound and thermal insulation, and types of air conditioning

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn about: •Studying environmental design systems and environmental treatments for the interior spaces of buildings, such as •Light insulation, thermal insulation, lighting, air conditioning, and drainage •Designing exterior treatments for buildings using solar panels
B	Course Skill Objectives •Students will master and develop their skills in designing services for various types of buildings •Students will gain a technical understanding of the distribution and use of various types of natural and artificial lighting •Students will excel in the implementation phase of a design concept for various types of services required by buildings
	Teaching and Learning Methods

	•Presenting and explaining the course material to students using educational tools and preparing lectures, including visual presentations. •Enabling students to identify correct and incorrect actions during classroom exercises. •Using a competitive approach by rehearsing exercises in class to evaluate them through daily and periodic motivational grades. •Conducting classroom exercises and homework in class for each topic. •Field visits to buildings under construction.
	Evaluation Methods •Weekly exercises in the classroom. •Homework assignments. •Student feedback and field visits to work sites. •Student participation in classroom discussions and dialogue, as well as in extracurricular activities through group work. •Midterm and end-of-semester assessment tests .
C	Affective Objectives: •Interaction between students and professors in implementing lighting designs within the space •Instilling students' confidence and love for the course, encouraging them to persevere •Interaction between students in implementing and designing air conditioning units according to the space's needs
	Teaching and Learning Methods •Practical lecture management •Daily classroom exercises and homework •Collaborative group work to implement designs in classroom and extracurricular activities •Keeping abreast of the latest developments in the development of materials used in building services
	Evaluation Methods •Weekly exercises and homework •Attendance and commitment to submitting assignments on time •Extracurricular activities and participation in annual exhibitions

.10Course structure						
No	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	3	Learn how the human eye works.	How the human eye works, factors affecting vision, object size, and lighting level.	Lecture + Illustrations	Feedback + Group Discussion
2	Second	3	Learn about light and color perception, the components of light.	Visualization of light and color, components of light, color spectrum, how to see triadic colors.	Practical Lecture with Illustrations	Feedback + Illustrative Images and Videos

3		3	Learn about lighting—lighting in interior design, natural and artificial lighting.	Lighting - Lighting in interior design, natural and artificial lighting, types of artificial lighting, the amount of lighting required within interior spaces, and the quality of lighting in interior design.	Practical Lecture with Illustrations	Feedback + Practical Exercise
4	Third and Fourth	3	Learn about neon (fluorescent), its thermal effect, lifespan, and colors.	Neon (fluorescent): its thermal effect, lifespan, and colors. Universal lighting lamps, their types, specifications, and areas of use (interior spaces, outdoor spaces).	Practical Lecture with Illustrations	Lecture + Group Discussion + Practical Exercise
5	Fifth	3	Learn about artificial lighting methods and the factors that affect lighting design.	Artificial lighting methods and factors affecting lighting design.	Practical Lecture with Illustrations	Lecture + Illustrative Images + Practical Exercise
6	Sixth	3	Learn about the requirements for artificial lighting and the steps of lighting design.	Artificial lighting requirements and lighting design steps.	Practical Lecture with Illustrations	Practical Exercise
7	Seventh	3	Learn about the most important data to consider when designing a desired space.	The most important data to consider when designing a required space.	Practical Lecture with Illustrations	Practical Exercise

8	Eighth	3	Learn about lighting methods and the distribution of structures (architectural structures).	Lighting methods and the distribution of structures (architectural) and portable (non-architectural) structures.	Practical Lecture with Illustrations	Practical Exercise
9	Ninth and Tenth	3	Learn about lighting for private spaces (bedrooms, living rooms, kitchens, bathrooms, etc.).	Lighting of private spaces (bedrooms, living rooms, kitchens, bathrooms, etc.) and how to manage lighting inside the home.	Practical Lecture with Illustrations	Feedback Discussion and Practical Exercise
10		3	Learn about indirect lighting, hidden lighting structures in ceilings and walls.	Indirect lighting, concealed lighting structures in ceilings and walls, barriers with artificial lighting and how to address and employ them.	Practical Lecture with Illustrations	Feedback Discussion and Practical Exercise
11	Eleventh	3	Learn about lighting expressions in interior design.	Lighting expressions in interior design – using light to express design concepts.	Practical Lecture with Illustrations	Feedback and Practical Exercise
12		3	Learn about the effect of dimensions and horizontal and vertical breaks on natural lighting.	The effect of dimensions and horizontal and vertical breaks on natural lighting and shading within rooms, daylight reflections and how to address them, translucent glass specifications and uses.	Practical Lecture with Illustrations	Group Discussion + Practical Exercise

13	Twelfth	3	Learn about lighting in administrative and educational buildings.	Lighting in administrative and educational buildings.	Practical Lecture with Illustrations	Group Discussion + Practical Exercise
14	Thirteenth	3	Learn about lighting in public and tourist buildings, lighting in museums and exhibitions.	Lighting in public and tourist buildings, lighting in museums, art galleries, and theaters, and treating shading therein (aesthetic and functional aspects).	Practical Lecture with Illustrations	Practical Exercise
15	Fourteenth	3	Learn about lighting for signs (billboards, information signs).	Signal lighting (billboards, information signs), lighting for commercial events.	Practical Lecture with Illustrations	Feedback + Practical Exercise
16	Fifteenth	3	Learn about an introduction and introduction to sound, the nature of sound, its qualities and characteristics.	Introduction and introduction to sound, the nature of sound, the characteristics and properties of the human ear, and the effect of sound on individuals.	Practical Lecture with Illustrations	Feedback + Practical Exercise
17	Sixteenth and Seventeenth	3	Learn about the elements of controlling the distribution of sound energy, the	Elements of controlling the distribution of sound energy, the phenomenon of sound absorption, absorption mechanics, and standards for	Practical Lecture with Illustrations	Feedback + Practical Exercise

			phenomenon of sound absorption.	measuring absorption density.		
18	Eighteenth	3	Learn about sound absorption materials.	Sound-absorbing materials – sound-absorbing structures and materials, noise control.	Practical Lecture with Illustrations	Feedback + Practical Exercise
19	Nineteenth and Twentieth	3	Learn about acoustic treatments in the interior design of public halls and theaters.	Acoustic treatments in the interior design of public halls and theaters.	Lecture + Illustrations	Feedback + Practical Exercise
20	Twenty-first	3	Learn about environmental control systems, mechanical and electrical systems, and air conditioning systems.	Environmental control systems, mechanical and electrical systems, air conditioning systems, systems used in air conditioning (central air conditioning), split-type systems, equipment locations, air duct locations, and methods of employing them in architectural plans.	Practical Lecture with Illustrations	Feedback + Practical Exercise
21	Twenty-second	3	Learn about water supply and drainage, and electrical power supply.	Water supply and drainage, electrical power supply.	Practical Lecture with Illustrations	Feedback + Practical Exercise

22	Twenty-third	3	Learn about insulation. Thermal Engineering for Buildings - Types of Insulation.	Thermal insulation of buildings - types of insulation, thermal insulation properties.	Practical Lecture with Illustrations	Feedback + Practical Exercise
23	Twenty-fourth and twenty-fifth	3	Identify the factors affecting the thermal environment inside a building.	Factors affecting the thermal environment inside a building, such as building shape, orientation, opening locations and sizes, building materials, wall thickness, etc.	Practical Lecture with Illustrations	Feedback + Practical Exercise
24	Twenty-sixth	3	Identify heating and calculate heat loss and gain inside a building.	Heating: Calculating heat loss and gain inside a building.	Practical Lecture with Illustrations	Feedback + Group Discussion

.11 Course Evaluation

A	Planning for personal development in students' knowledge of the building services course and how to perform lighting design processes. Increasing students' knowledge of the systems used in air conditioning, sound, and thermal insulation design and systems. Specialized and approved books on building services.

.12 Learning and teaching resource

A	Required books	• Books and resources included in the curriculum • Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•

Course Description Form(2025-2026)

1	Course	Theories of Architecture		
2	Course Code			
3	Semester/Year	Stage 4 / Yearly System		
4	Date Report Prepared	2026/3/22		
5	Available Attendance Forms	Official attendance/weekly/ Yearly system		
6	Number of Class Hours (Total)	15hours per course, 30 hours per year	Number of theoretical hours	2
			Number of practical hours	-
			Total number of hours	2
			Number of units	4
7	Course Supervisor Name (if more than one, please state)	Name	Lecturer Assistant Sara Walid	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To introduce the student to intellectual trends and schools of architecture
B	To develop the student's design capabilities and intellectual capacity through exposure to various architectural schools
C	To learn how to implement architectural designs based on these schools

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Introduce students to the most important and prominent architectural theories from the Industrial Revolution to modern and postmodern theories. •Introduce students to how to employ these theories in interior design processes
B	Course Skill Objectives •Commitment to the architectural theories course and achieving the desired goal of including such an important subject within the curriculum. •Students will learn the skills required to read and analyze the architectural works of these theories.

	•Introduce the methods and means of employing these theories and schools in interior space design. •Employ the information they have studied in the technical field.
	Teaching and Learning Methods
	Deliver lectures and use presentations with video clips based on the reading of selected theories. •Use illustrative images and discussions, and provide the most important principles, solutions, and design characteristics. •Organize a review schedule for each theory or architectural work that summarizes the most important ideas presented during the lecture. •Link the design ideas adopted by the theories and discuss them with critical opinions.
	Evaluation Methods •Feed-in Review, discussions, and student-led classroom discussions on architectural theories. •Attendance, absence, student commitment, and timely submission of assignments. •Daily surprise tests, monthly, semester, and final exams.
C	Affective Objectives: •The student's listening skills and attention to obtain the information required for various architectural schools. •The student's ability to draw conclusions based on the information they have acquired, and to express opinions about these theories or schools. •Interaction during lectures and homework. •Scientific research and extracurricular activities.
	Teaching and Learning Methods •Allocating a percentage of grades for daily assignments. •Assigning students certain activities and assignments, and presenting lectures and reports. •Developing students' abilities in a practical manner related to daily life
	Assessment Methods •Feedback, attendance, and the level of commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-semester tests reflect commitment and knowledge attainment.

.10Course structure

ت	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	2	Understanding the philosophical intellectual vision of the relationship between art and	A philosophical intellectual vision of the relationship between art and architecture.	Giving a Lecture	Feedback

			architectur e.			
2	Second	2	Understand ing the pragmatic thought of John Dewey / the phenomen ological thought of Edmund Husserl and Martin Heidegger.	(Pragmatic thought) by John Dewey / (Phenomenal thought) by Edmund Husserl and Martin Heidegger.	Giving a Lecture	Feedback
3	Third	2	Understand ing the existential thought of Jean-Paul Sartre / the metaphysic al philosophi cal thought of Henri Bergson and Benedetto Croce.	(Existential thought) by Jean-Paul Sartre / (Metaphysical philosophical thought) by Henri Bergson and Benedetto Croce.	Giving a Lecture	Group Discussio n
4	Fourth	2	Understand ing the philosophi cal thought of George Santayana, Susan Lancashire, and Lyoto Lustowe.	Philosophical thought by George Santayana, Susan Lanquer, and Lyoto Lustoye.	Giving a Lecture	Feedback
5	Fifth	2	Understand ing the philosophi cal thought of Ergo Hern, Friedrich Nietzsche, and Alfred North Whitehead.	Philosophical thought by Ergo Hern, Friedrich Nietzsche, and Alfred North Whitehead.	Giving a Lecture	Feedback

6	Sixth	2	Understanding the philosophical thought of Kenneth Clark, Milo Ponty, and Romain Invaradin.	Philosophical thought by Kenneth Clark, Milo Ponty, and Romain Invaradin.	Giving a Lecture	Feedback + Discussion of Examples
7	Seventh	2	Understanding the philosophical thought of Ludwig Wittgenstein and Peter Eisenman.	Philosophical thought by Ludwig Wittgenstein and Peter Eisenman.	Giving a Lecture	Feedback
8	Eighth, Ninth	2	Learn about the structuralist formalism of Michel Volot and Lévi-Strauss	Formal structural thought in Michel Volot and Lévi-Strauss	Giving a Lecture	Discussion of Examples
9	Tenth, Eleventh	2	Learn about the semiotic and linguistic thought of Langer and Cassirer	Semiotic and linguistic thought in Langer and Cassirer	Theoretical Examples	Exams and Reports
10	Twelfth	2	Learn about schools and intellectual movements in psychoanalysis and architecture	Schools and intellectual trends in psychoanalysis and architecture	Lecture + Illustrations	Feedback and Group Discussion
11	Thirteenth, Fourteenth	2	Learn about Freud's theories	Freud's theses	Lecture	Feedback
12	Fifteenth	2	Learn about	Jung's theses	Lecture + Practical Examples	Feedback, Discussion, and

			Jung's theories			Group Dialogue
13	Sixteenth	2	Learn about the Gestalt School	Gestalt school theses	Lecture	Feedback + Dialogue Examples
14	Seventeenth	2	Learn about the Arts and Crafts movement	The Arts and Crafts movement	Theoretical Examples	Feedback
15	Eighteenth, Nineteenth	2	Learn about the Art Nouveau movement	Art Nouveau movement	Lecture	Feedback + Reports
16	Twentieth	2	Learn about modernism and the aesthetics of the machine	Modernism: The aesthetics of the machine	Lecture and Practical Examples	Feedback
17	Twenty-first and twenty-second	2	Learn about the De Stijl movement	De Stijl movement	Lecture and Examples	Group Discussion
18	Twenty-third	2	Learn about the Bauhaus school	Bauhaus school	Lecture and Examples	Feedback + Dialogue Examples
19	Twenty-fourth	2	Learn about Constriction	Constriction thought	Lecture and Practical Examples	Group Discussion
20	Twenty-fifth and twenty-sixth	2	Learn about Art Deco	Art Deco thought	Lecture	Group Discussion
21	Twenty-seventh	2	Learn about Pop Art	Pop Art thought	Lecture + Illustrations	Feedback + Group Discussion
22	Twenty-eighth and twenty-ninth	2	Learn about architecture as sculpture	Architecture as sculpture	Lecture and Practical Examples	Group Discussion

23	Thirtieth	2	Learn about late modernism	Late modernism	Lecture and Practical Examples	Feedback

Course Evaluation .11

A	Daily exams, monthly exams, research, final exam

.12 Learning and teaching resources

A	Required books	- Books and resources included in the curriculum - Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	

Course Description Form:(2025-2026)

1	Course	Computer Applications(4)		
2	Course Code			
3	Semester/Year	Stage 4 / Yearly		
4	Date Report Prepared	2026/3/15		
5	Available Attendance Forms	Official attendance/weekly/ Yearly system		
6	Number of Class Hours (Total)	45hours per semester = 90 hours	Number of theoretical hours	1
			Number of practical hours	2
			Total hours	3
			Number of units	4
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Al-Mujtaba Hussein	
		Mobile	07702282875	
		Email	alfartosy44@icloud.com	
		Second Name		
		Mobile		
		Email		

.8 Course Objectives

A	Teach students the commands and features of Corel Draw.
B	Teach students how to use the program in interior design.
C	Enable students to use these programs and their applications professionally to create various models.

.9Teaching and Learning Strategies	
A	Cognitive Objectives The student will learn: •Acquire the ability and skill to use program commands. •Acquire the ability to use research systems and interactive learning. •Analyze the stages of poster design and display details in Corel Draw.
B	Course Skill Objectives •Understand the most important requirements of Corel Draw. •Plan an advertisement design using Corel Draw. •Create various designs within the specialization using Corel Draw.
	Teaching and Learning Methods
	Presenting and explaining the course material to students using educational tools and preparing lectures, including visual presentations. •Enabling students to identify correct and incorrect actions while completing the program's classroom exercises. •Using a competitive approach by rehearsing exercises in class to evaluate them through daily and periodic motivational grades. •Conducting classroom exercises and homework in class for each topic. •Training
	•Assessment Methods •Weekly exercises in the classroom •Homework •Student feedback and field visits to work sites •Student participation in classroom discussions and dialogue, as well as outside-class activities through group work •Daily, monthly, and end-of-year assessment tests
C	Affective Objectives: •Interaction between students and professors in implementing various designs using Corel Draw. •Instilling student confidence and a love for the course, encouraging them to persevere. •Interaction between students in implementing and designing posters and advertisements .
	•Student-teacher interaction in implementing various designs using Corel Draw. •Building students' confidence and love for the course, encouraging them to persevere. •Student interaction in implementing and designing posters and advertisements. •Teaching and learning methods. •Practical lecture management. •Daily classroom exercises and homework. •Collaborative group work to implement designs in classroom and extracurricular activities. •Keeping abreast of the latest developments in the development of materials used in building services
	•Assessment methods. •Weekly exercises and homework. •Attendance and commitment to submitting assignments on time. •Extracurricular activities and participation in annual exhibitions.

.10Course structure						
No	Weekly	Hour s	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessmen t Method
1	First	3	Learn how to operate CorelDRAW.	Running Corel Draw and learning about the screen components.	Lecture + Illustrations	Feedback + Calculator Practice
2	Second	3	Learn how to set up pages, add, delete, and name pages, and navigate between pages.	Setting up a page, adding, deleting, and naming pages, and navigating between pages.	Practical Lecture with Illustrations	Feedback + Calculator Practice
3	Third	3	Learn how to use tools.	Using the tools (selection, shaping, display, pens, and drawing geometric shapes).	Practical Lecture with Illustrations	Feedback + Calculator Practice
4	Fourth	3	Learn how to identify node types and their functions in CorelDRAW.	Types of nodes and their functions in Corel Draw.	Practical Lecture with Illustrations	Feedback + Calculator Practice
5	Fifth	3	Learn how to write text in CorelDRAW.	Writing text in Corel Draw and flowing text along a specific path.	Practical Lecture with Illustrations	Feedback + Calculator Practice
6	Sixth	3	Learn how to use tools (Interactive Duplicate, Distort, Wrap, 3D, and Shadow) and	Using the tools (interactive duplication, distortion, wrapping, 3D, and shadow) and working with the outer borders of an element.	Practical Lecture with Illustrations	Calculator Practice Practice + Daily Exam

			manipulate the outer borders of elements.			
7	Seventh and Eighth	3	Learn how to color in CorelDRAW.	Coloring in Corel Draw.	Practical Lecture with Illustrations	Calculator Practice Practice
8	Ninth	3	Learn how to group, ungroup, unite, and ununite in CorelDRAW.	Group, ungroup, unite, and ununite in Corel Draw.	Practical Lecture with Illustrations	Calculator Practice Practice
9	Tenth	3	Learn how to use tools (Cut, Rotate, Mirror, and Size).	Using the tools (crop, rotate, mirror, and scale).	Practical Lecture with Illustrations	Calculator Practice Practice + Daily Exam
10	Eleventh	3	Learn how to arrange and organize graphic objects in CorelDRAW.	Arranging and organizing graphic objects in Corel Draw.	Practical Lecture with Illustrations	Feedback Discussion and Calculator Practice Exercise
11	Twelfth	3	Learn how to copy and duplicate in CorelDRAW.	Copying and Cloning in Corel Draw (Copy, Duplicate, Clone, Contour)	Practical Lecture with Illustrations	Feedback Discussion and Calculator Practice Exercise
12	Thirteenth	3	Learn how to work with images in CorelDRAW.	Managing images in Corel Draw (Importing, Exporting, Placing an Image in a Specific Shape, Using Ready-Made Graphics on a Page)	Practical Lecture with Illustrations	Feedback and Calculator Practice Exercise
13	Fourteenth	3	Learn how to use the Merge, Cut, and Split tools.	Using tools (Merge, Cut, Split)	Practical Lecture with Illustrations	Feedback and Calculator Practice Exercise

14	Fifteenth	3	Learn how to draw on layers.	Drawing on Layers	Practical Lecture with Illustrations	Group Discussion + Calculator Practice Exercise
15	Sixteenth	3	Learn how to use the most important effects in CorelDRAW.	The Most Important Effects in Corel Draw	Practical Lecture with Illustrations	Group Discussion + Calculator Practice Exercise
16	Seventeenth	3	Learn how to design ornaments and patterns.	Designing Ornaments and Engravings	Practical Lecture with Illustrations	Calculator Practice Practice + Daily Exams
17	Eighteenth	3	Learn how to use various practical applications and exercises.	Practical Applications and Various Exercises	Practical Lecture with Illustrations	Feedback + Calculator Practice Exercise
18	Nineteenth	3	Learn how to identify the components of the CorelDRAW screen.	Components of the Corel Photo Paint Screen	Practical Lecture with Illustrations	Feedback + Calculator Practice Exercise
19	Twentieth	3	Learn how to use vector and dotted drawing, methods for obtaining dotted images and their features, and the most important drawing rules in PhotoPaint.	Directed and Dotted Drawing, Methods for Obtaining Dotted Images and Their Features, and the Most Important Drawing Rules in Photo Paint	Practical Lecture with Illustrations	Feedback + Calculator Practice Exercise Calculator

20	Twentieth and Twenty-first	3	Learn how to use mask types and tools in the program.	Types of Masks and Placement Tools in Corel Photo Paint	Practical Lecture with Illustrations	Feedback + Calculator Practice Exercise
21	Twenty-second	3	Learn how to use the most important toolbar commands.	Using the Most Important Toolbar Commands	Practical Lecture with Illustrations	Feedback + Calculator Practice Exercise + Daily Exam
22	Twenty-third	3		Effects in Corel Draw	Lecture + Illustrations	Feedback + Calculator Practice Exercise
23	Fourth and Twenty-fifth	3	Learn how to use effects in CorelDRAW.	Using Text Writing Tools in Photo Paint	Practical Lecture with Illustrations	Feedback + Calculator Practice Exercise
24	Twenty-sixth	3	Learn how to use text writing tools in PhotoPaint.	Ordering and Alignment in Corel Photo Paint	Practical Lecture with Illustrations	Group Discussion + Calculator Practice Exercise
25	Twenty-seventh	3	Learn how to arrange and align in CorelDRAW.	The Most Important Commands in the Menu Bar		Calculator Practice Exercise + Daily Exam
26	Twenty-eighth	3	Learn the most important commands in the menu bar. Learn about various applications in CorelDRAW and PhotoPaint.	Different applications in Corel Draw and PhotoPaint.		Feedback + Calculator Practice

.11 Course Evaluation

A	Planning for personal development in students' knowledge of the building services course and how to perform lighting design processes. Increasing students' knowledge of the systems used in air conditioning, sound, and thermal insulation design and systems. Specialized and approved books on building services

Learning and teaching resource .12

Books and resources included in the curriculum • Lectures prepared by the instructor and supported by • reliable sources	Required books	A
•	Recommended books and references	B

Course Description Form(2025-2026)

1	Course	Photography		
2	Course Code			
3	Semester/Year	Stage 4 / Yearly		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	Official attendance, in-person/weekly/ Yearly system		
6	Number of Class Hours (Total)	60hours per semester = 120 hours per academic year	Number of theoretical hours	1
			Number of practical hours	3
			Number of applied hours	-
			Number of units	5
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Al-Mujtaba Hussein	
		Mobile		
		Email		
		Second Name		
		Mobile		
		Email		

.8 Course Objectives

A	To learn about photography techniques and their applications in their field of work in interior design.

B	To acquire technical skills in using a camera in both indoor and outdoor spaces.
C	To gain experience in laboratory techniques for producing photographic plates that can be used in their work in interior design.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Keeping pace with the digital age of photography and familiarizing themselves with image processing software •Learning modern photography techniques •Empowering the student to work with modern cameras •Learning everything related to photography, operating software, and understanding the physical and non-physical components of cameras
B	Course Skill Objectives •Mastering the use of the camera and its components •Expanding students' skills in taking photographs to support interior design •Learning about digital cameras, their types, and how to use them
	Teaching and Learning Methods
	•Presenting and explaining the scientific course content by explaining sizes, angles, and how the digital camera works •Practical applications and working with the digital camera and explaining the camera's menus •Conducting classroom exercises and linking the technical aspects of the digital camera
	•Training and conducting educational workshops Evaluation Methods •Weekly classroom exercises and homework •Level of comprehension and interaction in the lesson •Student feedback •Student participation in Discussion and dialogue within the classroom, as well as activities outside the classroom through group work. •Daily, monthly, and end-of-year assessment tests .
C	Affective Objectives: •Instilling a spirit of learning. •Instilling confidence and a love for the course among students, encouraging them to persevere and work with the digital camera. •Sharing ideas and embodying them using modern digital methods.
	Teaching and Learning Methods •Practical management of lectures. •Daily classroom exercises and homework. •Collaborative group work to implement photography in classroom and extracurricular activities. •Keeping up to date with the latest developments in the use of various digital cameras.
	Evaluation Methods •Weekly exercises and homework. •Attendance and commitment to submitting assignments on time.

- Extracurricular activities, outdoor photography, and participation in annual exhibitions.
- Various examinations.

.10Course structure

No	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	4	Learn about the history of photography and the basic theory of photography.	A Historical Overview of Photography and the Early Theory of Photography	Giving a Lecture	Feedback
2	Second	4	Learn about the camera, its basic and non-essential parts.	The Camera, Its Basic and Non-Basic Parts	Giving a Practical Lecture with Illustrations	Practice Exercise
3	Third	4	Learn about the types of cameras.	Families and Types of Cameras	Practical Lecture with Illustrations	Feedback Assessment for Each Exercise
4	Fourth	4	Learn about lenses, their types, their uses, and their separation.	Lenses - Types - Classes - Uses	Practical Lecture with Illustrations	Practice Exercise
5	Fifth	4	Learn about the f-number, zoom, and the chord law.	F-number - Telephoto - Concave - Telephoto - Zoom - Chord Law	Practical Lecture with Illustrations	Practice Exercise
6	Sixth	4	Learn about the camera shutter and diaphragm.	Camera Shutter and Diaphragm Shutter	Practical Lecture with Illustrations	Practice Exercise

7	Seventh	4	Learn about film - its types, sizes, and film care methods.	Film - Types - Sizes - Film Care Methods	Practical Lecture with Illustrations	Assessment for Each Exercise
8	Eighth	4	Exam.	Exam	Exam	Practice Exercise
9	Ninth	4	Learn about the sensitive layer - the sensitive negative layer - sensitivity .	Emulsifier - Negative - Sensitivity	Practical Lecture with Illustrations	Exam
10	Tenth	4	Learn about the degree of contrast in the image that affects it - grain - halo.	Degree of Contrast in the Image Affected by - Grain - Halo	Practical Lecture with Illustrations	Feedback Practice Exercise
11	Eleventh	4	Learn about the latent image - the exposure meter.	Latent Image - Exposure Meter	Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise
12	Twelfth	4	Learn about the darkroom - its contents.	Camera Darkroom - Contents	Giving a Lecture	Feedback Discussion and Practice Exercise
13	Thirteenth	4	Learn about the control panel.	Development Process - Developing and Fixing Solutions and Methods of Preparing Them	Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise
14	Fourteenth	4	Learn about the development process - developing and fixing solutions	Positive Image - Image Printing Process	Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise

			and methods of preparing them.			
15	Fifteenth		Exam.	Exam	Exam	Feedback Discussion and Practice Exercise
16	Sixteenth		Learn about the enlarger - its parts - the process of enlarging images.	Magnifier - Its Parts - Image Enlargement Process	Practical Lecture with Illustrations	Practice Exercise
17	Seventeenth		Learn about sensitive paper - its types and sizes.	Emulsified Paper - Types - Sizes	Practical Lecture with Illustrations	Exam
18	Eighteenth		Learn about scanning photography.	Scanning	Lecture Practical lecture with illustrative images	Feedback Discussion and Practice Exercise
19	Nineteenth		Learn about photography without a camera	Photography Without Camera	Practical lecture with illustrative images	Feedback Discussion and Practice Exercise
20	Twentieth		Learn about lighting	Lighting	Exam	Feedback Discussion and Practice Exercise
21	Twentieth-first		Learn about touch printing	Tactile Printing	Giving a Lecture	Feedback Discussion and Practice Exercise
22	Twenty-second		Exam	Exam	Giving a Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise

23	Twenty-third		Learn about shot sizes and shooting angles	Shot Sizes and Angles	Practical Lecture with Illustrations	Exam
24	Twenty-fourth		Learn about portrait photography	Portrait Photography	Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise
25	Twenty-fifth		Learn about architectural photography + night photography	Architectural + Night Photography	Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise
26	Twenty-sixth		Learn about studio and nature photography	Studio and Landscape Photography	Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise
27	Twenty-seventh		Learn about digital photography	Digital Photography	Practical Lecture with Illustrations	Feedback Discussion and Practice Exercise My Application
28	Twenty-eighth		Learn about digital cameras – their types, parts, and how they work	Digital Cameras – Types, Parts, and How They Work	Exam	Feedback, Discussion, and Practice Exercise
29	Twenty-eighth		Learn about software for processing photographic images on	Learn about Computer Image Processing Software	Practical Lecture with Illustrations	Feedback, Discussion, and Practice Exercise

			a computer			
30	Twenty-ninth		Exam	Exam	Practical Lecture with Illustrations	Feedback, Discussion, and Practice Exercise

.11 Course Evaluation

A	Dividing grades into practical, theoretical, and activity-based applications Specialized and approved books in the field of color

.12 Learning and teaching resource

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Digital Analog Photography, Susan Sontag, On Photography, translated by Abbas, Al-Mada Publishing House, first edition •Scott Kelly, Secrets of Digital Photography, translated by Sameh Khalaf, Arab Scientific Publishing House, 2006 •Abdul Aziz Al-Taie, Photography: Science and Art, Scientific Books, Iraq •Louis de Gentil, Understanding Cinema, translated by Jaafar Ali, Iraq

Course Description Form:(2025-2026)

1	Course	Professional ethics		
2	Course Code			
3	Semester/Year	yearly		
4	Date Report Prepared	2026/3/19		
5	Available Attendance Forms	Official attendance/weekly/ yearly system		
6	Number of Class Hours (Total)	15hours per course = 30 hours per year	Number of theoretical hours	1
			Number of practical hours	-
			Number of applied hours	-
			Number of units	2
7		Name	Dr. Salah	
		Mobile		

	Course Supervisor Name (if more than one, please state)	Email	
		Second Name	
		Mobile	
		Email	

.8Course Objectives

A	To familiarize students with professional ethics according to their practical and technical specialization
B	To provide students with the required skills and rules of professional ethics that enhance their commitment to them
C	To learn how to resolve ethical problems related to work

.9Teaching and Learning Strategies

A	Cognitive Objectives Students will learn about: •Professional ethics according to their technical specialization •Steps to achieving an acceptable level of professional ethics and positive outcomes •Commitment to professional ethics according to the laws and regulations stipulated by their technical specialization
B	Course Skill Objectives •Commitment to professional ethics and achieving the desired goal of including such an important subject within the curriculum •Students will learn the required skills and professional ethical rules in their current and future work •Identify methods and means of resolving ethical problems related to their work and interactions with others •Employ the information they have studied in the field of technical specialization
	Teaching and Learning Methods
	•Delivering lectures and using presentations with videos related to the course material •Using illustrative images •Using books and research related to the English language •Discussing with a group of students to ensure interactive discussion
	Evaluation Methods •Feedback, discussions, and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily surprise tests, monthly, semester, and final exams
C	Affective Objectives: •The student's listening skills and attentiveness to obtain the required information. •The student's ability to draw conclusions based on the information they have gathered. •Interaction during lectures and homework.

	•Scientific research and extracurricular activities.
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments. •Assigning students certain activities and assignments, and presenting lectures and reports. •Developing students' abilities in a practical manner related to daily life .
	Assessment Methods •Feedback, attendance, and the level of commitment to submitting assignments and research by the specified deadline. •Emphasis on weekly discussions, assignments, and mid-year and annual assessments. •Monthly and end-of-semester tests reflect commitment and knowledge attainment.

.10Course structure						
No	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	1	Understanding the concept of ethics: definition and origin	Understanding Ethics: Definition and Origin	Giving a Lecture	Feedback
2	Second	1	Understanding the general rules of ethics, sources of ethics	General Rules of Ethics	Giving a Lecture	Feedback
3	Third and Fourth	2	Understanding ethical values and their importance in the ethical system	Sources of Ethics	Giving a Lecture	Feedback
4	Fifth	2	Understanding the importance of ethics for the individual and society	Ethical Values	Giving a Lecture	Feedback
5	Sixth	2	Understanding work and profession	Importance of Ethics for the Individual and Society	Giving a Lecture	Discussion of Examples

			and their importance in life			
6	Seventh	2	Understanding work behaviors	Work and Profession	Giving a Lecture	Feedback
7	Eighth	2	Understanding the concept of profession and the difference between it and work	Work Behaviors	Giving a Lecture	Discussion of Examples
8	Ninth and Tenth	2	Understanding the standards upon which a profession is based and its importance	The Concept of Profession, The Difference Between Profession and Work	Giving a Lecture	Exams and Reports
9	Eleventh	2	Understanding the outcomes of professional ethics	Standards Upon Which Profession is Based	Theoretical Examples	Feedback and Group Discussion
10	Twelfth	2	Understanding the characteristics and attributes of work ethics	Professional Ethics, Definition, Positive Rewards of Adhering to Professional Ethics	Exam	Exams and Reports
11	Thirteenth + Fourteenth	2	Understanding the steps of an acceptable level of professional ethics	Identifying the Characteristics of Work Ethics and the Qualities of Professional Ethics	Giving a Lecture	Feedback, Discussion, and Group Dialogue
12	Fifteenth	2	Understanding the rules of language	Steps to an Acceptable Level of Professional Ethics	Giving a Lecture + Practical Examples	Feedback + Dialogue Examples
13	Sixteenth	2	Understanding values and honesty at work	Exam	Giving a Lecture	Exam

14	Seventeenth + Eighteenth	2	Understanding values related to professional ethics, honesty, and truthfulness at work	Values, Professional Ethics, and Integrity at Work	Theoretical Examples	Exams and Reports
15	Nineteenth	1	Understanding advice and fairness at work	Values Related to Professional Ethics: Integrity at Work, Honesty at Work	Giving a Lecture and Practical Examples	Feedback
16	Twentieth	1	Understanding patterns of unethical behavior in the profession and administrative corruption	Advice at Work and Justice at Work	Giving a Lecture and Examples	Group Discussion
17	Twenty-first	1	Understanding bribery and fraud at work	Patterns of Unethical Behavior in the Profession, Administrative Corruption	Giving a Lecture and Examples	Feedback + Dialogue Examples
18	Twenty-second + Twenty-third	1	Understanding the means and methods of instilling professional ethics	Bribery at Work, Fraud at Work	Giving a Lecture	Group Discussion
19	Twenty-fourth + Twenty-fifth	1	Understanding the determinants of ethical applied arts and intellectual theft	Means and Methods of Establishing Professional Ethics	Giving a Lecture	Group Discussion
20	Twenty-sixth	1	Understanding the concept and importance of taking the	Ethical Determinants of Applied Arts Professions, Intellectual Theft, and Related Terms	Giving a Lecture and Practical Examples	Group Discussion

			initiative Examples of the initiative			
21	Twenty-seventh	1	Understand ing the artist's relationshi p with the surroundin g environme nt	Creating Initiative: Concept, Importance, and Examples of Initiative	Exam	Feedback
22	Twenty-eighth + Twenty-ninth	1	Understand ing the artist's ethical role	The Artist's Relationship with the Surrounding Environment	Giving a Lecture	Feedback
23	Thirtieth	1		The Artist's Ethical Function	Giving a Lecture	Group Discussio n

.11Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	•Professional Ethics, a Curriculum for Technical College Students •Professional Ethics / Lost Moral Resources, Dr. Ali Al-Wardi •Ronald Schnzinger and Mike Martin, Introduction to Engineering Ethics, trans. Yahya Khalif, 1st ed., Obeikan Publishing, Riyadh, Saudi Arabia, 2011. •Abdul Nasser Abdul Aziz Al-Sun, Criminal Liability of the Construction Worker, 1st ed., Dar Al-Fikr Wal-Qanun, Mansoura, Egypt, 2014. •Henry Antoine Smith, Engineering Project Management and Contracting Technology, trans. Alaa Ahmed Samour, Dar Zahran for Distribution and Publishing, Amman, Jordan, 2009.

Course Description Form:(2025-2026)

1	Course	English Language		
2	Course Code			
3	Semester/Year	Yearly system		
4	Date Report Prepared	2026/3/17		
5	Available Attendance Forms	Official attendance/weekly/annual system		
6	Number of Class Hours (Total)	15 per semester = 30 hours per academic year	Number of theoretical hours	1
			Number of practical hours	-
			Number of applied hours	-
			Number of units	2
7	Course Supervisor Name (if more than one, please state)	Name	Assistant Lecturer Aisha	
		Mobile	07724734545	
		Email		
		Second Name		
		Mobile		
		Email		

.8Course Objectives

A	To familiarize the student with the importance and necessity of the English language, as it is a global language in their field of specialization and a necessity in their professional life.
B	To understand the importance of the English language in their field of specialization and its frequent use in the language of arts...and their future work.
C	To introduce the student to linguistic rules and how to write in English.

.9Teaching and Learning Strategies

A	Cognitive Objectives The student will learn: •Grammar •Pronunciation of letters and sentences •How to write articles in English and translate from Arabic to English and vice versa
B	Course Skill Objectives •Enabling students to acquire knowledge, understanding, and converse in English •Knowledge of the use of English vocabulary •Knowledge of how to formulate complete sentences and translate

	•Employ the information they have studied in their field of specialization
	Teaching and Learning Methods
	•Using presentations with videos related to the course material •Using illustrative images •Using books and research related to the English language •Practical implementation of the course curriculum through audio labs
	Evaluation Methods •Discussions and dialogue with student participation in the classroom •Attendance, absence, student commitment, and timely submission of assignments •Daily, monthly, and semester tests
C	Affective Objectives: •Developing the student's ability to think and speak in English •How to diversify, combine, and translate sentences and terms •Interacting during lectures and homework •Scientific research and extracurricular activities
	Teaching and Learning Methods •Allocating a percentage of grades to daily assignments •Assigning students certain activities and assignments, and presenting lectures and reports •Developing students' abilities in a practical manner related to daily life
	Assessment Methods •Attendance and level of commitment to submitting assignments and research by the specified deadline •Emphasis on weekly discussions, assignments, and mid-year and annual assessments •Monthly and end-of-semester tests reflect commitment and knowledge attainment

.10Course structure						
No	Weekly	Hours	Desired Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	First	1	Learn pronunciation and letter articulation	there is no place like home the tense system pp.6-9	Giving a lecture.	Feedback
2	Second and Third	1	Learn how to speak and read	Reading and speaking pp.10-13	Giving a lecture.	
3	Fourth, Fifth and Sixth	1	Learn how to write and speak	Writing and speaking pp.14-15 workbook p5-12	Giving a lecture.	Feedback + Audio Lab
4	Seventh and Eighth	1	Learn English grammar	Been there ,done that Grammar : present perfect continuous verb forms pp.16-19	Giving a lecture.	Feedback + Group Discussion
5	Ninth	1	Learn how to read	Reading pp.17-26	Giving a lecture.	Feedback

6	Tenth and Eleventh	1	Learn terminology and grammar	What happened , was there Grammar : narrative tenses pp.27-29	Giving a lecture.	Feedback + Audio Labs
7	Twelfth, Thirteenth and Fourteenth	1	Learn how to read and listen	Reading and listening pp.30-33	Giving a lecture.	Feedback
8	Fifteenth	1	Exam	exam	exam	Feedback + Audio Lab
9	Sixteenth and Seventeenth	1	Learn how to read and pronounce words	Speaking 34-37 Work book pp.14-27	Giving a lecture.	Exam
10	Eighteenth	1	Learn grammar	It's a deal Grammar : expressing quantity pp.38-41	Giving a lecture.	Feedback
11	Nineteenth, Twentieth and Twenty-first	1	Learn terminology	Reading pp.42-46 Work book pp.28-32	Giving a lecture.	Feedback
21	Twenty-second and Twenty-third	1	Learn grammar in the future	Whatever will be , will be Grammar : future from pp.47-50	Giving a lecture.	Feedback
13	Twenty-fourth	1	Learn how to read and speak	Reading and speaking pp.51-57 Work book pp.35-40	Giving a lecture.	Feedback
14	Twenty-fifth	1	Submit a report	report	Giving a lecture.	Feedback
15	Twenty-sixth	1	Learn grammar	People places and things Grammar : relative clauses participle and infinitive pp.58-61	Giving a lecture.	Feedback + Audio Lab
16	Twenty-seventh and Twenty-eighth	1	Learn how to read and pronounce words	Reading and speaking pp.62-67	Giving a lecture.	Report Submission + Group Discussion

17	Twenty-ninth	1	Learn how to write a CV	How to write resume Applying for a job	Giving a lecture.	Feedback
18	Thirtieth	1	Exam	exam	exam	Feedback + Audio Lab

.11Course Evaluation

A	Daily exams, monthly exams, research, final exam

.12Learning and teaching resources

A	Required books	•Books and resources included in the curriculum •Lectures prepared by the instructor and supported by reliable sources
B	Recommended books and references	Oxford phonics world - part 2 • Headway part 3