Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Architecture Design and Construction
   Department: Environmental Design

2. Course Prefix and Number: ENVD 2040
   3. Effective Term: Fall 2014

4. Course Title: Design, Invention and Society
   Abbreviated Title (30 characters or less): Design, Invention and Society

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   Current Course Number: ENVD 2040
   Proposed Course Number: ENVD 2040
   Type of Revision:

6. Course Credit:
   Contact/Group Hours | Scheduled Type | Weekly or Per Term? | Credit Hours | Anticipated Enrollment
   Maximum Hours (Repeatability): 3
   Contact Hours: 3
   Scheduled Type: Lecture
   Weekly or Per Term? per term
   Credit Hours: 3
   Anticipated Enrollment: 200
   Total Credit Hours: 3

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.
   None

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)
    Role of design and invention in society from the ancient to the contemporary world.

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

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:

An important goal of the CADC mission is to educate non-designers and professionals from multiple disciplines about the role of design in society. This course will help fulfill that goal because it will be offered as a core course for students across the university.

(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:

The course will be taught by the CADC Associate Deans and requires no resources other than a teaching assistant.

(Indicate whether existing resources such as library materials, classroom/labatory 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:

Students will:

- Be able to relate to the contributions of groups and individuals to cultures, societies and history, through the design of cities, buildings and objects. (Assessed through exams and the visual map assignment.)
- Be able to demonstrate awareness of different cultures (past and present), including the knowledge of values, beliefs, traditions and customs in other eras and other parts of the world, as expressed in the design of cities, buildings and objects. (Assessed through exams.)
- Be able to develop and articulate criteria and priorities for design determinants related to aesthetics, functionality and technology. (Assessed through pre and post tests and exams.)
- Understand how various forms of design both reflect and inform societies at large, historically and/or in the present. (Assessed through exams and the visual map assignment.)
- Be able to study, create or participate in some form of design exercise as a means of understanding a functionally-driven creative process. (Assessed through the visual map assignment.)

(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:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of design literacy (pre-test/ 0%)</td>
<td></td>
</tr>
</tbody>
</table>

**PART 1 - BUILDINGS, CITIES, STRUCTURES AND TOOLS**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to terms, texts, concepts and vocabulary.</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Ancient Worlds (Greece, Indonesia, Mesoamerica and Chaco Canyon): Beauty, Balance, Landscape and Power</td>
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<tr>
<td>Week 3</td>
<td>Ancient Empires (Rome and China): Standardization, Modularity</td>
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<td>Week 4</td>
<td>Middle Ages (Byzantium, Europe): Structures of Belief/ the Church</td>
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<tr>
<td>Week 5</td>
<td>Middle Ages (the Mediterranean): Structures of Belief/ the Mosque</td>
</tr>
<tr>
<td>Week 6</td>
<td>Traditional Dwellings and Household Objects: Shelter, Invention and Conventional Wisdom; Midterm (30%)</td>
</tr>
</tbody>
</table>

**PART 2 - OBJECTS, PRODUCTS AND SYSTEMS**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>The Renaissance (Europe): Humans at the Center/ Rediscovery</th>
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</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>The Age of Exploration (the Americas): Humans at the Center/ Reframing</td>
</tr>
<tr>
<td>Week 9</td>
<td>The Enlightenment (America): Revolutions of Scale</td>
</tr>
<tr>
<td>Week 10</td>
<td>The Industrial Revolution (Europe): Leverage, Systems and Production; Assignment Due: Visual Map (30%)</td>
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<tr>
<td>Week 11</td>
<td>Industrial Revolution (America): Leverage, Systems, Production</td>
</tr>
<tr>
<td>Week 12</td>
<td>The Modern World: Machines for Living</td>
</tr>
<tr>
<td>Week 13</td>
<td>The Modern World: Form and Function</td>
</tr>
<tr>
<td>Week 14</td>
<td>The Contemporary World: Design and the World Wide (dis) Appearance of Design</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Examination (40%), Survey of Design Literacy (post-test/ 0%)</td>
</tr>
</tbody>
</table>

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

18. Assignments / Projects:

1. Survey of Design Literacy (0 Credit)
This survey will measure each student's general knowledge and awareness of design determinants and the socioeconomic context within which they are framed. This survey will be repeated at the end of the semester in order to provide a quantitative assessment of how much the student has learned (Core Course SLO 11, Items 1 & 2)
2. Midterm Exam. (30%)
   (Core Course SLO 11, Items 1, 2 and 3)
3. Visual map (30%)
   Student will prepare (individually or in groups) visual maps analyzing the impact of a design object, discovery or invention on the individual, community, and/or society. (Core Course SLO 11, Item 3; Core Course SLO 9, Items 1 and 2)
4. Final Exam. (40%) Non cumulative
5. Survey (post-test) (0%) Cumulative
The purpose of the survey is to provide quantitative assessment of student learning outcomes

(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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
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</tbody>
</table>

(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/A grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: NA

(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 Student Policy eHandbook, 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 consult the Student Policy eHandbook 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 Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/T/T).
Approvals

Department Chair / Head

Date

College / School Curriculum Committee

Date

College / School Dean

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person: ____________________________

Telephone: ____________________________

E-Mail Address: ____________________________

Fax: ____________________________