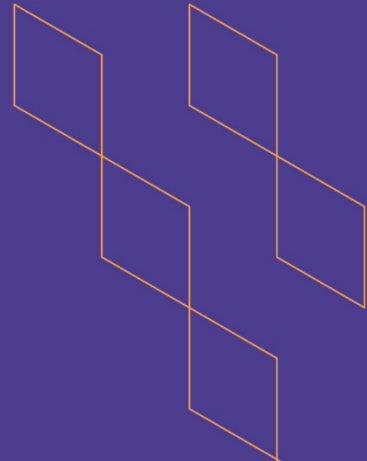




T-104  
2022

## Course Specification



Course Title: Principles of Design (أساسيات التصميم)

Course Code: DES 351

Program: Interior Design Program

Department: Architecture Department

College: College of Engineering and Information Technology

Institution: Onaizah Private Colleges

Version: Third Version

Last Revision Date: 2025-05-20

### Previous Course Specification

[https://docs.google.com/document/d/1aclSN4bizSBrQeAUFv7lqegvc\\_RKUYXw/edit?usp=sharing&oid=103309936953220278064&rtpof=true&sd=true](https://docs.google.com/document/d/1aclSN4bizSBrQeAUFv7lqegvc_RKUYXw/edit?usp=sharing&oid=103309936953220278064&rtpof=true&sd=true)



## Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode	3
2. Contact Hours (based on the academic semester)	3
Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	7
D. Student Assessment Activities	9
E. Learning Resources and Facilities	10
1. References and Learning Resources	10
2. Required Facilities and Equipment	10
F. Assessment of Course Quality	11
G. Specification Approval Data	12

## A. General information about the course:

Course Identification	
1. Credit hours:	2 Credit Hours [Theoretical]
2. Course type	
a. University <input type="checkbox"/>	College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Third Level / Second Year
4. Course general Description	
<p>This course provides an essential introduction to the core principles and elements of design as they pertain specifically to interior environments. Students will engage with both theoretical frameworks and practical applications, gaining insight into key design principles such as balance, contrast, rhythm, emphasis, unity, and proportion. These principles are examined in conjunction with fundamental design elements—line, shape, color, texture, and space—to understand how cohesive and functional interior compositions are formed. The course encourages students to analyze and apply these principles through two- and three-dimensional design exercises, fostering their ability to make informed choices regarding spatial organization, visual hierarchy, and material selection. Emphasis is placed on cultivating creative thinking, visual literacy, and aesthetic sensitivity, all of which are critical to the interior design process and professional practice.</p>	
5. Pre-requirements for this course (if any):	
None	
6. Co- requirements for this course (if any):	
None	
7. Course Main Objective(s)	
<p>The objective of this course is to deepen students' understanding of the fundamental principles and elements of design and their application within interior spaces. Through a combination of visual analysis and hands-on exploration, students will develop the ability to create compositions that are balanced, harmonious, and functional, addressing both aesthetic and practical considerations in interior design. The course further aims to foster creativity, critical thinking, and visual organization skills that are essential for effective design decision-making and professional practice.</p>	

### 1. Teaching mode

No.	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

## 2. Contact Hours (based on the academic semester)

No.	Activity	Contact Hours
1	Lectures	10
2	Laboratory/Studio	15
3	Field	
4	Tutorial	5
5	Others (specify)	
Total		30



## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
DES 351.C LO. K.1	Identify the application of design principles in professional interior design projects	K.1 (التصميم برنامج) الداخلي Interior Design)	Primary: Lecture Additional: Tutorial	Formative: Student Portfolio Summative: Written Exam (MCQ or Essay / F2F or Online)
DES 351.C LO. K.2	Explain the role of design principles in addressing client needs and enhancing the functionality, aesthetics, and overall quality of interior environments	K.4 (التصميم برنامج) الداخلي Interior Design)	Primary: Discussion (or similar active learning strategies \ F2F or Online) Additional: Lecture	Formative: Homework Summative: Written Exam (MCQ or Essay / F2F or Online)
2.0	Skills			
DES 351.C LO. S.1	Apply design principles to create visually effective and balanced two- and three-dimensional interior compositions.	S.5 (التصميم برنامج) الداخلي Interior Design)	Primary: Project or Research (Individual or Group) Additional: Interactive Lecture \ Demonstration	Formative: Practical Assessment (Rubric) Summative: Student Portfolio
3.0	Values, Autonomy, and Responsibility			
DES 351.C LO. V.1	Demonstrate awareness of ethical standards and professional	V.2 (التصميم برنامج) الداخلي Interior Design)	Primary: Group Work (competitive or cooperative / Online or F2F)	Formative: Observation (Instructor/ Students/

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	conduct while developing interior design compositions and creative work		Additional: Group Project or Research	Committee) (Rubric) Summative: Student Portfolio



## C. Course Content

No.	List of Topics	Contact Hours
1	Introduction to design principles and elements in interior design.	2
2	Line and shape: Direction, movement, and form. Create a black-and-white composition using only lines and geometric shapes.	2
3	Texture and color: Visual and tactile qualities, warm vs. cool, matte vs. gloss. Build a material collage showing contrasting textures and complementary colors.	2
4	Space and scale: Positive/negative space, scale, and proportion. Sketch interior layouts demonstrating different uses of space and scale.	2
5	Balance: Symmetrical, asymmetrical, and radial balance. Design three small room compositions, each showing a different type of balance.	2
6	Rhythm and repetition: Types and visual continuity. Create a rhythmic pattern or furniture layout using repetition and alignment.	2
7	Emphasis and focal points in interior compositions. Design a vignette or wall elevation highlighting a strong focal point.	2
8	Mid-Tem Exam.	2
9	Unity and harmony: Visual connection and coherence. Assemble a mood board demonstrating unity through material, form, or color.	2
10	Contrast and variety: Creating interest through differences. Create a composition that contrasts light/dark, smooth/rough, or warm/cool elements.	2
11	Principles applied: Combining multiple principles in 2D design. Develop a 2D abstract interior composition applying at least 3 design principles.	2
12	Application in 3D space: Form, massing, and spatial organization. Build a small model or digital 3D sketch showing harmony and balance in spatial layout.	2

13	<p>Composition analysis: Case studies of professional interior projects.</p> <p>Applications: Texture / pattern / positive and negative space / analogous color.</p> <p>Group activity: analyze a selected interior design project and identify applied principles.</p> <p>Applications: Gray value scale.</p>	2
14	<p>Design ethics: Respecting cultural, functional, and client-based considerations.</p> <p>Reflective sketch or journal on how ethical decisions impact design outcomes.</p> <p>Applications: Map/ color triad/ actual texture/ (form and content) group assignment.</p>	2
15	<p>Final design project development: Applying principles to a real-world scenario.</p> <p>Final Exam.</p>	2
Total		30





## D. Students Assessment Activities

No.	Assessment Activities*	Assessment Timing (in Week No.)	Percentage of Total Assessment Score
1	Student Portfolio	14 <sup>th</sup>	5%
2	Homework	3 <sup>rd</sup> , 5 <sup>th</sup>	10%
3	Written Exam (Midterm) (MCQ or Essay / F2F or Online)	9 <sup>th</sup>	25%
4	Written Exam (Final Exam) (MCQ or Essay / F2F or Online)	15 <sup>th</sup>	45%
5	Practical Assessment (Rubric)	12 <sup>th</sup>	10%
6	Observation (Instructor/ Students/ Committee) (Rubric)	14 <sup>th</sup>	5%
			<b>100%</b>

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	- William Lidwell, Kristina Holden, Jim Butler, Universal Principles of Design.
<b>Supportive References</b>	- Timothy Samara, Design Elements: A Graphic Style Manual.
<b>Electronic Materials</b>	- Alex White, The Elements of Graphic Design.
<b>Other Learning Materials</b>	None.

### 2. Required Facilities and Equipment

Items	Resources
<b>Facilities</b> (Classrooms, Laboratories, Exhibition Rooms, Simulation Rooms, etc.)	Classrooms, Laboratories, Exhibition Rooms.
<b>Technology Equipment</b> (Projector, Smart Board, Software)	Projector, Smart Board.
<b>Other Equipment</b> (Depending on the nature of the specialty)	None.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Peer Reviewer	Direct (peer classroom observation according to the approved Rubric)
Effectiveness of students' assessment	Faculty/Instructor	Direct (analysis of CLOs assessment results and grade distributions)
Quality of learning resources	Students	Indirect (course evaluation survey)
The extent to which CLOs have been achieved	Faculty/Instructor	Direct (CLOs assessment and analysis of results according to CLOs targets)
	Students	Indirect (Students through course evaluation survey)
Commitment to learning and teaching strategies and assessment methods included in the program and course specifications	Peer Reviewer	Direct (Peer- classroom observation according to the approved Rubric in OC-QMS)
	Department Chair through Students Focus Groups	Indirect (Chair – survey questions to a focus group of students according to OC QMS)
Action Plan Continuity (Closing the Loop)	QAC (Quality Assurance Committee)	Direct (periodic review of course reports and submitting comments to course instructor/coordinator)
Instructor's Support to Students	Students	Indirect (course evaluation survey)

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)



## G. Specification Approval Data

<b>COUNCIL /COMMITTEE</b>	Department of Architecture Council
<b>REFERENCE NO.</b>	11
<b>DATE</b>	2023-05-09

Learning outcomes of this course, as well as CLOs/Teaching Strategies/Assessment Methods matrix have been evaluated and reviewed by multiple OC parties according to OC-QMS. You can access results of these final reviews by scanning the QR code on the right, which contains a link to the reviews on OC-E-QMS.



[Click Here](#)