# Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Architecture Design + Construction / School of Architecture
   Department: Landscape Architecture Department

2. Course Prefix and Number: LAND 5150/6150
   3. Effective Term: Sum 2010

4. Course Title: Construction I
   Abbreviated Title (30 characters or less): Landform + Grading

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   Current Course Number: 5140/6140
   Proposed Course Number: 5150/6150
   Type of Revision:

6. Course Credit:
   - [ ] Contact/Group Hours
   - [ ] Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   - [ ] Weekly or Per Term?
   - [ ] Credit Hours
   - [ ] Anticipated Enrollment
   Maximum Hours (Repeatability): 2
   Contact/Group Hours: 2
   Scheduled Type: Lecture
   Weekly or Per Term?: weekly
   Credit Hours: 2
   Anticipated Enrollment: 12
   Total Credit Hours: 2

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

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
   - Major
   - Standing
   - Degree
   Restrictions:

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Fundamental skills needed to analyze, understand, and manipulate landform with respect to form, grading and drainage.

11. May Count Either Program Type or Program Title
    (Indicate if this particular course cannot be counted for credit in addition to another)
    (e.g.: minor, major, etc.) (e.g.: MS in Chemistry, Performance Option, Minor in Art) (required or optional?)
    Program Type
    Program Title
    Requirement or Elective?

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

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: Construction was identified by the Landscape Architecture Accreditation Board as one of the areas in which the program needed to augment its current teaching. In order to facilitate content increase the previous course was partitioned into two separate courses, each one covering an independent body of content. [A further course Construction III, was derived from the existing Landscape Construction 2].

15. Resources: Not Applicable

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

16. Student Learning Outcomes: When Level 5000 and Level 6000 students have completed this course they will be able to:
1. Read landform and topography in the field.
2. Read the conventions of contour mapping.
3. Measure and manipulate contours to achieve a design intent.
4. Quantify the appropriate slope ranges for specific landscape applications.
5. Shape landscape experience through the manipulation of landform.

Additionally, Level 6000 students will be able to:
6. Synthesize the relationship between landform and design intent.

(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:

Week 01
Course Introduction and Syllabus
Reading Contours | Understanding Landform | Topographical Signatures

Week 02
Calculating Slopes + Grades | Spot Elevations + Interpolation
FIELDWORK: Reading the Land | Site Reconnaissance with the Transit

Week 03
Grading Constraints | Contour Manipulation | Cut + Fill Concept
Project #1 Due: Review and Discuss Contour Model

Week 04
Grading for Circulation: People, Cars, + Water
Grading Devices: Ramps, Stairs, + Walls | Accessibility

Week 05
Midterm Review
Midterm Exam

Week 06
Grading for Pads + Planes
LAB Grading Exercises
Project #2 Due: Pin up and Discussion

Week 07
Calculating Cut + Fill | Finding the Cut/Fill Line
LAB Calculating Cut + Fill Quantities

Week 08
Grading for Roads | Horizontal + Vertical Alignment
Parking, Parking, Parking | FIELDWORK: Vehicular Measurement Study

Week 09
The Grading Plan: Critical Points, Graphics, Conventions

Week 10
Project #3 Due: Pin up and Discussion
Final Exam Review
Final Exam

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

18. Assignments / Projects:

For Level 6000 students only:
1. a. A 1000 word paper that synthesizes the relationship between landform and design intent.

For Level 5000 and Level 6000 students:
1. b. In class exercises in grading and drainage.
2. Homework Assignments: Out of class exercises in grading and drainage
3. Unannounced Quizzes: In class quizzes in grading and drainage
4. Midterm Exam
5. Final Exam
6. Project #1: Create a topographical model of an existing site
7. Project #2: Draw a topographic plan and series of descriptive diagram of the existing site modelled in project #1
8. Project #3: Use the site of projects #1 + #2 to design a topographic playground.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

25% | exercises, homework assignments + unannounced quizzes
30% | exams (12% for midterm | 18% for final)
40% | projects (10% for projects 1 + 2 | 20% for project 3)
05% | class participation

Grading Scale:
A = 90% and up
B = 80 to 89%
C = 70 to 79%
D = 63 to 69%
F = 62 % and below

(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:

Feedback and evaluation will incorporate rigorous professional standards and will be provided by faculty holding graduate faculty status. Graduate students will be expected to be able to synthesize and apply knowledge in a more comprehensive manner than undergraduates, measured through an additional graduate assignment [see Assignment 1.a.].

(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.))

(Included 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, 1288 Haley Center, 844-2096 (VTI).