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 7130

3. Effective Term: summer 2011

4. Course Title:
   Studio IV

5. Requested Action:
   - [ ] Submit a New Course
   - [ ] Add a Course
   - [ ] Change a Course
   - [ ] Revise a Course

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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<tbody>
<tr>
<td>Hours</td>
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<td>5</td>
<td>16</td>
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   Maximum Hours (Repeatability): 5

   Total Credit Hours: 5

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

8. Prerequisites/Corequisites:
   Landscape Architecture [LAND] or by Program Chair approval

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

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Investigates design strategies and techniques for generating new resilient cultural and environmental practices within complex dynamic conditions.

11. May Count Either
    - [ ] or

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

Recent accreditation report recommends curriculum revisions.

15. Resources:

(not-applicable)

16. Student Learning Outcomes: (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")

Students will be able to:
1. Develop critical and creative working definitions of sustainability and resilience
2. Develop methods for examining and engaging complex landscape conditions and issues across scales and disciplines and through time
3. Build design communication skills with emphasis on synthesis of information, representation of change through time
4. Advance technical and poetic rigor of working drawings
5. Calculate, size and roughly design waste, water and energy systems as well as account for the life-cycle costs of proposed design scenarios
6. Test design scenarios in terms of their capacity to create greater wholes, as a laying of the physical ground for dialogue across difference and other biotic encounters that increase our well-being and human capacities.
7. Investigate opportunities to instigate new futures through bottom-up, community-based approaches.
8. Extract from design proposals, workable strategies that might be deployed/adjusted to similar conditions, with elegance and resourcefulness.

(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. Morphogenesis and Design: a means of understanding living systems as adaptive and openended |
| Deliverables: technical drawings but spatial mappings |
| Wk 2. Ecosystem Dynamics: Issues of Interpretation and Representation |
| Deliverables: Group Dynamics Work informed by guest lectures from related disciplines building learning outcomes, 3 and 5 |
| Wk 3. Eco-cultural Interactions |
| Deliverables: Group Dynamics Work informed by guest lectures from related disciplines building learning outcomes, 3 and 5 |
| Wk 4. Environmental Services and Perspectives on Sustainable Development + Resilience |
| Deliverables: exploratory drawings, ideograms, building learning outcomes 4 and 6 |
| Wk 5. Landscape Operations towards new resilient cultural and environmental practices |
| Deliverables: working drawings demonstrating design development, learning objective 7 |
| Wk 6. Mid-term Review: full-faculty review of work including professional reviewers |
| Wk 7. Field Studies Travel |
| Wk 8. Field Studies Translation |
| Wk 9. Garden: A place of encounter |
| Deliverables: working drawings demonstrating design development, learning objective 7 |
| Wk 10. Jumping the System: from Garden to Community, investigating strategies, learning objective 8 |
| Final Synthesis/ Review |

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)
18. Assignments / Projects:

1. Required readings and class discussions
2. Morphogenic Studies + Spatial Mappings:
   to understand morphogenesis as a condition of life, to investigate the
   spatial dimensions of morphogenetic processes such as a life cycle,
3. Group Dynamics Work: Ecosystem Sections and Dynamics Mappings at
   Four Scales: use advanced representational tools to study and
   communicate eco-cultural dynamics
4. Ideograms and Exploratory Drawings:
5. Site Models
6. Design Development
7. Interim, Mid-term and Final presentations
8. Final Synthesis

(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:

Grades
- Preliminary Drawings, Model and Eco-sections 15%
- Group Dynamics Work 10%
- Ideograms, Exploratory Drawings 15%
- Site Models 10%
- Design Development 20%
- Final Synthesis 30%

100%

A grade of "C" is given to work that is satisfactory and complete in
addressing the issues emphasized in the readings and discussion. In
addition, the work must be professionally and competently presented in
typewritten form.

A grade of "B" is given to work that is thoughtful, and reflective, as well as
professionally presented.

A grade of "A" is reserved for work that is exemplary in exploration of ideas
and issue presented in the course and is professionally presented.

A grade of "D" is given to work that is late or does not fulfill the
requirements of the course by failing to fully grasp the nature of the issues
or explore the objectives of the course, or is not professionally presented.

A grade of "F" is for incomplete work or failure to understand the issues
presented in the course or achieves the goals or objectives of the course.
Failure to turn in one or more assignments by the end of the quarter will
warrant the grade of "F." If you have a medical excuse or other significant
excuse, an "I" for incomplete will be given.

(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:

The graduate students in this class undertake written and
presentation assignments, which require advanced analytical skills.
These reports facilitate independent, original research and thinking.
The course is fundamental in the field of landscape architecture,
but requires complex analysis, persuasive argumentation and
writing skills. This course is needed for professional accreditation.

(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, 1289 Holley Center, 644-2096 (VIT).