## Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** College of Architecture, Design and Construction/School of Architecture  
   
   **Department:** Landscape Architecture

2. **Course Prefix and Number:** LAND 5130 / 6130  
   
   **Effective Term:** sum 2010

4. **Course Title:** Studio I Foundation Studio  
   
   **Abbreviated Title (30 characters or less):**

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [ ] Revise a Course  
   
   **Current Course Number:** 5000 / 6000  
   **Proposed Course Number:** 5130 / 6130  
   **Type of Revision:** Title, hours

6. **Course Credit:**  
   
   **Maximum Hours (Repeatability):** 5  
   
   **Contact/Group Hours:** 16  
   **Scheduled Type:** Studio  
   **Weekly or Per Term?:** weekly  
   **Credit Hours:** 5  
   **Anticipated Enrollment:** 12  
   
   **Total Credit Hours:** 5

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   - [ ] Audit

8. **Prerequisites/Corequisites:**  
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.  
   
   Major: Environmental Design - Pre-Landscape Architecture  
   [Major: ENVD, Degree: BSEV, Concentration: EVDL] or Landscape Architecture [LAND] or by Program Chair approval.

9. **Restrictions:**  
   List specific restriction in space above.  
   
   [ ] College  
   [x] Major  
   [ ] Standing  
   [ ] Degree

10. **Course Description:**  
    (20 Words or Less; exactly as it should appear in the Bulletin)  
    
    Teaches foundational skills (drawing, modeling, and multiple representational skills) that are necessary to progress into future design studios.

11. **May Count Either**  
    (Indicate if this particular course cannot be counted for credit in addition to another)  
    
    Program Type  
    Program Title  
    Requirement or Elective?  
    
    [ ] N/A  
    [ ] (Indicate if this particular course cannot be counted for credit in addition to another)

12. **Affected Program(s):**  
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)  
    
    [ ] N/A

13. **Overlapping or Duplication of Other Units’ Offerings:**  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)  
    
    [ ] Applicable  
    [ ] Not Applicable
14. Justification:
The changes to this course are proposed as part of an overall revision of the curriculum of the MLA.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
N/A

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
At the end of this course Level 5000 and Level 6000 students will be able to:
1. Use drawing, modeling and reading to think and reason as well as research, process and use information.
2. Use photography, videography, frottage, assemblage and other forms of representation to analyze sites, settings, districts and regions.
3. Draw in both two-dimensional and three-dimensional representations.
4. Design small, site-scale landscape architecture projects.
5. Represent their design methodologies, ecological processes, sustainable practices and built forms of their projects.

In addition, at the end of this course Level 6000 students will be able to:
1. Use design investigation to develop a theoretical position.
2. Use theoretical considerations to develop design investigations.
3. Explain the efficacy of rapid prototyping design methodology.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Wk 1. Introduction and small-scale site analysis. Submit drawings.
Wk 2. City-scale site analysis. Submit drawings.
Wk 3. Regional scale site analysis. Submit drawings.
Wk 5. Regional city field trip. Exhibit urban forensics.
Wk 7 Issue rapid prototyping design project.
Wk 8 Models 3, 4 and 5. Schematic drawings of design process
Wk 10. Present finished model.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
For Level 5000 and Level 6000 students:
1. Small scale site analysis drawings
2. City-scale site analysis drawings
3. Regional scale analysis drawings
4. Finished drawings of analysis at three scales
5. Regional city urban forensic exhibit
6. Rapid prototyping ecological site analysis
7. Rapid prototyping model 1
8. Rapid prototyping model 2
9. Rapid prototyping model 3
10. Rapid prototyping model 4
11. Rapid prototyping model 5
12. Rapid prototyping analysis drawings
13. Final model
For Level 6000 students:
14. A 1000 word essay explaining the agency of rapid prototyping as a design methodology.
19. Rubric and Grading Scale:

For Level 5000 students:
- Projects 1 to 3: 15%
- Project 4: 10%
- Project 5: 20%
- Project 6: 15%
- Project 7 to 11: 25%
- Project 12: 5%
- Project 13: 10%

For Level 6000 Students:
- Projects 1 to 3: 10%
- Project 4: 10%
- Project 5: 20%
- Project 6: 15%
- Project 7 to 11: 20%
- Project 12: 5%
- Project 13: 10%
- Essay: 10%

Students are required to attend every planned studio meeting and field trip. More than one unexcused absence will result in the lowering of the final grade by one full letter. To achieve a letter grade of "A," a student must be fully engaged in the studio as evidenced by their leadership and participation in studio activities.

List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade.

20. Justification for Graduate Credit:

This course meets graduate educational standards by means of the critical thinking required for the execution of their design work in relation to theoretical considerations, and through the writing of a reflective essay explaining the agency of the methodology to which they have been introduced in the studio, including how and where it may be useful in future, and how it influenced their final design.

(Include a brief statement explaining how the course meets graduate educational standards (i.e., rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1200 Haley Center, 844-2096 (V/TT).