GUIDELINES FOR SYLLABUS DEVELOPMENT AND REVIEW ESLG COLLEGE

I. The syllabus must be drafted according to the official format approved by the ESLG College

The ESLG College syllabus format contains the following elements:

- Key information of the course such as the faculty within which the course falls, the title of the course, the level of bachelor or master studies, if the course is compulsory or elective, year of study, number of teaching hours per week, number of ECTS credits, time / place of lectures and exercises and contact details of the course holder together with the course assistant for the part of the exercises;
- The workload of students in terms of academic obligations they have within the course should be in accordance with the learning outcomes of students for the relevant subject, which must be in accordance with the learning outcomes of the study program;
- Teaching methods that are expected to be used within the course;
- Evaluation methods;
- Primary and secondary literature;
- Curriculum that includes the content of the course per week during the 15 weeks of a semester;
- The policy of academic integrity within the course and the code of conduct within the course;

II. Course description

The course description should be clear, concise and informative. The course description should be dedicated to the students so that they understand it as clearly as possible.

III. Course objectives

The objectives of the course should be in accordance with the general goals of the study program and the respective level of bachelor or master studies.

IV. Learning outcomes

Learning outcomes reflect what students are expected to know, understand or do after successful completion of the course. Learning Outcomes It is recommended to follow the Bloom taxonomy that uses the list of verbs aimed at knowledge, understanding, application, synthesis and evaluation of issues related to the course.

Learning outcomes should be clearly worded and be concise and accurate. Learning outcomes should contain active verbs within the learning outcomes.

Learning outcomes should be measurable and related to the forms of assessment within the course;

V. Course relevance and compliance with trends

The syllabus should also include the relevance of the subject and the benefits of learning in the relevant subject. The syllabus should also contain the section on the extent to which teaching in the relevant subject is in line with social, economic and technological trends.

VI. Student workload

The student workload should calculate the time it takes students to implement all of the syllabus-specific learning activities. The workload of the course should include: participation in student lectures and exercises, individual projects, group projects, mandatory internships within the course, homework, individual study and the time the student needs to prepare for exams. Student workload is calculated by calculating 1 ECTS = 25 hours of student work. In the framework of calculating the ECTS load it is necessary to calculate the individual study of the student.

VII. Teaching methodology

The teaching methodology section requires professors to present specifically and not in general all the learning activities that are necessary for the achievement of learning outcomes by students within the course. Teaching methods can be: case studies, student presentations, essays, research papers, exercises, field visits, group work, lectures, exercises, textbook, role play, debates and watching movies or videos. All teaching methods should focus on stimulating students' curiosity for learning and developing critical thinking in students, including the development of practical and life-problem-solving skills.

VIII. Assessment methodology

Assessment should be continuous and encompass a variety of forms of assessment and not focus only on the final exam. Continuous assessment encourages student activity in the subject throughout the semester. The final grade should be the sum of all student outcomes achieved in the framework of various syllabus-designed activities to achieve learning outcomes such as attendance, exercises, homework, essays, research papers, group projects, mid-term exams and final exam.

IX. Literature

The syllabus should provide the materials the student needs for reading, including professor's current publications in order to achieve relevance to the latest scientific trends. The literature section should provide primary and secondary literature and additional reading material that is additional literature for excellent and motivated students. It is preferred that professor's journal publications find a place within the primary or secondary literature within the syllabus.

X. Curriculum and course content

The curriculum should contain the details for each week separately and contain the titles of the teaching units, the activities for student involvement, the planned teaching hours for each unit and for each activity. Classes should also be given space for learning activities such as exercises, presentations, group or individual presentations, role play, etc.

XI. Academic integrity policy and code of conduct

This section of the syllabus should contain the policy of academic integrity within the course, for zero tolerance for injury, copying in exams, group presentations and other learning activities. The Code of Conduct lists the permissible behaviors during the discussion, the lesson, the interaction with the professor, etc.

Course title: SUSTAINABLE ARCHITECTURE

Informatat themelore për lëndën	
Academic unit:	Department of real estate
Course title:	Sustainable architecture
Level:	MA
Course status:	Mandatory
Study year:	Year 1 | Semester 1
Weekly hours:	2+2
ECTS credits:	6 ECTS
Time / Venue:	Classroom 304 |According to schedule
Professor:	xxx
Contact details:	xxx

Course description:	The subject of Sustainable Architecture studies the architectural solutions to achieve sustainability in the built environment taking into account economic, social and environmental problems. Based on rigorous scientific research, the course describes sustainable architectural designs in order to create environmentally friendly buildings and renovate existing buildings in order to meet today's environmental and energy requirements. The key elements of the course is site optimization learning, waste minimizing and achieving reduction of energy and water consumption.
Course objectives:	The course will focus on climate and location analysis, building behavior and shapes, thermal insulation of buildings, and sustainable buildings with a focus on energy efficiency. The course will enable the understanding of sustainability in architecture, with a special focus on energy efficiency in buildings.

Learning Outcomes:	Upon completion of this module, students shall be abl to:
	- Understand climate-adapted architectural design of buildings ;
	- Understand external environmental resources;
	- Work in teams in designing low-energy buildings;
	- Write reports on the condition of existing buildings;
	- Apply energy design software in designing low-energy buildings

Student workload (in accordance with learning outcomes)			
Aktiviteti	Study hours	Days/Week	Total
Lectures	2	15	30
Theory/Lab work/Exercises			
Practical work with software	2	15	30
E-research	2	15	30
Consultations with professor	0.5	6	3
Field work	2	2	4
Interdisciplinary activity	2	15	30
Final research draft			8
Individual study (in library or at home)			3
Final exam preparation			4
Assesment time (test, quizz, final exam)			3
Projects, presentations, etc.			5
Total			150

Teaching methods:	Lectures, exercises during study hours using ECOTECT from AUTODESK, interdicisciplinary activity as project work, e-research and home assignments.

Assessment methods:	Passing threshhold is 50 %. Attendance 10 %; Research paper 40 %; Case study with interdisciplinary activity 20 %; Final examination 30 %.

Primary literature:	1. Lectures prepared by the course bearer 2. S. Szokolay, Introduction to architectural science, the basis of sustainable design, Third edition, Routledge, 2014;
Additional literature:	1. V. Brophy and J. O. Lewis, A green Vitruvius, principles and practice of sustainable architectural design, second edition, Earthscan, 2011; 2. T. Dahl, Climate and Architecture, Routledge, 2009;

Study plan	
Week	Title of lecture
Week 1:	Notions of sustainable architecture
Week 2:	Green architecture
Week 3:	Energy efficiency designs
Week 4:	Thermal behaviour of buildings
Week 5:	Passive solar contribution to buildings
Week 6:	Sustainable solar housing
Week 7:	Green architecture as a form of environmental and human health
Week 8:	Sustainable refurbishment
Week 9:	Energy performance of buildings under Kosovo law
Week 10:	Climate factor analysis
Week 11:	Heating cooling and lighting
Week 12:	Thermal comfort
Week 13:	Passive thermal design
Week 14:	Active controls - HVAC
Week 15:	Assessment and discussion related to in-class and home assignments and final examination preparation.

Academic policies and Code of Conduct

The tools used during the lessons should be cleaned and stored at the end of the lesson.
Mobile / smart phones and other electronic devices (eg iPods) should be turned off (or switched on vibration) and not be exposed during lessons.
Laptops and tablet computers are only allowed to be used silently; other activities such as control
Personal email or web browsing is prohibited.
Follow the rules and instructions of the academic staff regarding the performance standards set by the professors during the presentation of the curriculum;
Students treat each other with respect and foster an environment of honesty, ethical behavior, and mutual respect

Plagiarism is a theft of intellectual property. Plagiarism is the failure of professors and students to cite the work of others and to recognize the ideas and words of others. Violations of plagiarism include, but are not limited to:

• Quotation without proper citations;
• Reformulation without proper citation;
• Insufficient acknowledgement of sources;
• Using the structure and organization of opinions based on other authors without properly citing their work.

Fraud violations include, but are not limited to, the following:

• Sharing exam questions and answers with other students;
• Use of unauthorized materials as an aid during closed book exams;
• Using another person to take the exam in both class and home exams;
• Presenting work done by others as one's own, especially in project assignments in the subject;
• Collaborating with others on homework in which the professor does not allow collaboration;

Classification of cognitive skills according to Bloom		
Category	**Definition**	**Related behavior**
Knowledge	To recall something without having t understand it necessarily, use it or change	Define, describe, identify, name, list, compare, remember, shov recall, select, claim
Comprehension	To understand something that has be communicated without the need to relate it to something else	Edit, explain, take notes, calculate, change, transform, group, explain, generalize, give examples, conclude, interpret, paraphrase, predict, review, summarize, translate
Application	Using a concept to solve problems ir certain situation using the materials you have learned in new and specific situations	apply, approve, collect, build, demonstrate, discover, illustrate, interview, exploit, manipulate, interconnect, display, select, use
Analysis	To break down something into parts; you can focus on identification of parts or in the analysis of relations between parts, or knowledge of organizational principles	analyze, compare, confront, create diagram, distinguish, distinguish, identify, illustrate, conclude, sketch, emphasize, select, share, classify, divide into more parts
Synthesis	Interconnect something new by putting together pieces of different ideas to create a whole concept.	mix, build, change, combine, conceptualize, create, design, formul generate, suppose, plan, anticipate, produce, rearrange, review, show, write
Evaluation	Judging the value of material or methods how they can be applied in certain situations; to judge by using determin criteria.	Accept, value, evaluate, judge, distribute, buy, solve, conclude, criticize, defend, evaluate, rank, judg prioritize, recommend, arbitrate, reject, select, support.