

* revised syllabus *

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MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and **ten** copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/25/2014 New course Temporary course Drop service course
(effective date cannot be retroactive) There is a course fee associated with this course (see instructions)

- Variable credit _____
 - Increase credit (former credit _____)
 - Number (former number _____)
 - Crosslisting (between WSU departments)
(Must have both departmental signatures)
 - Conjoint listing (400/500)
 - Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
 - Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
 - Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)
 - Other (please list request) _____
- Repeat credit (cumulative maximum 2 hours)
 - Lecture-lab ratio (former ratio _____)
 - Prefix (former prefix _____)
 - Cooperative listing (UI prefix and number _____)
taught by: WSU UI jointly taught
 - S, F grading

SDC 555 Integrated Design Graduate Study Tour
course prefix course no. title

1	credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite
					Graduate student in Architecture, Interior Design or Landscape Architecture.

Description (**20 words or less**) Selected issues in the field of design in connection with an organized international study tour.

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Campus Zip Code: 2220

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

W. Mayhew 1/8/14 Mr B. Del 1/13/14 _____
Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

SDC 555 Integrated Design Graduate Study Tour Rationale

It is important that students in the design and construction professions be able to visit and experience the places, ideas and cultures that are presented in the classroom. Domestic study tours have been required at the undergraduate level for 10+ years and students in the Master of Architecture program are currently required to attend a one-two week international study tour experience as part of their Arch 511 studio. The formation of the School of Design + Construction (in fall 2012) has generated opportunities and impetus for integrated curricula. SDC 555 would replace the current international study tour experience in Arch 511 and broaden the scope to include students in the MA Interior Design and MS Landscape Architecture programs. The creation of a stand-alone course combines resources (course fees) and strengthens the international study tour as an integrated design experience.

SDC 555: Integrated Design Graduate Study Tour

Prerequisite: Graduate student in Architecture, Interior Design or Landscape Architecture

Instructor: Matt Melcher

Email/Phone: Melcher@wsu.edu; 335-1737

Office Hours: Tuesday / Thursday 10am-12pm

Class Hours and Location: Class will meet twice prior to departure on study tour and once after return from study tour. Students will also participate in the opening of an exhibit showcasing their work from the study tour. See dates in weekly schedule below.

COURSE OVERVIEW

SDC 555 is a single credit course for graduate students in the design disciplines. The purpose of this course is to create an integrated travel experience at the graduate level. The emphasis of the course is an 8 day/7 night international study tour. SDC 555 is required in the final fall semester of study for graduate students in architecture, interior design, and landscape architecture.

STUDENT LEARNING OUTCOMES and ASSESSMENT

Study tours are an integral component of the curriculum in the School of Design and Construction because it is important for students to visit and experience the places, ideas and cultures that are presented in the classroom.

Through successful completion of this course, students will:

- Gain exposure to contemporary (and international) issues affecting the design of the built environment
- Understand the unique social, political and physical influences affecting design within a specific global location and context
- Develop the ability to research and analyze case studies in design and communicate their significance
- Develop ability to communicate ideas verbally and through written and visual media
- Engage with students and faculty from allied design disciplines
- Discuss diverse perspectives and issues pertaining to the built environment

The student learning outcomes described above will be assessed through:

- Written and graphic documentation of site research and oral presentation preparation (boards)
- Oral presentation delivered at assigned site in the study tour city
- Discussions during pre-departure and post-tour evaluation meetings, as well as active discussions on site during study tour
- Active participation in a variety of other activities (e.g. guided tours, faculty presentations, site visits, sketching exercises, personal reflection time) as outlined in the study tour itinerary
- Exhibit of work featuring "boards"

This course aligns with WSU Learning Goals in Critical and Creative Thinking; Information Literacy; Communication; Diversity; and Depth, Breadth; and Integration of Learning. Evaluation of student success with these learning outcomes will be measured by students' ability to write effectively and present orally about design in an interdisciplinary and cross-cultural way that demonstrates a respect for cultural difference; well-designed research strategies; clarity of argument; and knowledge. Additionally, travel experiences become opportunities to bolster graduate research projects or theses.

MATERIALS AND RESOURCES

There are no required materials in this course. Rather, students will seek out and utilize materials (valid internet sources, articles, textbooks, etc.), to research and prepare both the written assignment and oral presentation. Additional resources will be utilized to prepare students to travel internationally (including orientations with education abroad and information about cultures/customs/sites in international city to be visited). Students will be required to pay the course fee associated with the study tour costs and any fees associated with education abroad (application fee, ISIC card, etc.).

WEEK-BY-WEEK COURSE SCHEDULE

Week	Day	Requirements
1		Students will be e-mailed reminder about first pre-departure meeting
2	W @ 4pm CARP 312	First pre-departure meeting (discuss itinerary, hand out graded assignment)
3		Students begin work on graded assignment part I (oral presentation)
4		Students continue work on graded assignment part I (oral presentation)
5	W @ 4pm CARP 312	Second pre-departure meeting (sign conduct forms, education abroad preps students for departure)
6		Students finalize work on graded assignment part I (oral presentation) and prepare for departure
7		Students/Faculty are on Study Tour
8		Students/Faculty return from Study Tour
9		Students begin work on graded assignment part II "boards" for upcoming exhibit
10		Students continue work on graded assignment part II "boards" for upcoming exhibit. "Boards" due in Dropbox by Friday at 5pm.
11	W @ 4pm CARP GAL	Exhibit opens in Carpenter Hall 1 st floor gallery Students available for q & a about 'boards'

12		Exhibit on display
13	W @ 4pm CARP 312	Post-study tour evaluation meeting (includes completion of survey)
14		N/A
15		N/A
Finals Week		N/A

EVALUATION CRITERIA

Students enrolled in SDC 555 will attend two pre-departure meetings and one post-trip evaluation meeting. Students will also complete a written assignment, lead a presentation in the study tour city, and participate in a variety of other activities (e.g. guided tours, faculty presentations, site visits, sketching exercises, personal reflection time) as outlined in the study tour itinerary.

1. Graded assignment 50%

i. Part I: Public presentation on site in the study tour city (25%)

See appendix I for detailed grading criteria and public presentation tips

- ii. You will perform a “live,” ten-minute oral presentation at your site. Think of yourself as a tour guide, leading a group of intelligent and interested tourists, who have paid good money to learn about a place with which they are not familiar—but who do know a bit about architecture and design in general. Your job is to go well beyond the basics and leave them with something intellectually intriguing—and memorable.
- iii. Be sure to include some basic facts but your presentation will be evaluated largely by your ability to provide information that goes well beyond a conventional fact-oriented tour. You may wish to organize your presentation around a theme or themes, thereby leaving your audience with the understanding of your site in a particular way. To find a theme, you should try to provide some information that relates the building or site to course content in your graduate study; to larger theoretical/symbolic issues; to a political context; to the history and context of the city or region; to the history of the “movement” during which the building or space was designed; or as relevant, to your graduate thesis or project.
- iv. Research your building/site however you feel is appropriate; remember, however, that you eventually will need to produce presentation boards after the trip, and they must include written content. The more research you complete before you go, the easier it will be to produce boards upon your return.

b. Part II: Written documentation of site research and presentation preparation (25%)

See appendix II for detailed grading criteria and “boards” tips

- i. PDFs of what will be two 20”-wide x 30”-tall boards, placed into the SDC 555 Dropbox.

- ii. At a minimum, the two boards should include at least 600 words total between them (not including titles, subtitles, basic facts, captions, sources, and any quotes). Please try to remain around the 600-word limit; projects that go excessively over or under the word limit will be noticed, and this could affect your grade. These words need not be contiguous; you can have 200 words on one board and 400 on another, for example.
- iii. You must include at least six images (photographs, sketches, diagrams, plans, line drawings, perspectives, elevations, sections, etc.). At least two of the images must be original photographs. Any downloaded images must be properly attributed to the sources from which you downloaded them. Sketches are highly encouraged. If you do not have time to sketch your site (or some aspect of it) during your presentation, you are encouraged to return to your site on your own time if possible. Although it is not ideal, you may also attempt to sketch after-the-fact from one of your photographs (even less ideal is sketching an existing, online photograph. Avoid a computerized sketch option). Still, you should make an effort to avoid only choosing photographs for your images. Mix up your representations.
- iv. Give the project an interesting title that reflects the theme(s) you have chosen.
- v. Your name should appear, in small font, somewhere on the second board.
- vi. Include basic facts in a box somewhere on the first board for quick reference: name; date; prominent designers and patrons involved; any significant events in the life or history of the site (e.g. major reconstructions, additions, maintenance). This could appear as a timeline.
- vii. The boards should “sum up” what you already presented on site, but should do so now in a more cohesive fashion carefully organized around a theme or themes. Additional research beyond that which you compiled for the public presentation likely will be necessary, as well. Based upon your study tour encounter (as well as any additional comments received from instructors, colleagues, or bystanders), you may find that there is more material to incorporate.

2. Attendance & Participation 40%

- a. Attendance at (2) pre-departure and (1) post-trip meetings (20%)
 - i. Since there are only three formal class meetings, attendance at all meetings is required. The two pre-departure meetings will serve to prepare you for departure (itinerary, logistics, etc.) and to go over your public presentation and written assignment in detail. The post-trip meeting will serve to allow you to reflect in a group setting about the study tour experience and to complete the post-study tour survey.
- b. Participation in all required activities associated with the study tour itinerary is mandatory, including wearing appropriate attire and acting in a professional manner at all times (20%).
 - i. Students will sign a conduct form prior to departure adhering to outlined conduct policies.
 - ii. Students are expected to be on time and to participate in all outlined activities as well as dress and behave appropriately throughout the duration of the tour.

Most of all, be supportive and have fun. We are all in this together. Faculty and students alike will be making presentations of some sort on the study tour, so we all need to be supportive of one another. Also, please be respectful of your colleagues and faculty. Gather round close, and

put your cell/smart phone away as well as your camera during presentations and the question-and-answer period. Only faculty may be taking photographs or filming for documentation purposes during the presentations, but we hope to provide a little time outside of the presentations at each site for students to photograph or look around. Students identified for consistently talking and not paying attention during presentations will be noticed

While this assignment is, still, an assignment, we do think that it will make the overall trip more enjoyable and more rewarding—on site and in the long run. You will gain oral presentation experience, collaborative group experience, and ultimately come away with material you might incorporate into your professional design portfolio.

3. Survey 5%

- a. Completion of post-trip study tour survey is mandatory.

4. Exhibit of Work 5%

- a. Students will participate in an exhibit displaying their “boards.” The exhibit will be open to the public and will run for at least one week in the first floor Carpenter Hall Gallery. Student participation will be limited to the opening reception where he/she will be available to discuss his/her boards with visitors.

GRADING

Letter grades will be issued according to the following scale:

A = 95 to 100%	A- = 90 to 94.9%	
B+ = 88 to 89.9%	B = 83 to 87.9%	B- = 80 to 82.9%
C+ = 78 to 79.9%	C = 73 to 77.9%	C- = 70 to 72.9%
D = 60 to 69.9%	F = 59.9% and below	

ROLES AND RESPONSIBILITIES: STUDENTS AND FACULTY

Attendance and Participation: Since there are only three formal class meetings, faithful attendance is expected. Any absence will be noted and will affect your final course grade. See WSU Academic Regulations 73 for more information.

Students enrolled in this course are expected to participate fully in the spirit of the course in preparing for departure on the study tour, and in all aspects of the study tour itinerary once in the study tour city. This includes discussion during pre-and post- study tour meetings, and on site in the study tour city. Students are expected to abide by student conduct policies as outlined by the university and the School.

Faculty will be responsible for leading travel in the international study tour city, making all arrangements, and for providing information relevant to excursions in the study tour itinerary. Faculty will also grade oral presentation and written boards according to grading criteria outlined in this syllabus.

Wireless Internet/Cell or Smart Phone Rules: You may use your personal computer or phone in class only for note-taking, or for accessing materials relevant to discussion. There will be a zero tolerance policy.

Emails/Assistance: The instructor is happy to field email queries or visits during office hours regarding brief points of clarification on assignments, information about study tour details, and so on.

POLICIES

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST first be approved through the Access Center. <http://accesscenter.wsu.edu>, Access.Center@wsu.edu. If you are granted accommodations, please discuss these with the professor immediately so we can set up a time to fill out paperwork and arrange exams and/or assignment considerations.

Academic Integrity: As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the university community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the university. To maintain the academic integrity of the community, the university cannot tolerate acts of academic dishonesty. This includes any forms of cheating, plagiarism, or fabrication. Academic dishonesty is a violation of the student's obligation to behave in a manner consistent with respect for the university community and the academic process, the student's personal honor, and the rights of other students and faculty. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. Violations of academic integrity will be adjudicated according to university policies and procedures. The WSU policy on academic dishonesty is published in the Washington State University Student Handbook. For more information, see <https://standards.wsu.edu/academic-integrity-policies-and-resources/>. The penalty for a violation of academic integrity on any exam or assignment will be a failing grade on that particular exam or assignment and could result in failure from the course and dismissal from the university.

Safety and Emergency Notification: WSU has developed a resource in support of its commitment to the safety of students, faculty, staff and visitors. Students are encouraged to review the Campus Safety Plan (<http://safetyplan.wsu.edu>) and the university emergency website (<http://oem.wsu.edu>). Additionally, students should also become familiar with the WSU ALERT site (<http://alert.wsu.edu>), which provides information about emergencies and other issues affecting WSU. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies. It should be bookmarked on computers. Finally, all students should go to the myWSU portal at <http://my.wsu.edu> and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on "Register." You will be taken to the registration page where you can enter your cell phone number (and/or landline number), as well as email contact information.

APPENDIX I

Public Presentation Tips

Although most of you will arrive at your site without ever having been there before, you need to be prepared to present the moment we arrive. Become familiar with your site, geographically, before arrival (use Google Street View, etc.). When we arrive at your site, you must make an effort to assemble the group. Take charge. Please do not rely on faculty to assist you in assembling the group.

You should also practice out loud, ahead of time, on your own time. You may bring notes as reminders (on note cards, notebooks, or sketchpads), but do not bury your head in them as you present, and try not make it appear as if you are reading from them. Maintain eye contact with your audience as best as possible, and project loudly!

Please be aware that faculty may introduce additional ideas or re-emphasize points to the group either before, during, or after your presentation. Also, students or faculty may ask questions. (Should this happen, it will not be included within your ten-minute time frame, nor will your responses to student questions be included within that frame.) Questions and additional comments are good: the purpose is to help all of us learn more while we are on site.

You will be graded on your public presentation on the following criteria, in no particular order:

- * Is there a clear theme or themes about your site that easily resonate?
- * Did you present relevant (theoretical, historical, contextual, provocative) content that went beyond basic facts? (One way to do this is to begin thinking about the information you intend to put on your boards once we return.)
- * Were you able to drive those relevant points home by demonstrating something physically about your building and site or the urban encounter that no book or website could fully capture?
- * Were you audible? Were you conscious of noise or distractions at your site and were you able to adjust?
- * Did you maintain eye contact or point to various building features? (In other words, did you engage your audience?)
- * Were you enthusiastic? Did it seem as if you cared? Remember to have fun!
- * Did you stay within the ten-minute time limit? Did you talk too long? Were you horribly short on time?
- * Did you do anything out-of-the-ordinary (providing visual aids, such as older photos of the site; interpretive dance; song; outfits; etc.?) Keep in mind that while such effort is certainly applauded, be careful not to allow it to overwhelm your content or devolve into absurdity or silliness.
- * Did you do enough research to discover that your building or site would be closed, undergoing renovation, etc.? You will not be held responsible for nearby road construction, blocked routes, or regular building maintenance, but if the building has been undergoing something major, we do expect that you're aware of it. Either way, you have to be prepared to deliver your presentation.
- * Was it clear to the instructors that you were prepared for your presentation?
- * Did you handle questions, interruptions, or additional information courteously and with interest? Were you prepared to answer questions from students, faculty, or interested bystanders?
- * Did you ask questions of the group (questions should be thought-provoking—not simple “do you like the site” questions)?
- * Did you offer basic facts (designer, name of site, dates, etc.)? (Just because basic facts are not emphasized on this list, do not forget to mention these. Many students will have no knowledge of your site.)

APPENDIX II

Board Tips

As you craft the written content for your boards, think of the idea of creating a thesis with supporting paragraphs. But a big difference with this assignment—as opposed to a regular paper/essay—is that you should think of your project as convincing graphically as well as via the written word. Thus, your boards should not necessarily read as one long string of text. You should make an effort to break up text and intersperse it amongst photos and other graphics. Be careful, however, not to get too fancy with graphics so we lose track of your content. If possible, think of relating your graphics to your themes. Graphics in this sense include layout as well as photos, color, fonts, lines, and background.

While footnotes are not necessary, you must include a “sources cited” section somewhere on the boards (preferably on board two, and in small font). It is expected that you will include more than two sources for this assignment. Wikipedia and other non-scholarly cites should be avoided, although you may use them to direct you to other sources.

The boards should have a consistent graphic standard and writing style. We are not concerned with the software you choose; just that the information is there and the graphics are clear. InDesign might be the best for this exercise, but Photoshop is also acceptable (although it is not as easy to work text in Photoshop) and even Microsoft Word could be used (although Word has graphics limitations).

You will be graded on your boards based upon the following criteria, in no particular order (please note: not absolutely everything here needs to be accomplished to perform well on this assignment, but many should be included):

- * Is your thesis/theme/argument clear?
- * Is there enough supporting information for your thesis?
- * Did you discuss your site in relation to the study tour city’s architecture, history, and/or culture?
- * Are the basic facts included?
- * Are your boards graphically effective and interesting—without being distracting?
- * Do your boards include at least two original photos of the site while you were there?
- * If particular points or questions were raised about your topic during or after the study tour, did you make an effort to incorporate them?
- * If appropriate, does your content include any issues relative to areas of study in your graduate coursework and/or your graduate thesis/project?
- * Do your boards demonstrate effort? Did you only perform the minimum?
- * Are your boards clear, uncluttered, and free from spelling and grammatical mistakes?
- * Did you use easy-to-read fonts and maintain general consistency with fonts and font sizes?
- * Did you properly cite your sources? Did you use credible sources?
- * Do you have captions that explain the images?