

Course Syllabus

LA 572 | Landscape Architecture Thesis | Spring 2012

North Dakota State University
Department of Architecture & Landscape Architecture
Klai Hall 2nd Floor Studio | MWF 9:00 - 11:50am
MWF 1:30 - 4:20pm | Hours Arranged
Eight Semester Credits

Thesis Faculty:

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Bulletin Description:

Capstone opportunity as a culmination of design education. Student generated design topic is fully developed and realized from master planning through design development. Prerequisite: Landscape Architecture Major, Landscape Architecture 563 and Landscape Architecture 571.

Course Overview:

Landscape Architecture 572 or Design Thesis represents the capstone project of the Landscape Architecture program at North Dakota State University. Students enrolled in this class, as Landscape Architecture Majors with nearly five years of course work, are expected to demonstrate all that they have learned during the sequence of their education. Throughout this class, students will work independently while being guided by a primary advisor (faculty member) from within the Department of Architecture and Landscape Architecture.

Design Thesis projects at this point are expected to advance the profession by offering new insights into design, technology, history or theory. After completing Landscape Architecture 563, students will now build upon their fall semester program through the exploration of the design phase. Thesis projects may take on several different forms (written solutions, drawing, maps, digital images), but in every instance students will begin with an analysis and research phase followed by the design development of their Landscape Architecture based solution. At the conclusion of the semester, each student will be required to demonstrate all that they have learned through the Design Thesis process in the visualization, presentation and documentation of their project.

Course Goals & Objectives:

Upon the completion of the semester students enrolled in this course will have:

- Researched and conducted analysis into cultural, political, environmental and economic issues in support of their project interest/s and the design development phase.
- Developed and utilized project problem solving skills through professional interviews, data gathering, site investigation and instructional dialogue.
- Envisioned and proposed a comprehensive project solution through the practice and exploration of the schematic design, master planning, site planning and design detailing phase.
- Utilized and demonstrated advanced social, ecological and spacial solutions that exhibit responsible and innovative Landscape Architecture practices.
- Prepared and presented public documentation of their final solution including physical boards, a formal presentation and booklet documentation.
- Practiced and exhibited all the skills and abilities necessary for post graduate entry into the profession of Landscape Architecture.

Course Calendar:

(All Dates/Locations Tentative and Subject To Change)

Week 01: 01/10 - 01/13

Wednesday, January 11

Semester Introduction/Studio Scheduling & Expectations

Thesis Syllabus Review, Meeting Scheduling, Semester Overview

Week 02: 01/16 - 01/20

Monday, January 16

Design Methodology: Research/Analysis (25%)

Martin Luther King, Jr. Day (Campus Closed)

Week 03: 01/23 - 01/27

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Design Methodology: Research/Analysis (50%)

Week 04: 01/30 - 02/03

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Design Methodology: Research/Analysis (75%)

Week 05: 02/06 - 02/10

Tuesday, February 07
Thursday, February 09

Design Methodology: Research/Analysis (100%)

Research/Analysis Presentations: Klai Hall Immersive Lab ^[A]
Research/Analysis Presentations: Klai Hall Immersive Lab ^[A]

Week 06: 02/13 - 02/17

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Design Development I: Schematic Design (15%)

Week 07: 02/20 - 02/24

Monday, February 20

Design Development I: Schematic Design (30%)

President's Day (Campus Closed)

Week 08: 02/27 - 03/02

Friday, March 02

Design Development I: Master Planning (40%)

Thesis Document Due (For Editorial Review)

Week 09: 03/05 - 03/09

Tuesday, March 06
Thursday, March 08

Design Development I: Master Planning (50%)

Design Development Presentations: Klai Hall Immersive Lab ^[B]
Design Development Presentations: Klai Hall Immersive Lab ^[B]

Week 10: 03/12 - 03/16

Monday, March 12- Friday, March 16

Thesis Break

Spring Break (Campus Closed)

Week 11: 03/19 - 03/23

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Design Development II: Site Planning (60%)

Week 12: 03/26 - 03/30

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Design Development II: Site Planning (70%)

Week 13: 04/02 - 04/06

Friday, April 06

Design Development II: Design Detailing (80%)

Holiday Recess (Campus Closed)

Week 14: 04/09 - 04/13

Monday, April 09

Design Development II: Design Detailing (90%)

Holiday Recess (Campus Closed)

Week 15: 04/16 - 04/20

Thursday, April 19

Design Development II: Board Composition (100%)

Final Boards CD Due

Week 16: 04/23 - 04/27

Monday, April 23
Tuesday, April 24
Thursday, April 26

Thesis Presentations: Boards/Formal Review

Final Boards Due/Displayed: Renaissance Hall 2nd Floor Exhibition Space
Thesis Award Finalists Announced - Renaissance Hall: 5th Floor (Room 502)
Final Presentations: Renaissance Hall 2nd Floor Breakout Room ^[C]

Week 17: 04/30 - 05/04

Tuesday, May 01
Thursday, May 03
Friday, May 04

Thesis Presentations: Formal Review (Con.)

Final Presentations: Renaissance Hall 2nd Floor Breakout Room [C]
Final Presentations: Renaissance Hall 2nd Floor Breakout Room [C]
Thesis Award Presentation: Renaissance Hall 5th Floor

Week 18: 05/07 - 05/11

Monday, May 07 - Friday, May 11
Wednesday, May 09
Thursday, May 10

Thesis Presentations: Documentation

Thesis Award Project Finalists Displayed: Renaissance Hall Main Gallery Exhibit
Final Thesis Document & Project CD Due (Primary Advisor)
Final Thesis Document Due (Upload to Library Web)

Graduation/Commencement

Saturday, May 12

Spring 2012 Commencement (Fargodome)

Course Calendar Notes:

[A] All presentations are due on Tuesday, February 07 by 9:00am no matter your presentation day or time.

[B] All presentations are due on Tuesday, March 06 by 9:00am no matter your presentation day or time.

[C] All presentations are due on Thursday, April 26 by 9:00am no matter your presentation day or time.

Academic Calendar:

For more info refer to the Academic and Financial Calendar (<http://www.ndsu.edu/bisonconnection/dates/>).

Tuesday, January 10: First Full Day of Classes
Monday, January 16: No Class - Martin Luther King, Jr. Day
Monday, February 20: No Class - President's Day
Monday, March 12 - Friday, March 16: No Class - Spring Break
Friday, April 04 & Monday, April 09: No Class - Holiday Recess
Monday, May 07 - Friday, May 11: Finals Week
Friday, May 11: End of the Semester

Assessment & Grade Evaluation:

Grading Methodology:

All assessment regarding work for this course will be graded on each student's participation (10%), progress (40%) and presentation (50%) work. As outlined in the Thesis Design Manual, instructors will utilize a rubric PDF detailing the minimum expectation for each project/presentation. It's highly recommended that students review the rubrics (multiple times if necessary) to ensure that they've met the goals and objectives for each assignment. An additional rubric, detailing the expectations for the semester, will also be utilized to assess each student's attendance/participation grade (See 'Course Policies: Attendance/Participation').

Throughout the semester, students will be required to periodically present their work as a means of assessing each individual's design process and progress. Review panels, composed of the student's primary advisor and three additional faculty, will be utilized to evaluate each of the presentations and the final boards. For those assessments, the primary advisor, who knows and is familiar with the student's work, will make up half (50%) of the grade. The other half (50%) will be made up of an amalgam of three outside faculty members thus requiring students to prepare a comprehensive, yet succinct, presentation of their work. In addition, each student's primary advisor will be solely responsible for their attendance/participation and final documentation grade.

Grading Criteria:

Thesis Progress (40% Total)

20%	P01: Research/Analysis Review	Primary Faculty Advisor (50%) + Three Faculty (50%)
20%	P02: Design Development Review	Primary Faculty Advisor (50%) + Three Faculty (50%)

Thesis Presentation (50% Total)

20%	P03: Final Boards	Primary Faculty Advisor (50%) + Three Faculty (50%)
20%	P04: Final Presentation	Primary Faculty Advisor (50%) + Three Faculty (50%)
10%	P05: Final Documentation	Primary Faculty Advisor (100%)

Thesis Participation (10% Total)

10%	P06: Attendance/Participation	Primary Faculty Advisor (100%)
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Grading Review & Table:

As the course progresses, students are encouraged to regularly check their grades (via Blackboard) and meet with the instructor regarding any concerns. Students seeking ways to improve their grade are encouraged to seek out the instructor as soon as possible; don't wait until the end of the semester. In an effort to better evaluate student work, all class projects and attendance/participation grades will be determined based on the following percentages:

▪ A+ 100.0 - 97.0%			
▪ A 96.9 - 93.0%	Excellent		
▪ A - 92.9 - 90.0%			
▪ B+ 89.9 - 87.0%			
▪ B 86.9 - 83.0%	Good		
▪ B - 82.9 - 80.0%			
▪ C+ 79.9 - 77.0%			
▪ C 76.9 - 73.0%	Passing		
▪ C - 72.9 - 70.0%			
		▪ D+ 69.9 - 67.0%	
		▪ D 66.9 - 63.0%	Failure
		▪ D - 62.9 - 60.0%	
		▪ F 59.9 - 00.0%	Failure

Per university policy (<http://www.ndsu.edu/registrar/policies/records/>), final semester grades will be determined based on the following percentages:

▪ A 100.0 - 90.0%	Excellent
▪ B 89.9 - 80.0%	Good
▪ C 79.9 - 70.0%	Passing
▪ D 69.9 - 60.0%	Failure
▪ F 59.9 - 00.0%	Failure

LA 572 Grading Policy:

Students enrolled in Landscape Architecture 572 must earn a grade of C- or higher to pass this course. Any student who has earned a D in previous studios (LA 472/571) will need to apply significantly more effort in this course to ensure a passing grade.

A Note on Critical Review:

Critical review of student work is vital to design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards as they differ from the assessment process. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are composed of internal and external members for the appointed times and cannot be recomposed to consider late submissions. Consequently, late work will not receive a critical review, though it will be assessed as a late submission (See 'Course Policies: Late Submissions').

Course Policies:

Attendance/Participation:

For the course to operate effectively, students are expected to attend and participate in all scheduled classes. This includes arriving on time, being present for the entire class and actively participating in both the class discussions and one-on-one design reviews. During scheduled meeting times, students are asked to remain focused on class by eliminating distractions such as outside course work, excessive non-course related socializing and use of electronic devices (See 'Course Policies: Cell Phones, Music & Other Electronic Devices'). In addition, it is also expected that students will bring the appropriate equipment, supplies, course material and design work/progress needed for the course. Failure to abide by these guidelines will be reflected in student's attendance/participation grade.

Cell Phones, Music & Other Electronic Devices:

Electronic devices, other than for emergency purposes, are prohibited from use during class time. Devices include (but are not limited to): cell phones (talk, text), musical players (with external speakers), video/entertainment players, personal internet uses and other non-class related computer applications and/or distractions. Failure to abide by these guidelines will be reflected in student's attendance/participation grade. Note: Personal music players (with headphones) are allowed so long as they don't distract other students or inhibit the learning process.

Special Accommodations:

Any student with disabilities or special needs who requires individual accommodations in this course is invited to share those concerns with the instructor as soon as possible. Alternatively, in the interest of privacy, any such student may identify themselves to the NDSU Counseling and Disability Services Office as having a disability requiring reasonable accommodations. This office will subsequently advise the instructor as to the specific accommodations needed. Veterans and student soldiers with special circumstances or who are activated are also encouraged to notify the instructor.

Academic Responsibility:

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.edu/academichonesty/>). The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Failure to comply with the Code of Academic Responsibility and Conduct will result in a failure of the class.

CEA Honor System:

All work in this course must be completed in a manner consistent with the College of Engineering and Architecture CEA Honor System (http://www.ndsu.edu/cea/honor_code/index.html) and Honor Pledge. Failure to comply with the CEA Honor System will result in a failure of the class.

Late Submissions:

Students who submit late work without an acceptable circumstance will not be allowed to present to the group of Landscape Architecture faculty. Additionally, one full grade reduction will be applied to the work for up to four days. Landscape Architecture faculty will not review the graphic work of the project after the fourth day. Extenuating circumstances require written documentation within 24 hours of the extenuating circumstances (ie. funeral notice, doctor's note stating that the student was not able to complete the deadline). The student will be expected to present within the week as agreed by the faculty and will not be penalized with a grade reduction is done soon.

Recording of Work & Portfolio:

All students are strongly encouraged to respect and save their work (models, sketches, design process, digital pieces) throughout the semester. In addition to being available for exhibits and/or publication, the principal purpose of this is to retain material for each student's personal design portfolio. Students who are seeking advice or strategies as to saving their work are encouraged to contact the instructor.

Student Resources:

Suggested Literature:

- Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Los Angeles: Sage, 2009. Print.
- Francis, Mark. Urban Open Space: Designing for User Needs. Washington: Island, 2003. Print.
- Riddick, Carol Cutler, and Ruth V. Russell. Research in Recreation, Parks, Sport, and Tourism. Champaign, IL: Sagamore Pub., 2008. Print.
- Zeisel, John. Inquiry by Design: Tools for Environment-behavior Research. Monterey, CA: Brooks/Cole Pub., 1981. Print.

Rubric: Research/Analysis Review

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Student

Research I

<input type="checkbox"/> Student has conducted/exhibited excellent research work; all material is relevant to design topic; material substantially furthers understanding of environmental, social, political and/or economic issues. A	<input type="checkbox"/> Student has conducted/exhibited adequate research work; majority of material is relevant to design topic; material generally furthers understanding of environmental, social, political and/or economic issues. B	<input type="checkbox"/> Student has conducted/exhibited some research work; some of the material is relevant to the design topic; material loosely furthers understanding of environmental, social, political and/or economic issues. C	<input type="checkbox"/> Student has conducted/exhibited minimal research work; material has little/no relevance to the design topic; research work does not further understanding of environmental, social, political and/or economic issues. D/F
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Research II

<input type="checkbox"/> Student has drawn definitive findings/conclusions from research work; all findings/conclusions are verbally/graphical supported and appropriate to the thesis topic/study interest. A	<input type="checkbox"/> Student has drawn some findings/conclusions from research work; most of the findings/conclusions are verbally/graphically supported and are appropriate to the thesis topic/study interest. B	<input type="checkbox"/> Student has drawn minimal findings/conclusions from research work; some of the findings/conclusions are verbally/graphically supported, but the appropriateness to the thesis topic/study interest is questionable. C	<input type="checkbox"/> Student has not drawn any findings/conclusions from research work; findings/conclusions are unsupported; significant questions as to the appropriateness of the research to the thesis topic/study interest. D/F
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Analysis I

<input type="checkbox"/> Student has conducted/exhibited excellent analysis work; all material is appropriate/relevant to design topic; material furthers understanding of environmental, social, political or economic issues. A	<input type="checkbox"/> Student has conducted/exhibited adequate analysis work; majority of material is relevant to design topic; material generally furthers understanding of environmental, social, political and/or economic issues. B	<input type="checkbox"/> Student has conducted/exhibited some analysis work; some of the material is relevant to the design topic; material loosely furthers understanding of environmental, social, political and/or economic issues. C	<input type="checkbox"/> Student has conducted/exhibited minimal analysis work; material has little/no relevance to the design topic; research work does not further understanding of environmental, social, political and/or economic issues. D/F
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Analysis II

<input type="checkbox"/> Student has drawn definitive findings/conclusions from analysis work; all findings/conclusions are verbally/graphical supported and appropriate to the thesis topic/study interest. A	<input type="checkbox"/> Student has drawn some findings/conclusions from analysis work; most of the findings/conclusions are verbally/graphically supported and are appropriate to the thesis topic/study interest. B	<input type="checkbox"/> Student has drawn minimal findings/conclusions from analysis work; some of the findings/conclusions are verbally/graphically supported, but the appropriateness to the thesis topic/study interest is questionable. C	<input type="checkbox"/> Student has not drawn any findings/conclusions from analysis work; findings/conclusions are unsupported; significant questions as to the appropriateness of the research to the thesis topic/study interest. D/F
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Design Relevance/Potential

<input type="checkbox"/> Research/analysis work clearly defines the future design ambitions/objectives of the project; material is complete and provides all the necessary background work for the design phase; no concerns. A	<input type="checkbox"/> Research/analysis work largely defines the future design ambitions/objectives of the project; majority of material is complete with most of the necessary background work for the design phase; minimal concerns. B	<input type="checkbox"/> Research/analysis work somewhat defines the future design ambitions/objectives of the project; material is partial complete, but some additional work may be required prior to the design phase. C	<input type="checkbox"/> Research/analysis work does not define the future design ambitions/objectives of the project; material is incomplete with substantial concerns as to the design phase; additional research/analysis work still required. D/F
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Graphics/Communication

<input type="checkbox"/> Research/analysis material is expressed in a clear/concise manner; graphics and text are legible; material matches student's design intent/verbal explanation; graphics/presentation is complete and professional composed. A	<input type="checkbox"/> Research/analysis material is mostly clear/concise; graphics and text are generally legible; material largely matches student's design intent/verbal explanation; Minor graphics/presentation completion/communication issues. B	<input type="checkbox"/> Research/analysis material is less clear/focused; graphic and text legibility issues; material, at times, doesn't match student's design intent/verbal explanation; graphics/presentation need to be readdressed/communicate better. C	<input type="checkbox"/> Research/analysis material is unclear and unfocused; graphics and text is illegible; material doesn't match student's design intent/verbal explanation; graphics/presentation is incomplete and doesn't communicate work. D/F
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Research/Analysis Presentation

<input type="checkbox"/> Student presented material in a clear/concise fashion; presentation met the allotted time; all material was adequately explained/covered; presentation was practiced and professionally delivered. A	<input type="checkbox"/> Student generally presented the material in a clear/concise fashion; presentation nearly met the allotted time (passable); most of the material was adequately explained/covered; presentation acceptable with some minor errors. B	<input type="checkbox"/> Student presentation was, at times, less clear/unfocused; presentation did not meet the allotted time (minor infraction); noticeable portions of the material was not adequately explained/covered; presentation practice required. C	<input type="checkbox"/> Student presentation was unclear/unfocused; presentation did not meet the allotted time (major infraction); large portions of the material was not explained/covered; presentation needed substantial practice. D/F
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Student

Rubric: Design Development Review

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Research/Analysis Integration

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student has fully integrated r/a findings into the design development phase; project has addressed all comments/concerns from the previous stage; suggested r/a revisions have been addressed.	Student has mostly integrated r/a findings into the design development phase; project has addressed most of the comments/concerns from the previous stage; suggested r/a revision mostly addressed.	Student has minimally integrated r/a findings into the design development phase; project has yet to address many of the comments/concerns from the previous stage; suggested r/a revisions somewhat addressed.	Student has not integrated r/a findings into the design development phase; comment/concerns from the previous stage have not been addressed; suggested r/a revisions have not been addressed.
A	B	C	D/F

Schematic Design

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schematic work explores multiple concepts/solutions; student has fully explored/considered the strengths/weaknesses of each; proposed solutions are appropriate/relevant to the design topic.	Schematic work explores a couple of concepts/solutions; student has generally explored/considered the strengths/weaknesses of each; proposed solutions are largely appropriate/relevant to the design topic.	Schematic work explores a minimal number of concepts/solutions; student has begun to explore/consider the strengths/weaknesses of each; proposed solutions are less appropriate/relevant to the design topic.	Schematic work is largely absent and/or not addressed; student has yet to explore/consider the strengths and weaknesses of each; proposed solution solutions have little or no relevance/appropriateness to the design topic.
A	B	C	D/F

Master Plan I

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master planning work successfully explores issues of spatial form and function; proposed solution fully considers environmental, social, political and economic factors; overall solution hints at a creative/thoughtful solution.	Master planning work begins to explore issues of spatial form and function; proposed solution generally considers environmental, social, political and economic factors; overall solution has potential with some minor changes.	Master planning work touches on issues of spatial form and function; proposed solution brief considers environmental, social, political and economic factors; overall solution still needs work, a potential solution is possible.	Master planning work does not explore issues of spatial form and function; proposed solution has yet to consider environmental, social, political and economic factors; overall solution is not yet clear, additional work is needed.
A	B	C	D/F

Master Plan II

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project defines a clear and feasible project scope; master planning work addresses the entire study area; all the necessary explanatory design graphics, text and scales are included.	Project largely defines, with some minor questions, a realistic project scope; master planning work addresses most of the study area; most of the necessary explanatory design graphics, text and scales are included.	Project loosely defines a potential project scope; master planning work addresses portions of the study area, but other areas need inclusion; some of the necessary explanatory design graphics, text and scales are included.	Project scope is vague and undefined (project in jeopardy); master planning work has not addresses large portions of the study area; necessary explanatory design graphics, text and scales are absent or incomplete.
A	B	C	D/F

Project Progression

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student design development work meets or exceeds 50% level; student is largely on track with the semester schedule; project exhibits a clear design direction and progression over the first half of the semester.	Student design development work represents 40-50%; student is mostly on track with the semester schedule; project exhibits a strong design direction and adequate progress over the first half of the semester.	Student design development work represents 25-40%; student is behind track by two or more weeks; project exhibits a loose design direction and will need a bit more attention the second half of the semester.	Student design development work represents 25% or less; student is well behind schedule (three or more weeks); project design direction is in question and will need substantial attention the second half of the semester.
A	B	C	D/F

Graphics/Communication

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design development material is expressed in a clear/concise manner; graphics and text are legible; material matches student's design intent/verbal explanation; graphics/presentation is complete and professional composed.	Design development material is mostly clear/concise; graphics and text are generally legible; material largely matches student's design intent/verbal explanation; Minor graphics/presentation completion/communication issues.	Design development material is less clear/focused; graphic and text legibility issues; material, at times, doesn't match student's design intent/verbal explanation; graphics/presentation need to be readdressed/communicate better.	Design development material is unclear and unfocused; graphics and text is illegible; material doesn't match student's design intent/verbal explanation; graphics/presentation is incomplete and doesn't communicate work.
A	B	C	D/F

Design Development Presentation

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student presented material in a clear/concise fashion; presentation met the allotted time; all material was adequately explained/covered; presentation was practiced and professionally delivered.	Student generally presented the material in a clear/concise fashion; presentation nearly met the allotted time (passable); most of the material was adequately explained/covered; presentation acceptable with some minor errors.	Student presentation was, at times, less clear/unfocused; presentation did not meet the allotted time (minor infraction); noticeable portions of the material was not adequately explained/covered; presentation practice required.	Student presentation was unclear/unfocused; presentation did not meet the allotted time (major infraction); large portions of the material was not explained/covered; presentation needed substantial practice.
A	B	C	D/F

Student

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Rubric: Final Boards

Design Theory/Methodology/Application

<input type="checkbox"/> Material is complete/provides a comprehensive overview of the thesis process; project clearly exhibits a coherent design approach, superior design skills, intellectual rigor and a completely integrated and comprehensive solution.	<input type="checkbox"/> Material is largely complete/generally provides a comprehensive overview of the thesis process; design exhibits a design theory and intent with considerable rigor in the process, project process and exploration lacks in a few minor areas.	<input type="checkbox"/> Material loosely provides an overview of the project, but is missing a stage (r/a, master planning); design methodology is sound and application is acceptable, but project lacks real depth or rigor of exploration.	<input type="checkbox"/> Material does not provide an overview of the project, missing one or more stages; lack of design goals, theory or lacks a rigorous exploration of the problem; a substandard methodology and design application.
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History/Culture/Nature

<input type="checkbox"/> Project clearly explores linkage to history and traditions; final solution(s) fully explores environmental, social, political and economic needs; design expresses a sustainable approach respectful of culture/human behavior.	<input type="checkbox"/> Project attempts to link work to history and traditions; final solution(s) largely explores environmental, social, political and economic needs; design considers, but does not fully explore, issues of sustainability, culture and human behavior.	<input type="checkbox"/> Project hints at, but does not fully explore, linkage to history and traditions; final solution(s) begins to explore environmental, social, political and economic needs; design touches on issues of sustainability, culture and human behavior.	<input type="checkbox"/> Project has no relevance/linkage to history and tradition (weakening solution); final solution do not explore environmental, social, political and economic needs; design disregards issues of sustainability, culture and human behavior.
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Spatial Design/Creativity/Innovation

<input type="checkbox"/> Project exhibits a creative and achievable final solution(s) in terms of spatial forms and functions; project clearly displays new insights into the field of LA and pushes the boundaries of multi-disciplinary thought.	<input type="checkbox"/> Project largely explore/exhibits creative spatial forms and functions, but with minor oversights; project pursues/exhibits innovative ideas and/or reflects current ideas in a novel way.	<input type="checkbox"/> Project begins to explore/exhibit creative spatial forms and functions, but remains conceptual and theoretical; project leans towards innovative ideas, but doesn't fully depart from existing forms/ideas.	<input type="checkbox"/> Project does not explore/exhibit spatial forms and/or functions, overall spatial forms are unclear; project relies on existing form/ideas and exhibits mundane forms, methods or techniques.
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Technology/Construction/Professional Practice

<input type="checkbox"/> Project fully resolved design technical issues including materials and constructions, natural and human-made systems; design demonstrates a clear understanding of the profession's ethical and legal obligations.	<input type="checkbox"/> Most technical issues are resolved/explored, although some minor issues still require resolution; project clearly considers ethical and legal obligations, but still has not fully resolved those issues.	<input type="checkbox"/> Some technical issues are resolved, but the majority of issues are preliminary and/or not fully addressed; project touches on ethical and legal responsibilities, but does not adequately address/solve those issues.	<input type="checkbox"/> Project does not resolve the technical portions of the design, construction is not possible; project disregards ethical and legal responsibilities, as a design project would not benefit health, safety and welfare of the public.
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Spelling/Grammar/Citations

<input type="checkbox"/> Little to no spelling errors; grammatically material is very easy to read and follow; all required images/text are properly cited; reference page is included and follows proper APA format/guidelines.	<input type="checkbox"/> Occasional spelling error (ever couple of pages); some grammatical errors/readability issues; all required images/text are properly cited with minor errors; reference page is included, but with some minor APA formatting errors.	<input type="checkbox"/> Multiple spelling errors (a couple per page); noticeable grammatical errors and/or readability issues; images/text are cited, but with formatting/consistency issues; reference page is included, but does not follow APA format/guidelines.	<input type="checkbox"/> Substantial spelling errors (multiple per page); grammar is difficult to follow, needs a comprehensive review; image/text citations absent/unformatted; no reference page, overall approach violates university conduct policy.
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Graphics/Communication

<input type="checkbox"/> Final material is expressed in a clear/concise manner; graphics and text are legible; material matches student's design intent/verbal explanation; graphics/presentation is complete and professional composed.	<input type="checkbox"/> Final material is mostly clear/concise; graphics and text are generally legible; material largely matches student's design intent/verbal explanation; Minor graphics/presentation completion/communication issues.	<input type="checkbox"/> Final material is less clear/focused; graphic and text legibility issues; material, at times, doesn't match student's design intent/verbal explanation; graphics/presentation need to be readressed/communicate better.	<input type="checkbox"/> Final material is unclear and unfocused; graphics and text is illegible; material doesn't match student's design intent/verbal explanation; graphics/presentation is incomplete and doesn't communicate work.
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Thesis Boards Presentation

<input type="checkbox"/> Material is printed on presentation paper (photo/matte); all material is properly trimmed and secured to 1/4" or 1/2" foam core; boards are clipped and displayed in a professional manner; material meets deadline.	<input type="checkbox"/> Material is printed on presentation paper (photo/matte); material is mostly trimmed and secured to either 1/4" or 1/2" foam core; boards are clipped and largely displayed in a professional manner; material meets deadline.	<input type="checkbox"/> Material is printed on non-presentation paper (light weight bond); needs additional trimming and/or not fully secure to foam core; boards needs additional clips/adjustments to display; material was a couple of hours late.	<input type="checkbox"/> Material is not printed/partially complete; material is not trimmed and/or material has not been secured to foam core; boards are not clipped and/or material display needs work; material was more than a day late.
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North Dakota State University
 Department of Architecture & Landscape Architecture
 Eight Semester Credits

Final Grade

Student

Rubric: Final Presentation

LA 572 | Landscape Architecture Thesis | Spring 2012

Design Theory/Methodology/Application

<input type="checkbox"/> Material is complete/provides a comprehensive overview of the thesis process; project clearly exhibits a coherent design approach, superior design skills, intellectual rigor and a completely integrated and comprehensive solution.	<input type="checkbox"/> Material is largely complete/generally provides a comprehensive overview of the thesis process; design exhibits a design theory and intent with considerable rigor in the process, project process and exploration lacks in a few minor areas.	<input type="checkbox"/> Material loosely provides an overview of the project, but is missing a stage (r/a, master planning); design methodology is sound and application is acceptable, but project lacks real depth or rigor of exploration.	<input type="checkbox"/> Material does not provide an overview of the project, missing one or more stages; lack of design goals, theory or lacks a rigorous exploration of the problem; a substandard methodology and design application.
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History/Culture/Nature

<input type="checkbox"/> Project clearly explores linkage to history and traditions; final solution(s) fully explores environmental, social, political and economic needs; design expresses a sustainable approach respectful of culture/human behavior.	<input type="checkbox"/> Project attempts to link work to history and traditions; final solution(s) largely explores environmental, social, political and economic needs; design considers, but does not fully explore, issues of sustainability, culture and human behavior.	<input type="checkbox"/> Project hints at, but does not fully explore, linkage to history and traditions; final solution(s) begins to explore environmental, social, political and economic needs; design touches on issues of sustainability, culture and human behavior.	<input type="checkbox"/> Project has no relevance/linkage to history and tradition (weakening solution); final solution do not explore environmental, social, political and economic needs; design disregards issues of sustainability, culture and human behavior.
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Spatial Design/Creativity/Innovation

<input type="checkbox"/> Project exhibits a creative and achievable final solution(s) in terms of spatial forms and functions; project clearly displays new insights into the field of LA and pushes the boundaries of multi-disciplinary thought.	<input type="checkbox"/> Project largely explore/exhibits creative spatial forms and functions, but with minor oversights; project pursues/exhibits innovative ideas and/or reflects current ideas in a novel way.	<input type="checkbox"/> Project begins to explore/exhibit creative spatial forms and functions, but remains conceptual and theoretical; project leans towards innovative ideas, but doesn't fully depart from existing forms/ideas.	<input type="checkbox"/> Project does not explore/exhibit spatial forms and/or functions, overall spatial forms are unclear; project relies on existing form/ideas and exhibits mundane forms, methods or techniques.
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Technology/Construction/Professional Practice

<input type="checkbox"/> Project fully resolved design technical issues including materials and constructions, natural and human-made systems; design demonstrates a clear understanding of the profession's ethical and legal obligations.	<input type="checkbox"/> Most technical issues are resolved/explored, although some minor issues still require resolution; project clearly considers ethical and legal obligations, but still has not fully resolved those issues.	<input type="checkbox"/> Some technical issues are resolved, but the majority of issues are preliminary and/or not fully addressed; project touches on ethical and legal responsibilities, but does not adequately address/solve those issues.	<input type="checkbox"/> Project does not resolve the technical portions of the design, construction is not possible; project disregards ethical and legal responsibilities, as a design project would not benefit health, safety and welfare of the public.
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Spelling/Grammar/Citations

<input type="checkbox"/> Little to no spelling errors; grammatically material is very easy to read and follow; all required images/text are properly cited; reference page is included and follows proper APA format/guidelines.	<input type="checkbox"/> Occasional spelling error (ever couple of pages); some grammatical errors/readability issues; all required images/text are properly cited with minor errors; reference page is included, but with some minor APA formatting errors.	<input type="checkbox"/> Multiple spelling errors (a couple per page); noticeable grammatical errors and/or readability issues; images/text are cited, but with formatting/consistency issues; reference page is included, but does not follow APA format/guidelines.	<input type="checkbox"/> Substantial spelling errors (multiple per page); grammar is difficult to follow, needs a comprehensive review; image/text citations absent/unformatted; no reference page, overall approach violates university conduct policy.
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Graphics/Communication

<input type="checkbox"/> Final material is expressed in a clear/concise manner; graphics and text are legible; material matches student's design intent/verbal explanation; graphics/presentation is complete and professional composed.	<input type="checkbox"/> Final material is mostly clear/concise; graphics and text are generally legible; material largely matches student's design intent/verbal explanation; Minor graphics/presentation completion/communication issues.	<input type="checkbox"/> Final material is less clear/focused; graphic and text legibility issues; material, at times, doesn't match student's design intent/verbal explanation; graphics/presentation need to be readressed/communicate better.	<input type="checkbox"/> Final material is unclear and unfocused; graphics and text is illegible; material doesn't match student's design intent/verbal explanation; graphics/presentation is incomplete and doesn't communicate work.
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Thesis Formal Presentation

<input type="checkbox"/> Verbal presentation provides a thorough overview of the project; student was practiced and prepared with material; presentation met allotted time; student responded skillfully/appropriately to jury/peer questions/comments.	<input type="checkbox"/> Verbal presentation provides an adequate overview of the project; student was largely practiced and prepared; presentation almost met allotted time; student mostly responded skillfully/appropriately to jury/peers.	<input type="checkbox"/> Verbal presentation provides a brief overview of the project; student could have been more practiced and prepared; presentation did not meet allotted time (minor violation); student did not respond skillfully/appropriately.	<input type="checkbox"/> Verbal presentation does not provide an overview/understanding of the project; student was not practiced and/or prepared; presentation did not meet allotted time (major violation); no response/answers to jury/peers.
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Rubric: Final Documentation

Student

LA 572 | Landscape Architecture Thesis | Spring 2012

Design Theory/Methodology/Application

Material is complete/provides a comprehensive overview of the thesis process; project clearly exhibits a coherent design approach, superior design skills, intellectual rigor and a completely integrated and comprehensive solution.

Material is largely complete/generally provides a comprehensive overview of the thesis process; design exhibits a design theory and intent with considerable rigor in the process, project process and exploration lacks in a few minor areas.

Material loosely provides an overview of the project, but is missing a stage (r/a, master planning); design methodology is sound and application is acceptable, but project lacks real depth or rigor of exploration.

Material does not provide an overview of the project, missing one or more stages; lack of design goals, theory or lacks a rigorous exploration of the problem; a substandard methodology and design application.

History/Culture/Nature

Project clearly explores linkage to history and traditions; final solution(s) fully explores environmental, social, political and economic needs; design expresses a sustainable approach respectful of culture/human behavior.

Project attempts to link work to history and traditions; final solution(s) largely explores environmental, social, political and economic needs; design considers, but does not fully explore, issues of sustainability, culture and human behavior.

Project hints at, but does not fully explore, linkage to history and traditions; final solution(s) begins to explore environmental, social, political and economic needs; design touches on issues of sustainability, culture and human behavior.

Project has no relevance/linkage to history and tradition (weakening solution); final solution do not explore environmental, social, political and economic needs; design disregards issues of sustainability, culture and human behavior.

Spatial Design/Creativity/Innovation

Project exhibits a creative and achievable final solution(s) in terms of spatial forms and functions; project clearly displays new insights into the field of LA and pushes the boundaries of multi-disciplinary thought.

Project largely explore/exhibits creative spatial forms and functions, but with minor oversights; project pursues/exhibits innovative ideas and/or reflects current ideas in a novel way.

Project begins to explore/exhibit creative spatial forms and functions, but remains conceptual and theoretical; project leans towards innovative ideas, but doesn't fully depart from existing forms/ideas.

Project does not explore/exhibit spatial forms and/or functions, overall spatial forms are unclear; project relies on existing form/ideas and exhibits mundane forms, methods or techniques.

Technology/Construction/Professional Practice

Project fully resolved design technical issues including materials and constructions, natural and human-made systems; design demonstrates a clear understanding of the profession's ethical and legal obligations.

Most technical issues are resolved/explored, although some minor issues still require resolution; project clearly considers ethical and legal obligations, but still has not fully resolved those issues.

Some technical issues are resolved, but the majority of issues are preliminary and/or not fully addressed; project touches on ethical and legal responsibilities, but does not adequately address/solve those issues.

Project does not resolve the technical portions of the design, construction is not possible; project disregards ethical and legal responsibilities, as a design project would not benefit health, safety and welfare of the public.

Spelling/Grammar/Citations

Little to no spelling errors; grammatically material is very easy to read and follow; all required images/text are properly cited; reference page is included and follows proper APA format/guidelines.

Occasional spelling error (ever couple of pages); some grammatical errors/readability issues; all required images/text are properly cited with minor errors; reference page is included, but with some minor APA formatting errors.

Multiple spelling errors (a couple per page); noticeable grammatical errors and/or readability issues; images/text are cited, but with formatting/consistency issues; reference page is included, but does not follow APA format/guidelines.

Substantial spelling errors (multiple per page); grammar is difficult to follow, needs a comprehensive review; image/text citations absent/unformatted; no reference page, overall approach violates university conduct policy.

Graphics/Communication

Final material is expressed in a clear/concise manner; graphics and text are legible; material matches student's design intent/verbal explanation; graphics/presentation is complete and professional composed.

Final material is mostly clear/concise; graphics and text are generally legible; material largely matches student's design intent/verbal explanation; Minor graphics/presentation completion/communication issues.

Final material is less clear/focused; graphic and text legibility issues; material, at times, doesn't match student's design intent/verbal explanation; graphics/presentation need to be readressed/communicate better.

Final material is unclear and unfocused; graphics and text is illegible; material doesn't match student's design intent/verbal explanation; graphics/presentation is incomplete and doesn't communicate work.

Thesis Documentation

Student material is professionally compiled and formatted (PDF); design documentation section is included with explanatory text; all material submitted to primary advisor (CD) and the NDSU repository (digital) on time.

Student material is largely compiled and formatted (PDF) with minor errors; design documentation section is included, but needs explanatory text; material submitted to primary advisor/NDSU repository on time.

Student material is incorrectly compiled or formatted, major issues; design documentation is incomplete, missing text and/or graphics; material submitted to primary advisor/NDSU repository a day late.

Student material is unformatted and/or disorganized, incomplete; design documentation is missing/absent, section has not been included; material submitted to primary advisor/NDSU repository more than a day late.

Rubric: Attendance/Participation

LA 572 | Landscape Architecture Thesis | Spring 2012

Student

Attendance I

<input type="checkbox"/> Student is present for all studio sessions/arranged meetings (0-1); student is regularly on time and present for the duration of studio/scheduled meetings; excellence attendance. A	<input type="checkbox"/> Student is present for most studio sessions/arranged meetings (2-3); student largely on time and present for the duration of studio/scheduled meetings; good/average attendance. B	<input type="checkbox"/> Student has missed multiple studio sessions/arranged meetings (4-5); student is occasionally late and/or not present for the duration of studio/scheduled meetings; below average attendance. C	<input type="checkbox"/> Student has missed numerous studio sessions/arranged meetings (6+); student is notoriously late and/or not present for the duration of studio/scheduled meetings; poor attendance. D/F
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Attendance II

<input type="checkbox"/> Student attends all class discussions, presentations or other group reviews; student is regularly available for desk critiques/design reviews. A	<input type="checkbox"/> Student attends most class discussions, presentations or other group reviews; student is generally available for desk critiques/design reviews. B	<input type="checkbox"/> Student occasionally attends class discussions, presentations or other group reviews; student is sometimes available for desk critiques/design reviews. C	<input type="checkbox"/> Student frequently misses/does not attend class discussions, presentations or other group reviews; student is rarely available for desk critiques/design reviews. D/F
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Communication I

<input type="checkbox"/> Student is engaged, interested and brings a positive attitude towards the project; student is always verbal/responsive during studio sessions, arranged meetings and class gatherings; excellent communication. A	<input type="checkbox"/> Student is mostly engaged, interested and expresses a positive attitude towards the project; student is regularly verbal/responsive during studio sessions, arranged meetings and class gatherings; good/average communication. B	<input type="checkbox"/> Student is less engaged, disinterested and/or expresses an indifferent attitude towards the project; student is occasionally verbal/responsive during studio sessions, arranged meetings and class gatherings; average comm. C	<input type="checkbox"/> Student is disengaged, uninterested and/or expresses a negative attitude towards the project; student is non-verbal/unresponsive during studio sessions, arranged meetings and class gatherings; poor communication. D/F
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Communication II

<input type="checkbox"/> Student largely exhibits the appropriate response to advisor feedback/peer reviews; student regularly utilizes suggested course reading/precedent studies and consistently brings design questions/discussion points. A	<input type="checkbox"/> Student usually exhibits the appropriate response to advisor feedback/peer reviews; student sometimes utilizes suggested course reading/precedent studies and typically brings design questions/discussion points. B	<input type="checkbox"/> Student occasionally exhibits the appropriate response to advisor feedback/peer reviews; student rarely utilizes suggested course reading/precedent studies and sporadically brings design questions/discussion points. C	<input type="checkbox"/> Student frequently ignores/does not exhibit the any response to advisor feedback/peer reviews; student does not utilize suggested course reading/precedent studies and rarely brings design questions/discussion points. D
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Productivity I

<input type="checkbox"/> Student always brings course design work/project progress to studio sessions/arranged meetings; student consistently utilizes and paces work adhering to the semester schedule; productivity is excellent. A	<input type="checkbox"/> Student regularly brings course design work/project progress to studio sessions/arranged meetings; student largely utilizes and paces work adhering to the semester schedule; productivity is good. B	<input type="checkbox"/> Student occasionally brings course design work/project progress to studio sessions/arranged meetings; student references the semester schedule, but does not fully adhere to the suggested course of study; productivity is average. C	<input type="checkbox"/> Student rarely brings course design work/project progress to studio sessions/arranged meetings; student ignores/largely forgets to utilize the semester schedule to help pace work; productivity is below average. D
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Productivity II

<input type="checkbox"/> Student is always prepared for studio, arranged meeting, project deadlines and presentations; student consistently provides all required submittal material and design files; file sizes/format are as requested. A	<input type="checkbox"/> Student is largely prepared for studio, arranged meetings, project deadlines and presentations; student regularly provides all required submittal material and design files; file sizes/format are as requested, but with errors. B	<input type="checkbox"/> Student is occasionally unprepared for studio, arranged meetings, project deadlines and presentations; student misses portions of required submittal material and design files; file size/format do not follow requested format. C	<input type="checkbox"/> Student is regularly unprepared for studio, arranged meetings, project deadlines and presentations; student fails to/provides incorrect required submittal material and design files; file size/format are not correct/manageable. D/F
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Growth/Improvement

<input type="checkbox"/> Student has shown outstanding attendance/participation growth and improvement across the semester; attendance, communication and productivity have been/remaind a priority; overall commitment is excellent. A	<input type="checkbox"/> Student has shown decent attendance/participation growth and improvement across the semester; attendance, communication and productivity has largely remained a priority; overall commitment is good. B	<input type="checkbox"/> Student has shown average attendance/participation growth and improvement across the semester; attendance, communication and productivity is somewhat of a priority; overall commitment is average. C	<input type="checkbox"/> Student has regressed/shown little attendance/participation growth and improvement across the semester; attendance, communication and productivity have not been a priority; overall commitment needs work. D/F
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North Dakota State University
 Department of Architecture & Landscape Architecture
 Eight Semester Credits

Final Grade