

## Term Information

Effective Term Autumn 2014  
*Previous Value* Summer 2013

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The Knowlton School wishes to put this course forward as a Culture and Ideas General Education course.

### What is the rationale for the proposed change(s)?

The School believes that this course would serve the broader University community well as a Culture and Ideas General Education course.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Architecture
Fiscal Unit/Academic Org	Knowlton Sch of Architecture - D1410
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	2300
Course Title	Outlines of the Built Environment
Transcript Abbreviation	Arch Outlines
Course Description	Introduction to architecture, landscape architecture, and planning as cultural practices that shape the physical environment.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

**Exclusions** Not open to students with credit for 200, 1210, or LArch 1210 (200).

**Cross-Listings**

**Cross-Listings** Cross-listed in LArch.

**Subject/CIP Code**

**Subject/CIP Code** 04.0201  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Freshman, Sophomore  
**Previous Value** *Freshman*

**Quarters to Semesters**

**Quarters to Semesters** Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)  
**List the number and title of current course being converted** Arch 200: Outlines of Architecture and Landscape Architecture.

**Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Culture and Ideas  
The course is an elective (for this or other units) or is a service course for other units

**Previous Value**

*Required for this unit's degrees, majors, and/or minors  
The course is an elective (for this or other units) or is a service course for other units*

**Course Details**

- Course goals or learning objectives/outcomes**
- Overview of historical periods, styles and iconic works of architecture, landscape architecture and planning
- Content Topic List**
- Introduction to varying scales of built structures, landscapes and cities
  - Introduction to history, theory and criticism of the built environment
  - Introduction to diagramming and precedent analysis

**Attachments**

- ARCH, LARCH 2300 GE Proposal Complete 1.17.2014.pdf: Proposal for GE Approval  
*(Other Supporting Documentation. Owner: Griffin,Holly M)*

**Comments**

- See 10-31 e-mail to H Griffin *(by Vankeerbergen,Bernadette Chantal on 10/31/2013 04:02 PM)*
- Continued cross-listing between ARCH and LARCH 2300 Outlines of the Built Environment (both numbered 200 and cross-listed under semesters) is essential as the course serves both sections equally. The course is a prerequisite for admission to both the undergraduate Architecture and Landscape Architecture programs. Many students begin as a pre-major in one program but apply to and are accepted into the other. This course is also a part of both of our recently approved undergraduate minors (Architectural Studies and Landscape Architectural Studies) and the cross-listing will ensure the flexibility of students in pursuing either minor based on their interests after having taken the course. *(by Griffin,Holly M on 09/17/2013 01:06 PM)*
- This course needs to wait until a decision is made about how courses can be cross listed. *(by McCaul Jr,Edward Baldwin on 02/12/2013 07:38 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Griffin,Holly M	02/11/2013 01:56 PM	Submitted for Approval
Approved	Blostein,S Beth	02/11/2013 04:48 PM	Unit Approval
Approved	Sershen,Douglas J	02/11/2013 04:52 PM	SubCollege Approval
Revision Requested	McCaul Jr,Edward Baldwin	02/12/2013 07:38 AM	College Approval
Submitted	Griffin,Holly M	09/17/2013 01:11 PM	Submitted for Approval
Approved	Livesey,Robert Shaw	09/17/2013 01:20 PM	Unit Approval
Approved	Sershen,Douglas J	09/17/2013 01:27 PM	SubCollege Approval
Approved	McCaul Jr,Edward Baldwin	09/17/2013 03:48 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/31/2013 04:02 PM	ASCCAO Approval
Submitted	Griffin,Holly M	01/17/2014 03:50 PM	Submitted for Approval
Approved	Livesey,Robert Shaw	01/17/2014 04:22 PM	Unit Approval
Approved	Sershen,Douglas J	01/17/2014 04:34 PM	SubCollege Approval
Approved	McCaul Jr,Edward Baldwin	01/22/2014 08:36 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	01/22/2014 08:36 AM	ASCCAO Approval

## **GE Rationale**

### **Arch/LA 2300/2300E Proposal for Cultures and Ideas GE Approval**

Course: ARCH/LARCH 2300/2300E

Course Title: Outlines of the Built Environment

3 CH

***GE Goals:*** *Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.*

#### **GE Expected Learning Outcomes:**

- 1. Students analyze and interpret major forms of human thought, culture, and expression.*
- 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

#### **Course Approaches**

**Goals:** Students will demonstrate an understanding of the form and structure of man-made environments as manifestations of the major cultural, religious and/or political contexts in which they emerge.

#### **Expected Learning Outcomes:**

1. Students will use graphic and written analysis to compare and interpret formal properties of architectural form in buildings and landscapes in relation to cultural issues.
2. Students will recognize relationships between form and meaning in the built environment in relation to philosophical, religious and/or cultural ideas.

#### **How do the course objectives address the GE category expected learning outcomes?**

- 1. Students analyze and interpret major forms of human thought, culture, and expression.*

Students focus on the development of architecture, landscape architecture and urban design and planning as expressions of human thought, culture, and beliefs. They analyze the roles of geographic, religious, artistic, and intellectual factors in the production and manifestation of the built environment. Through an investigation of interrelated cultural phenomena seen in historical examples, they gain an understanding of architecture, landscape architecture and urban environments in relation to the broader context of eastern and western civilizations.

- 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Students analyze the physical environment to develop an understanding of design as a generator for and expression of intellectual and philosophical explorations. They will be exposed to major cultural, artistic and religious traditions such as Catholicism, Buddhism, and Islam that are manifest in the built environment through churches, urban

## **GE Rationale**

spaces, gardens and landscapes. The form of the spaces and buildings will be analyzed graphically and in writing relative to how architectural form and ritual are related, for example.

### **How do the readings assigned address the GE category expected learning outcomes?**

The two primary texts cover a breadth of historical periods, articulating the cultures, people, philosophies and artistic movements that influence design. Additional readings such as critical monographs and journals focus on intentions and modes of operation in the delivery of the design of the built environment and on situating the built environment in a contemporary context in relation to other design work produced worldwide.

### **How do the topics address the GE category expected learning outcomes?**

The course topics cover major formal categorizations of architecture and landscape as they relate to the religious and cultural ideas that generate the forms. Course lectures position these categories as emerging from philosophy and cultural practice, human needs, technological innovations, and other cultural markers that coalesce into a set of architectural traits. For example, centralized spatial organizations have been used in religious architecture, often symbolizing the centrality of human beings in the related understanding of divine order, as in the Renaissance in Italy; in residential architecture the relative symbolic importance of the hearth is compared across cultures and historical periods.

### **How do the written assignments address the GE category expected learning outcomes?**

Each student will write (two) paper assignments in which they evaluate and interpret specific projects of the built environment by analyzing such traits as geographies of site, historical and stylistic precedents relating to cultural expression, and hierarchies of spatial organization related to human behavior, belief systems, politics, and use. The first paper assignment asks the student to evaluate an assigned architectural or landscape architectural precedent. The second paper engages students as active observers by assigning buildings and landscapes on OSU campus and in Columbus as topics, asking students to relate the local and the global by comparing the historical precedents to a context they can physically observe. They are applying developing analytical skills to an enriched understanding of the built environment they occupy. The purpose of these papers is twofold: To provide the student with an opportunity to develop a focused understanding of cultural foundations and implications of works of the built environment; and to furnish the student with descriptive and analytic skills needed to contextualize projects in a larger scope and discussion of cultural and human expression in the built environment.

### **How does the course aim to sharpen students' response, judgment and evaluation skills?**

Each paper is preceded by a quiz that ensures that students are familiar with appropriate terminology, definitions, and basic concepts needed to synthesize course themes into an

## **GE Rationale**

argument focused on their chosen area of interest. In addition to standard conventions of writing, students are trained to use architectural graphic language (diagrams, simplified building or landscape plans and sections) to support and enhance their argument. This technique further hones the student's ability to think critically about works of architecture and landscape architecture and to place them within a broader context of ideas and precedents.

Student output methods (quizzes and writing assignments) and class format (lectures and in-class discussions) are used to develop an increased capacity for clear expression in both oral, written, and graphic forms, including a basic fluency in critical analysis and essential architectural and landscape architectural vocabulary. This establishes a firm basis for further investigation of topics in architecture and landscape architecture.

Students are learning to not only appreciate the built environment but to understand the critical decisions about making and inhabiting space and how these implications can reflect and impact a society. Class participation is encouraged through an interactive lecture environment. In addition, activities in recitation require students to engage in a shared public learning experience where they learn from each other.

### **How will the course offer Honors students enhanced student/faculty interaction and experiences?**

Students enrolled in the Honors embedded option of this course will meet as a group with the primary instructor on a weekly basis for 55 minutes. The goal of these meetings is to develop a more critical, in-depth understanding of course material, to more closely monitor progress on papers, to provide methods for self-directed research and argument-making and to have additional expanded discussions on topics.

In addition, each student will make a five-minute oral presentation to the class towards the end of the semester. The aim of these additional requirements is to hone the students' oral presentation skills and develop their abilities for scholarly dialog and debate, both in one-on-one and in-group settings.

## **SYLLABUS**

### **Arch/LA 2300/2300E Proposal for Cultures and Ideas GE Approval**

Course: ARCH/LARCH 2300/2300E

Course Title: Outlines of the Built Environment

3 CH

Instructor: Aimee Moore

Contact: moore.544@osu.edu

Office: KH-297

Office Hours: TBD

**Class Structure:** (2) lectures plus (1) recitation per week

### **1. Course Description**

The course focuses on the legacy of ideas and monuments, which have shaped and continue to influence the development of architecture, landscape architecture and urban design. The built environment emerges from the expression of human thought, cultures, beliefs in the physical manifestation of architecture and landscape architecture.

While not an historical survey, the course introduces an overview of the subject of the man-made environment through an historical and cultural lens, considering the roles of geographic, religious, artistic, and intellectual factors on the design culture. Key works of architecture and landscape architecture are introduced and analyzed as systems of spatial organization that both respond to and shape the cultural framework from which they emerge.

Through lectures, in-class discussions, and assigned readings students will develop a familiarity with significant monuments and periods of development in a variety of cultures, including specifics such as name, location, date, designer and significance within a broader cultural framework.

Through quizzes and homework assignments students will demonstrate an increased capacity for clear expression in oral, graphic and written forms, including a basic fluency in critical analysis and essential disciplinary vocabulary. Graphic tools are introduced for formal analysis to supplement verbal interpretation of the works and ideas being studied.

### **2. Course Goals and Objectives**

General Education Categories, Expected Learning Outcomes, and Course Approaches:

**General Education Category:** *Cultures and Ideas:*

**Goals:** *Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.*

**Expected Learning Outcomes:**

- 1. Students analyze and interpret major forms of human thought, culture, and expression.*
- 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

## SYLLABUS

### Course Approaches:

**Goals:** Students will demonstrate an understanding of the form and structure of man-made environments as manifestations of the major cultural, religious and/or political contexts in which they emerge.

### Expected Learning Outcomes:

1. Students will use graphic and written analysis to compare and interpret formal properties of architectural form in buildings and landscapes in relation to cultural issues.
2. Students will recognize relationships between form and meaning in the built environment in relation to philosophical, religious and/or cultural ideas.

### 3. Textbooks and Assigned Readings

Textbooks are available at the University bookstore or online. Other assigned readings (see weekly schedule) will be made available through Carmen.

Gargus, Jacqueline. *Ideas of Order, A Formal Approach to Architecture*. Kendall Hunt Publishing Company, 1994.

Rogers, Elizabeth Barlow. *Landscape Design: A Cultural and Architectural History*. Harry N. Abrams, 2001.

Additional selected readings available through Carmen and on library reserve including, for example:

Amidon, Jane. *Michael Van Valkenburgh Associates: Reconstructing Urban Landscapes*. Yale University Press, 2009.

Amidon, Jane. *Moving horizons: The Landscape Architecture of Kathryn Gustafson and Partners*. Birkhäuser-Publishers for Architecture, 2005

Both of the above listed books are critical monographs that explain the designer's intentions and modes of operation in the delivery of the design of the built environment.

Ching, Frank. *Architecture: Form, Space and Order*. Van Nostrand Reinhold, 1996

Kostof, Spiro. *History of Architecture*. Oxford University Press, 1985

Moore, Charles. *Poetics of Gardens*. MIT Press, 1988.

Architectural Journals, such as:

Architecture, Architectural Record, and El Croquis.

Spanning from American to European sources, all journal readings focus on situating the built environment in a contemporary context.

### 4. Assignments and Grading:

*Papers:* Each student will write (two) five page typed papers, specific information to be distributed later in the term. Students evaluate and interpret specific projects of the built environment by analyzing for example: geographies of site, historical and stylistic precedents relating to cultural expression, hierarchies of spatial organization related to human behaviors and use. The first paper is an example of architecture or landscape worldwide. The second paper is a built work of architecture or landscape on the OSU campus or in Columbus displaying how precedents from many geographies, cultures and politics have evolved in a Midwestern US city and campus. The second writing



## **SYLLABUS**

assignment for the course engages students as active observers by assigning local examples as topics. By asking students to analyze spaces they can visit, they are applying developing analytical skills to the practical understanding of the built environment they occupy.

*Examinations:* There will be three quizzes and University scheduled cumulative final exam. Exams will consist of image identifications, comparison diagrams, vocabulary, short essays, and longer more detailed essays with accompanying diagrams. The exams will be based on material presented in lecture, readings and assignments.

### **Grading:**

Student performance will be evaluated based on the following point break-down:

Item	Points	Total points
Three quizzes	50 points each	150
Two papers	50 points each	100
Final Exam	150 points	150
Class participation	100 points	100
<b>Total points</b>		<b>500</b>

Grade based on percentage points:

A 94-100	B+ 87-89	C+ 77-79	D+ 65-69
A- 90-93	B 84-86	C 74-76	D 60-64
	B- 80-83	C- 70-73	E 0-59

### **Attendance:**

Students are expected to attend lectures. Students who miss deadlines due to valid extenuating circumstances may submit the required work at a date agreed upon with the instructor. University regulations limit such circumstances to serious personal illness and immediate family emergency, and both cases require written documentation: a doctor's note or a newspaper obituary. Unexcused late assignments are not accepted, incomplete assignments are evaluated in relation to their degree of completion. Attendance will be verified through a sign-in sheet. Signing in for someone other than you can be considered academic misconduct.

### **Student Codes of Conduct and Academic Integrity:**

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp))."

Students are required to abide by the OSU Student Code of Conduct in this and all University Courses. Any student violating these requirements will be notified to the Office of Judicial Affairs.

## SYLLABUS

### **Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

#### **Honors Embedded Option:**

In accordance with the goals of the university Honors program, for students enrolled in the Honors Embedded component this course will:

- promote significant interaction between faculty and students;
- develop the creative abilities of Honors students;
- require high standards of academic achievement;
- expose students to use of methodology and research techniques;
- promote intellectual exchange among students;

Students enrolled in the Honors embedded option of this course will have additional requirements. They will meet as a group with the primary instructor on a weekly basis for 55 minutes. The goal of these meetings is to develop a more critical, in-depth understanding of course material, to more closely monitor progress on papers, to provide methods for self-directed research and argument-making, and to have additional expanded discussion on topics.

In addition, as part of the second paper assignment, each student will make a five-minute oral presentation to the class towards the end of the term. The aim of these additional requirements is to hone the students' oral presentation skills and develop their abilities for scholarly dialog and debate, both in one-on-one and in-group settings.

In recognition of these additional requirements, for students enrolled in this option the participation component of the final grade, worth 100 points, will be more stringently evaluated.

### **5. Course Topics:**

#### **Week 1**

Introduction and visit to Wexner Center exposing students to the style and philosophies of Deconstructivist architecture

Required Readings introduce students to basic design language and situating selected content for the term in a larger cultural framework:

Ching, selected readings: pg 321-24, 330-334, 338-341, 346-347, 350-354

Gargus: Appendix, 324-343

Rogers: Introduction

## **SYLLABUS**

### **Week 2**

Developing a design language and visit to Thompson Library exposes students to current trends and styles of library design

Required Readings:

Gargus: Chapters 1-2, 8-37

Rogers: Chapter 1 26-28, 97-102, 147-148

### **Week 3**

Graphic Conventions and readings

Required Readings and topics discuss design cultural norms of visual expression:

Gargus: Chapters 3-4, 38-65

### **Week 4 Quiz #1**

Design Partis

Required Readings and topics discuss precedents for designers that are repeated through many cultures, styles, geographies in the built environment:

Gargus: Chapter 5, 66-80, 122-123

### **Week 5**

Centralized Idealizations

Required Readings spanning a wide breadth of historical ranges, cultures, geographies and design expressions for the following examples:

Amidon (Gustafson): Princess Diana Memorial, 112-117

Gargus: Pantheon 133-134, Cenotaph to Newton 249-250

Kostof: Stonehenge, 37-40

Moore: Taj Mahal 183-188

Rogers: Stonehenge 30-32, Taj Mahal 103, 112-113

### **Week 6 and 7 Paper #1 due**

Linear Processions and Ceremonial Sequences

Required Readings including examples from Egyptian Mortuary tombs to Classical Greek and Roman city planning sequences to Gothic cathedrals and Japanese temples. These projects demonstrate an expression of specific political and religious ideas through various cultures:

Gargus: Egypt 87-99, Stourhead 245-248, Panathenaic Procession 113-116, Rome 129-137, Gothic 153-161

Moore, Poetics of Gardens: Stourhead 136-148

Rogers: Egypt 40-42, Stourhead 245-247, Ise Shrine 295-296

### **Week 8 Quiz #2**

Planar/Field Organizations, Evolution of Urban Developments, Columbus

Required Readings and topics articulate examples of landscape architecture including Renaissance and Baroque landscapes in Italy and France to the evolution of European and American Modernism. Also discussed are examples of city planning and housing developments including models in Africa, Rome, Florence, Marseilles, Columbus, OH, Washington D.C., and Philadelphia. Each city reflects historical precedents and development of each society:

## **SYLLABUS**

Gargus: Campidoglio, Villa Lante 185-190, Rome 196-210, Versailles and Vaux le Vicomte 214-219, Philadelphia, Wash DC, Jeffersonian Grid 232-238, Modernism 281-287, Parc de la Villette 318-320

Moore: Vaux le Vicomte 198-203

Rogers: Villa Lante, Villa d'Este 139-145, Rome 149-153, Versailles and Vaux le Vicomte 165-178, Philadelphia, 224-225, Wash DC 229-230, Parc de la Villette 495-496

### **Week 9 and 10**

Volumetric Organizations and Inwardly Focused Designs

Required Readings including examples through various geographies, religions and historical styles from pagan examples of Pyramids of Giza and Parthenon to Christian highlights of St. Peter's Cathedral and Piazza to Japanese and American landscapes demonstrated by Ryoan-Ji, Central Park and World Trade Center Memorial:

Gargus: Giza 88-90, Chapter 7 100-112, Hagia Sophia 74-75, St. Peter's 180-182, 209-210

Rogers: Central Park 337-343, Ryoan Ji 302

### **Week 11 Paper #2 due**

Landscape Conservation and Reclamations

Landscape/Architecture Culture

Required Readings introduce the preservation of the American National and Columbus landscapes as demonstrated by Yellowstone, Yosemite and Darby Creek Metro Park for example:

Amidon (Gustafson): Culturepark 176-183

Amidon (Van Valkenburgh): Material, Event, Sensation 58-80

Newton: National Parks 517-525, 555-558

Rogers: National Parks 371-373

### **Week 12 Quiz #3**

Residential Explorations

Required Readings:

Gargus: Villa Rotunda and Palazzo Farnese 26-29, Robie House 60-64, Villa Savoye 262-269, Fallingwater 275-279, Farnsworth House 286-291

### **Week 13**

Museums, architecture becoming art...

Required readings:

Gargus: Wexner Center 312-319

Flanagan, Barbara: Bilbao, Metropolis, April 1998

Muschamp, Herbert: Zaha Hadid's Urban Mothership, New York Times, 6/8/2003

### **Week 14**

Centers of Learning

Required Readings:

Cheek, Lawrence: Reading Rem, Architecture, 7/2004

Cramer, Ned: Tunnel of Love, Architecture, December 2003, pg 102-108

Curtis, William: Tate Gallery of Modern Art, Architectural Record, June 2000 pg 102-109

Gargus: University of Virginia 238-40

Rogers: University of Virginia 271-273

## GE Assessment Plan

### Arch/LArch 2300/2300E GE Cultures and Ideas Assessment Plan

#### a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods	Indirect Methods
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exams and in paper topics <sup>1</sup>	Embedded questions on a general student survey of instruction <sup>2</sup>
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.		

<sup>1</sup> On each quiz and the cumulative final, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for each exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of specific embedded questions or paper topics are provided in **Appendix A** of this document.

<sup>2</sup> At the end of the semester, each student will be required to complete a survey regarding instruction of the course, included will be embedded questions regarding GE expected learning outcomes. The survey found in **Appendix B** contains specific questions asking to what extent each student has achieved the two GE expected learning outcomes in this course.

#### b) Explanation of level of student achievement expected:

Success for achieving ELOs for written assignments is defined as 70% or more students receiving a B- or better on paper assignments and the final exam in the course. A sample paper assignment and grading rubric are found in **Appendix C**.

#### c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the embedded exam questions and two short papers paper to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the two GE Cultures and Ideas expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge whether any changes made were effective. These evaluations will be made available to the Knowlton School Curriculum Committee. We will also use these data to write a GE report as required by the ASCC Assessment Panel.

## GE Assessment Plan

### Appendix A : example exam and paper questions and topics

#### 1. Direct assessment by embedded exam questions or paper topics for each GE ELO listed below.

Expected Learning Outcome 1: Students analyze and interpret major forms of human thought, culture, and expression.

##### Example exam questions or paper topics:

Contrast and compare Philip Johnson's Glass House and a Greek temple.

Compare the relationships between ritual, landscape and building as seen in ancient Greece and ancient Egypt.

What is *Picturesque*? What is sublime? Discuss specific buildings and/or landscapes that exemplify each, explain, and diagram.

ELO 2: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

##### Example exam questions or paper topics:

Discuss the significance of axial relationships in the architecture of ancient Egypt. Give examples of projects and diagram.

Describe and diagram the development of structural concepts of Egypt, Greece, Rome and Gothic and their effect on spatial organization and ritual in each era.

Discuss and diagram the significance and evolution of light in the Pantheon, Hagia Sophia, and Notre Dame Paris.

Discuss and diagram the role and meaning of the hearth to organize space in Robie House, Fallingwater, Glass and Farnsworth House.

Discuss and diagram "dematerialization of the box" in reference to key modernist structures such as Barcelona Pavilion, Fallingwater, and the Farnsworth House. How do these different works reflect varying cultural values?

## **GE Assessment Plan**

### **Appendix B: Example Student survey**

#### **Indirect assessment by embedded questions on a survey of instruction for each GE ELOs**

**To the students:**

#### **General Education Category: Cultures and Ideas**

##### **Goals:**

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

##### **Expected Learning Outcomes:**

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**Relating to the above stated Expected Learning Outcomes for the Cultures and Ideas General Education category, please consider and thoughtfully comment on the following questions.**

1. How do you feel the readings addressed the Expected Learning Outcomes?
2. How do you feel the paper assignments addressed the Expected Learning Outcomes?
3. How do you feel the quizzes addressed the Expected Learning Outcomes?
4. How do you feel the course topics addressed the Expected Learning Outcomes?
5. How do you feel the course format facilitated discussion of the Expected Learning Outcomes?
6. How do you feel the tours addressed the Expected Learning Outcomes?

Any additional comments are appreciated.

## **Formal Analysis Paper 1**

**Due in three phases:**

**week of Sept 24- plan, section, elevation (photocopies only, not original drawings) of project selected due in recitation**

**week of Oct 1- diagrams due in recitation**

**Tues Oct 8- final composed paper with diagrams and text due in lecture**

The first paper is an exercise in formal analysis. The student is asked to closely examine a topic from the suggested list of buildings or landscapes below, or propose an acceptable approved alternative, and to discuss its organization using text and appropriate diagrams.

1. Miller House Landscape, Dan Kiley
2. Brion Cemetery, Carlo Scarpa
3. London City Hall, Sir Norman Foster
4. Notre Dame du Haut, Le Corbusier
5. Tate Modern, Herzog & de Meuron
6. Guggenheim Museum NYC, FL Wright
7. Villa Stein (Garches), Le Corbusier
8. Seattle Public Library, Rem Koolhaas
9. Lurie Garden, Kathryn Gustafson
10. Schouwburgplein, West 8
11. Stourhead, Hoare and Flitcroft
12. 9/11 Memorial, Peter Walker
13. Central Park, Frederick Law Olmsted
14. Farnsworth House, Mies van der Rohe
15. MOMA Sculpture Garden, Philip Johnson
16. Eames House, Charles and Ray Eames
17. University of Virginia campus, Jefferson

*If you choose a building or landscape not listed above, preapprove with copies of elevations, sections and plans to Aimée by Sept 24 for approval.*

The task in this assignment is not to recapitulate material found in the texts, but rather to make an original analysis of the building or landscape based on one's own observations using the diagramming skills and vocabulary discussed in lectures, recitation and in the text. Techniques discussed in Francis Ching's Architecture: Form, Space and Order- is a helpful source to examine. Good, concise, clear diagrams and brief, carefully chosen text will be more highly evaluated than pages of ill-structured, ill-formulated images and text. Xeroxes of plans may be used to start the process, but diagrams are crisp, original drawings sketched by the student.

**Format:** Required length is at least 5 pages, including diagrams and text. Xeroxes of photos should not be included in the paper, and will not be counted towards the minimum pages required. The paper is to be organized with  $\frac{3}{4}$  text, and  $\frac{1}{4}$  diagrams (vertically) that illustrate the text running alongside accordingly. *A bibliography is required.* Use an established format for bibliography. Paper must be stapled and attach a cover sheet with recitation day, time and instructor. The analysis should have a brief introduction and draw a *thoughtful* conclusion.

**-continued on back-**



GE Assessment Plan  
Appendix C

Diagrams should include:

1. Diagrams illustrating how the project relates to its site
2. Figure/ground diagrams of the building, landscape, and/or site
3. Elevation / Façade diagrams
4. Diagrams that illustrate circulation and entry
5. Massing diagrams: brief axonometric sketches in which the student reduces the project to the simplest platonic solids
6. Diagrams that analyze section relationships in the building or landscape
7. Diagrams that indicate how hierarchy is developed in the scheme
8. A series of very abstract, transformational diagrams which attempt to reduce the scheme back to a simpler, more ideal condition
9. Illustrations of precedents which may have informed the design of the complex
10. Diagrams that illustrate the relationship of public versus private
11. Diagrams that illustrate the relationship of served versus service space
12. Diagrams illustrating axial relationships
13. Diagrams that illustrate asymmetries/symmetries
14. Diagrams illustrating the structural system
15. Proportional analysis, discovering a proportional system if any

Text should include:

1. Discussion of the diagrams. You may wish to consider these long captions.
2. Brief introduction of the building being discussed.
3. Thoughtful conclusion

A list of vocabulary words follows. Understand what they mean and use them to develop your arguments. The students are advised to begin early so that any questions about diagrams, analysis or format can be answered in recitations or in class.

Useful Formal Analysis Vocabulary

axis	asymmetry	typology	proportion
massing	local symmetry	platonic solid	circulation
figural object/figural void	rhythm	section	parti
additive form	subtractive form	scale	plan
section	elevation/façade	axonometric	articulation
served space	service space	poche	orientation
datum	layering	radial	interlocking
centralized	collision	re-centering	linear
rotation	repetition	shift	symmetry
perimeter	sequence	enclosure	fenestration
frame structure	bearing wall	skin	topography
modulating systems	morphology	9 square grid	tartan grid

**GE Assessment Plan**  
**Appendix C Grading Rubric**

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<b>Organization and Technical Details, 10%</b>				
<b>Requirements:</b>	A ..... A-	B+ ..... B-	C+ ..... C-	D+ ..... E
Format: 5 pages minimum, Organized with diagrams running along text vertically, coversheet with credentials, stapled Correctly formatted and cited bibliography	Student arranges material in a clear, persuasive way that an audience or readership can follow. Connections between points are evident and strengthen the overall intention of the work. Student clearly documents sources according to expected conventions and acknowledging intellectual debts.	Arranges material clearly so that an audience or readership can follow reasonably well. The connections between most points are clear. Student documents sources according to expected conventions.	Fails to arrange material in a way that audiences or readers will follow easily. Several connections between points are unclear. May only use the bare number of sources required by the assignment. Sources may be documented incompletely or unclearly.	Material is poorly organized, and audiences or readers may have a very hard time following the student's explanations and/or analysis. Connections between ideas are unclear or missing. Student does not properly document sources.
<b>Written and diagram analysis and interpretation, 90% total between ELO1 and 2</b>				
<b>(ELO 1)</b>	A ..... A-	B+ ..... B-	C+ ..... C-	D+ ..... E
1. Students analyze and interpret major forms of human thought, culture, and expression.	<p>Student articulates a sophisticated analysis understanding and interpreting major forms of human thought, culture and expression.</p> <p>Student provides a clear and insightful analysis and draws thoughtful conclusions through text and diagrams.</p> <p>Student connects, analyzes, interprets and extends information and theories presented in class lectures, readings as well as outside information.</p>	<p>Student demonstrates deeper analysis understanding and interpreting major forms of human thought, culture and expression.</p> <p>Student provides a thoughtful analysis through text and diagrams that may be superficial or disjointed in places.</p> <p>Student partially analyzes and interprets the text but does not extend information and theories from the lectures and readings and does not bring in additional information.</p>	<p>Student provides only a superficial analysis understanding and interpreting major forms of human thought, culture and expression.</p> <p>Student supports some claims through text and diagrams with evidence, but fails to sufficiently evaluate that evidence or present counter evidence.</p> <p>Student minimally connects and analyzes information and theories from the lectures and readings.</p>	<p>Student provides little to no analysis understanding and interpreting major forms of human thought, culture and expression. Analysis, where present, is superficial or obvious.</p> <p>Student fails to support claims through text and diagrams with appropriate evidence or evidence is unclear or not relevant. Student takes evidence at face value.</p> <p>Student shows insufficient ability to critically read and analyze a written text and lacks to connects and analyze information and theories presented in class lectures and readings.</p>
<b>Written and diagram analysis and interpretation, 90% total between ELO1 and 2</b>				
<b>(ELO 2)</b>	A ..... A-	B+ ..... B-	C+ ..... C-	D+ ..... E
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	<p>Student articulates a sophisticated understanding evaluating how ideas influence the character of human beliefs, the perception of reality and the norms which guide human behavior.</p> <p>Diagrams provide a complex understanding supplementing or extending arguments of written analysis.</p> <p>The student connects, analyzes, interprets and extends information and theories presented in class lectures, readings as well as outside information.</p>	<p>Student demonstrates deeper analysis evaluating how ideas influence the character of human beliefs, the perception of reality and the norms which guide human behavior.</p> <p>Diagrams show a higher level of understanding supplementing or extending arguments of written analysis.</p> <p>Student partially analyzes and interprets the text but does not extend information and theories from the lectures and readings and does not bring in additional information.</p>	<p>Student provides only a superficial analysis evaluating how ideas influence the character of human beliefs, the perception of reality and the norms which guide human behavior.</p> <p>Diagrams show a basic level of understanding supplementing or extending arguments of written analysis.</p> <p>Student minimally connects and analyzes information and theories from the lectures and readings.</p>	<p>Student provides little to no analysis evaluating how ideas influence the character of human beliefs, the perception of reality and the norms which guide human behavior.</p> <p>Diagrams show minimal or little level of understanding supplementing or extending arguments of written analysis.</p> <p>The student shows insufficient ability to critically read and analyze a written text and lacks to connects and analyze information and theories presented in class lectures and readings.</p>