**New Course Cover Sheet**

Use this form to propose a new course.

<table>
<thead>
<tr>
<th>New Course</th>
<th>Effective Term: Fall 2015 (must be a future term)</th>
<th>Required: Academic Support Resources (ASR) Needed</th>
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<tbody>
<tr>
<td>Department: Arch</td>
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<td>Libraries</td>
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<tr>
<td>Course Designator: Arch</td>
<td>Career: □ X Undergraduate □ Graduate</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>Program: BDA and BS</td>
<td>Course Number: 4341</td>
<td>Digifab Lab</td>
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<tr>
<td></td>
<td>Submission Date: 2/6/2015</td>
<td>Goldstein</td>
</tr>
<tr>
<td></td>
<td>Submission from: Nicole Kennedy</td>
<td>Imaging Lab</td>
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<tr>
<td></td>
<td></td>
<td>Other Technology</td>
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<td></td>
<td></td>
<td>Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ X ASR Support not needed.</td>
</tr>
</tbody>
</table>

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I. Does this course change the program (including addition as elective)?
   □ X No □ Yes. If so, also submit Program Change.

II. Summarize new course and rationale. (Executive Summary field in Workflow Gen)

Arch 4341 Architecture Portfolio Design is an introduction to design principles as they relate to the very practical and real need for showing architectural design work to a range of audiences and for a range of purposes.

Architecture Portfolio Design serves undergraduate architecture students in both the Bachelor of Science–Architecture Major and Bachelor of Design in Architecture degree programs. The course is an elective; enrollment and demand have been consistently strong for this course, which has been offered as a topics course by an adjunct architecture faculty member. The director of the BS and BDA programs agreed that this course should be reviewed by the undergraduate curriculum committee and converted to a regular offering with oversight by governing faculty.

The class has minimally enrolled 20 students and is operated like a studio course; a TA is warranted similar to architecture drawing courses or writing intensive courses.

III. Consultation is required by the University Curriculum Committee. Before submitting, verify there are no comparable courses at the University of Minnesota. The course proposer should send the proposed syllabus to the department head(s) of any unit in other college(s) that may already offer courses with overlapping content, as well as the undergraduate associate dean(s) of those college(s). Request that the consulted parties identify any concerns regarding content overlap.

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Departmental Faculty Vote: Ayes _____7____ Nays ____0____ Abstain _____0_____
Architecture Portfolio Design

"I believe there is a thing as a natural, optimum layout for a book. The design is not inflicted on the content—it is derived from it." —Derek Birdsall, Notes on Book Design

Architecture Portfolio Design is an introduction to design principles as they relate to the very practical and real need for showing architectural design work to a range of audiences and for a range of purposes. As with undergraduate workshops or studios, this course is grounded in project-based learning; each student will develop a portfolio over the semester that represents a design process and outcome from a range of architecture (and/or other) coursework.

The goal of this class is to use a thorough, examined and rigorous process to design a portfolio where the work itself is the focus and the overall portfolio is simple, clear and beautiful. In addition to meeting the imminent need for a portfolio (e.g., for graduate school applications or a job search), students who fully participate in this class will extend their design thinking and visual communication skills in architecture into broader, life-long applications within the architecture profession. Preparing and presenting one’s process and projects is an ongoing aspect of the architecture profession, as firms large and small submit requests for proposals (RFPs), market services and/or enter competitions.

COURSE LEARNING OBJECTIVES
By the end of the semester, students in this course will be thinking more creatively, independently and critically about how they showcase design work. Specifically, students in this course will …

1) understand basic design principles related to the scale, need and context of a predominantly visual architecture portfolio. This includes, for example, understanding:
   ● that there is a particular need and context for each project
   ● the value of conceptual underpinnings, coherent organization and structural order
   ● relationships between the parts and the whole, and between solids and voids;
   ● that there is movement and choreography through the piece;
   ● the assembly of fonts, colors and textures as a material palette for two-dimensional representation
   ● the value of editing, organization and clarity in the piece

2) consider the architecture portfolio in the context of a range of needs, audiences and related materials (such as resumes and leave-behinds, interviewing, etc.)

3) speculate on how a range of printed and/or digital media can affect architecture portfolio design
4) identify a range of portfolio and book precedents to inform one’s own work

5) hone design software skills, especially those related to image editing, page composition and web design

STUDENT LEARNING OUTCOMES
This undergraduate course contributes most to the following University of Minnesota Learning Outcomes:

METHODOLOGY
This class will be a mix of presentations, work sessions, pin-ups with critique, readings and assignments.

Presentations
Design topics will be presented in lecture format with accompanying slides and subsequent assignments. Throughout the semester guests will be invited to present on a number of topics related to portfolio design as well as present their own portfolios to expose students to a range graphic design information and portfolio types.
Topics covered will include:
- Documentation Gathering and organizing information, photographing physical models and large-scale ideas, image correcting
- Content Analysis Discerning what to include
- Design Principles Developing a formal/spatial logic or concept, organizing systems/grids, composition, proportion, contrast, typography, diagramming, developing layouts
- Production Planning for printing and binding; planning for online viewing

Work Sessions
Scheduled work sessions will include small-group pin-ups where students will get direct feedback on their portfolios from their peers and the instructor.

Assignments and Grading
There will be a number of exercises related to topics covered in class, including gathering and organizing work, developing a grid, laying out a single project and writing project statements. These exercises will not be graded individually but will count toward class participation.

There will be two graded assignments including a Book Precedent Assignment (a detailed study and analysis of a design book), and a Draft Portfolio Assignment (a portfolio in progress). The final portfolio comprises 50 percent of your final grade. Thus:

10% — Class Participation (including attendance, discussions and exercises)
20% — Book Precedent Assignment
20% — Draft Portfolio
50% — Final Portfolio

Attendance
Attendance is required for every class, regardless of lecture, review or work-in-class format. Because this class is akin to a studio or workshop learning environment, interaction with peers is considered an essential part of the learning and the design process. If you need to miss a class, please contact the instructor in advance or as soon afterwards as possible. You are responsible to follow up with your peers or the teaching assistant about missed materials. Unexcused absences will affect your final grade (class participation) and
repeated late arrivals, early departures or unexcused absences are grounds for the instructor to ask you to withdraw from the class.

**Reference Books:**

**Schedule**
Week 1: introduction, organizing and choosing work, portfolio precedents
Week 2: design overview and photographing work
Week 3: design principles and single project layout
Week 4: working in class toward first draft layouts
Week 5: in class presentations of precedent studies
Week 6: working in class, in-progress pin-up critique, grids and structure
Week 7: working in class, in-progress pin-up critique, image editing
Week 8: working in class, in-progress pin-up critique, text as image, fonts, written text
Week 9: Draft Portfolio Review
Week 10: working in class, text editing, diagrams
Week 11: working in class, in-progress pin-up critique, cover and table of contents
Week 12: working in class, in-progress pin-up critique, making, binding, digital publishing
Week 13: working in class, in-progress pin-up critique [Thanksgiving break]
Week 14: working in class, in-progress pin-up critique, reviewing printed samples, digital samples
Week 15: Final Portfolio Review

__________________

**SCHOOL of ARCHITECTURE and POLICIES**

**LATE WORK POLICY**
No late work will be accepted, except in the case of bona fide emergencies. Giving some students extension is unfair to them and to others.

**ATTENDANCE POLICY**
There is a zero tolerance for unexcused absence in studios and workshops. The final course grade will be lowered for even one unexcused absence, or for repeated late arrivals/early departures. Absence from any scheduled review is very serious and should be avoided. Any students with three or more unexcused absences may be asked to withdraw from the course if the instructor feels they are falling too far behind. This decision will be left to the discretion of the faculty and the studio coordinator. In case of an emergency, contact your instructor as soon as possible (ideally before the class period missed.)

**SUBJECT TO CHANGE**
With the exception of grading and attendance policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

**HANDICAPPED ACCESSIBILITY**
Every effort will be made to accommodate students with diagnosed disabilities. Please contact the instructor to initiate a discussion about how we can best help you succeed in this class. This syllabus can also be made available in alternative formats upon request.

**SCHOLASTIC CONDUCT**
Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course.

RETENTION OF WORK
The College of Design has the right to retain any student project for display, accreditation, archive, documentation or any other educational or legal purpose. In addition, the college reserves the right to reproduce and publish images of any such student work in collegiate publications, printed or electronic, for the purposes of research, scholarship, teaching, publicity and outreach, giving publication credit to the creator/student.

WORKLOAD
At the University of Minnesota, one credit represents, for the average University undergraduate student, three hours of academic work per week averaged over a 15-week semester-long course, or 6 hours of academic work per week over a 7-week module, in order to complete work to achieve an average grade. This includes lectures, recitations, discussion groups, field work, study, and so on. Professional norms and the nature of design studio activities may require more than an average three hours per week. Students in a semester-long workshop should expect an average minimum of 2-3 hours of effort outside of class each week for each credit in order to earn an average grade. Students in a BDA module workshop should expect an average minimum of 4-6 hours of effort outside of class each week for each credit in order to earn an average grade.

The complete policy is available at: http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html

GRADING STANDARDS
The nature of design work is highly dependent on evaluations that can only be done when the work is complete. While every attempt will be made to identify and warn students who are working at a level below that required for a passing grade, a passing midterm grade implies only the expectation of a passing final grade, not a guarantee.

A — Excellent work that not only fulfills the stated objectives of the studio syllabus and project statements, but extends them through new discoveries, insights and proposing issues beyond the stated scope. Students who earn this grade demonstrate through their work a high degree of professional dedication, rigor, a love of exploration, open-mindedness and resourcefulness. They also demonstrate that they have developed the ability to build upon a variety of feedback and excel independently. The resultant work is rigorously thought-through, well crafted and clearly communicates the breadth and depth of their daily investigations.

B — Very good that work not only fulfills the stated objectives of the studio syllabus and project statements, but also further expands the stated issues by allowing those issues to direct the investigations and developments in the work. Students who earn this grade demonstrate a medium degree of professional dedication, inquisitiveness, systematic rigor and limited resourcefulness. They show that they are developing the ability to build upon a variety of feedback and their emerging independent voice. The resultant work is competently thought through, well crafted and clearly communicates the breadth and depth of their daily investigations of the issues presented in the projects.

C — Adequate work that fulfills and clearly demonstrates the stated objectives of the workshop syllabus and projects statements. The department expects that everyone entering a given workshop is capable of this level of performance. Students who earn this grade demonstrate a lower degree of professional dedication than those earning A or B grades. Their work indicates less self-confidence and its development requires constant guidance on what to do next. C work lacks personal authorship manifested through additional and related contributions to the investigations of a project. The adequate student’s work demonstrates an understanding of the problem but show deficiencies in basic design or communication skills, time management, or the lack of breadth and depth of daily investigations.

D — Deficient work that does not demonstrate how the stated objectives of the studio syllabus and project statements have been fulfilled. The work is fragmentary, not synthesized, incomplete, and presented only as an assigned “project” due on a particular day. As is any professional office, deficient work is not acceptable. D work may be the result of a lack of self-confidence, a closed-minded attitude, a lack of time management skills, lack of basic professional dedication, or outside personal problems.
UNIVERSITY of MINNESOTA POLICIES

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.
Grading and Transcripts:

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following (A+ grading is not allowed):

A (4.00) Represents achievement that is outstanding relative to the level necessary to meet course requirements
B (3.00) Represents achievement that is significantly above the level necessary to meet course requirements
C (2.00) Represents achievement that meets the course requirements in every respect
D (1.00) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F — Course requirements are unmet and achievement does not warrant course credit.
S — Represents satisfactory achievement, which unless noted otherwise in the syllabus, is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website,
https://diversity.umn.edu/disability/.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website:
http://www.mentalhealth.umn.edu

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. (Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students.") Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
# Electronic Course Authorization System

**ARCH 4341 - VIEW COURSE PROPOSAL**

<table>
<thead>
<tr>
<th>Approvals Received:</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>on 02-09-15</td>
</tr>
<tr>
<td></td>
<td>by Nicole Kennedy</td>
</tr>
<tr>
<td></td>
<td>(<a href="mailto:kenne814@umn.edu">kenne814@umn.edu</a>)</td>
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| Approvals Pending: | College/Dean > Provost > Catalog > CCE Catalog > PeopleSoft Manual Entry |

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<tr>
<td>Effective Term:</td>
<td>1159 - Fall 2015</td>
</tr>
<tr>
<td>Course:</td>
<td>ARCH 4341</td>
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<td>UMNTC - Twin Cities</td>
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<td>Department:</td>
<td>10827 - School of Architecture</td>
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**General**

<table>
<thead>
<tr>
<th>Course Title Short:</th>
<th>Architecture Portfolio Design</th>
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<tbody>
<tr>
<td>Course Title Long:</td>
<td>Architecture Portfolio Design</td>
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<tr>
<td>Max-Min Credits for Course:</td>
<td>3.0 to 3.0 credit(s)</td>
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<td>Catalog Description:</td>
<td>An introduction to design principles as they relate to the architecture portfolio. Students extend design thinking and visual communication skills in architecture into broader, life-long applications within the architecture profession by designing a portfolio that represents in a meaningful way a range of architecture and/or other coursework.</td>
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<td>CCE Catalog Description:</td>
<td>An introduction to design principles as they relate to the architecture portfolio. Students extend design thinking and visual communication skills in architecture into broader, life-long</td>
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applications within the architecture profession by designing a portfolio that represents in a meaningful way a range of architecture and/or other coursework.

Grading Basis: A-F only

Topics Course: No

Honors Course: No

Online Course: No

Instructor Contact Hours: 3.0 hours per week

Years most frequently offered: Every academic year

Term(s) most frequently offered: Fall, Spring

Component 1: LAB (no final exam)

Auto-Enroll Course: No

Graded Component: LAB

Academic Progress Units: Not allowed to bypass limits.

Financial Aid Progress Units: Not allowed to bypass limits.

Repetition of Course: Repetition not allowed.

Course Prerequisites for Catalog: <no text provided>

Course Equivalency: No course equivalencies

Consent Requirement: No required consent

Enforced Prerequisites: Architecture major (BDA or BS). Junior and Senior only.

Enforced Prerequisites: (course-based or non-course-based)

Editor Comments: <no text provided>

Proposal Changes: <no text provided>

History Information: <no text provided>

Faculty Sponsor Name: Gayla Lindt

Faculty Sponsor E-mail Address: glindt@umn.edu
Student Learning Outcomes

- Can communicate effectively

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

Students in this class actively work on visual and verbal communication skills as they relate to architecture portfolio design. This work is iterative, and students are given feedback on their communication through the portfolio on an on-going basis.

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated.

There are minimally two pin-up reviews of the portfolio with guest reviewers; these are graded and verbal feedback is given to all students.

- Understand the role of creativity, innovation, discovery, and expression across disciplines

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

This course highlights how architecture projects are represented for professional and graduate school audiences through a 2-dimensional layout and/or web presence. In this way, design principles from graphic discipline intersect with architecture's distinct presentation concerns for presenting large-scale projects and a substantial amount of process work as is expected in architecture. The course also foregrounds creativity within a set of design criteria shared across disciplines.

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated.

There are minimally two pin-up reviews of the portfolio with guest reviewers; these are graded and verbal feedback is given to all students.
None

None

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.
- They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.
- They are offered on a regular schedule.
- They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.

<no text provided>

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- thinking ethically about important challenges facing our society and world;
- reflecting on the shared sense of responsibility required to build and maintain community;
- connecting knowledge and practice;
- fostering a stronger sense of our roles as historical agents.

<no text provided>
LE Recertification-Reflection Statement: <no text provided>

(for LE courses being re-certified only)

Statement of Certification: This course is certified for a Core, effective as of
This course is certified for a Theme, effective as of

Writing Intensive

Propose this course as Writing Intensive curriculum:

No

Question 1 (see CWB Requirement 1): How do writing assignments and writing instruction further the learning objectives of this course and how is writing integrated into the course? Note that the syllabus must reflect the critical role that writing plays in the course.

<no text provided>

Question 2 (see CWB Requirement 2): What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the minimum word count (or its equivalent) for finished writing will be met.

<no text provided>

Question 3 (see CWB Requirement 3): How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

<no text provided>

Question 4 (see CWB Requirement 4): Indicate which assignment(s) students will be required to revise and resubmit after feedback from the instructor. Indicate who will be providing the feedback. Include an example of the assignment instructions you are likely to use for this assignment or assignments.

<no text provided>

Question 5 (see CWB Requirement 5): What types of writing instruction will be experienced by students? How much class time will be devoted to explicit writing instruction and at what points in the semester? What types of writing support and resources will be provided to students?

<no text provided>

Question 6 (see CWB Requirement 6): If teaching assistants will participate in writing assessment and writing instruction, explain how will they be trained (e.g. in how to review, grade and respond to student writing) and how will they be supervised. If the course is taught in multiple sections with multiple faculty (e.g. a capstone directed studies course), explain how every faculty mentor will ensure that their students will receive a writing intensive experience.

<no text provided>

Statement of Certification: This course is certified as Writing Intensive effective as of
Course Syllabus

Course Syllabus:

For new courses and courses in which changes in content and/or description and/or credits are proposed, please provide a syllabus that includes the following information: course goals and description; format; structure of the course (proposed number of instructor contact hours per week, student workload effort per week, etc.); topics to be covered; scope and nature of assigned readings (text, authors, frequency, amount per week); required course assignments; nature of any student projects; and how students will be evaluated. The University "Syllabi Policy" can be found here.

The University policy on credits is found under Section 4A of "Standards for Semester Conversion" found here. Course syllabus information will be retained in this system until new syllabus information is entered with the next major course modification. This course syllabus information may not correspond to the course as offered in a particular semester.

(Please limit text to about 12 pages. Text copied and pasted from other sources will not retain formatting and special characters might not copy properly.)

UNIVERSITY OF MINNESOTA
COLLEGE OF DESIGN
School of Architecture and Landscape Architecture

ARCH 4341: Architecture Portfolio Design
3 credits, offered regularly fall and spring semesters
studio+lecture format
BDA, BS students, junior/senior only

Architecture Portfolio Design

"I believe there is a thing as a natural, optimum layout for a book. The design is not inflicted on the content it is derived from it." Derek Birdsall, Notes on Book Design

Architecture Portfolio Design is an introduction to design principles as they relate to the very practical and real need for showing architectural design work to a range of audiences and for a range of purposes. As with undergraduate workshops or studios, this course is grounded in project-based learning; each student will develop a portfolio over the semester that represents a design process and outcome from a range of architecture (and/or other) coursework.

The goal of this class is to use a thorough, examined and
rigorous process to design a portfolio where the work itself is the focus and the overall portfolio is simple, clear and beautiful. In addition to meeting the imminent need for a portfolio (e.g., for graduate school applications or a job search), students who fully participate in this class will extend their design thinking and visual communication skills in architecture into broader, life-long applications within the architecture profession. Preparing and presenting one's process and projects is an on-going aspect of the architecture profession, as firms large and small submit requests for proposals (RFPs), market services and/or enter competitions.

COURSE LEARNING OBJECTIVES
By the end of the semester, students in this course will be thinking more creatively, independently and critically about how they showcase design work. Specifically, students in this course will:

1) understand basic design principles related to the scale, need and context of a predominantly visual architecture portfolio. This includes, for example, understanding:
   that there is a particular need and context for each project
   the value of conceptual underpinnings, coherent organization and structural order
   relationships between the parts and the whole, and between solids and voids;
   that there is movement and choreography through the piece;
   the assembly of fonts, colors and textures as a material palette for two-dimensional representation
   the value of editing, organization and clarity in the piece

2) consider the architecture portfolio in the context of a range of needs, audiences and related materials (such as resumes and leave-behinds, interviewing, etc.)

3) speculate on how a range of printed and/or digital media can affect architecture portfolio design

4) identify a range of portfolio and book precedents to inform one's own work

5) hone design software skills, especially those related to image editing, page composition and web design

STUDENT LEARNING OUTCOMES
This undergraduate course contributes most to the following University of Minnesota Learning Outcomes:

METHODOLOGY
This class will be a mix of presentations, work sessions, pin-ups with critique, readings and assignments.
Presentations
Design topics will be presented in lecture format with accompanying slides and subsequent assignments. Throughout the semester guests will be invited to present on a number of topics related to portfolio design as well as present their own portfolios to expose students to a range graphic design information and portfolio types.
Topics covered will include:
- Documentation Gathering and organizing information, photographing physical models and large-scale ideas, image correcting
- Content Analysis Discerning what to include
- Design Principles Developing a formal/spatial logic or concept, organizing systems/grids, composition, proportion, contrast, typography, diagramming, developing layouts
- Production Planning for printing and binding; planning for online viewing

Work Sessions
Scheduled work sessions will include small-group pin-ups where students will get direct feedback on their portfolios from their peers and the instructor.

Assignments and Grading
There will be a number of exercises related to topics covered in class, including gathering and organizing work, developing a grid, laying out a single project and writing project statements. These exercises will not be graded individually but will count toward class participation.

There will be two graded assignments including a Book Precedent Assignment (a detailed study and analysis of a design book), and a Draft Portfolio Assignment (a portfolio in progress). The final portfolio comprises 50 percent of your final grade. Thus:

- 10% 📜 Class Participation (including attendance, discussions and exercises)
- 20% 📒 Book Precedent Assignment
- 20% 📒 Draft Portfolio
- 50% 📒 Final Portfolio

Attendance
Attendance is required for every class, regardless of lecture, review or work-in-class format. Because this class is akin to a studio or workshop learning environment, interaction with peers is considered an essential part of the learning and the design process. If you need to miss a class, please contact the instructor in advance or as soon afterwards as possible. You are responsible to follow up with your peers or the teaching assistant about missed materials. Unexcused absences will affect your final grade (class participation) and repeated late arrivals, early departures or unexcused absences are grounds for the instructor to ask you to withdraw from the class.
Reference Books:

Schedule
Week 1: introduction, organizing and choosing work, portfolio precedents
Week 2: design overview and photographing work
Week 3: design principles and single project layout
Week 4: working in class toward first draft layouts
Week 5: in class presentations of precedent studies
Week 6: working in class, in-progress pin-up critique, grids and structure
Week 7: working in class, in-progress pin-up critique, image editing
Week 8: working in class, in-progress pin-up critique, text as image, fonts, written text
Week 9: Draft Portfolio Review
Week 10: working in class, text editing, diagrams
Week 11: working in class, in-progress pin-up critique, cover and table of contents
Week 12: working in class, in-progress pin-up critique, making, binding, digital publishing
Week 13: working in class, in-progress pin-up critique [Thanksgiving break]
Week 14: working in class, in-progress pin-up critique, reviewing printed samples, digital samples
Week 15: Final Portfolio Review

SCHOOL of ARCHITECTURE and POLICIES

LATE WORK POLICY
No late work will be accepted, except in the case of bona fide emergencies. Giving some students extension is unfair to them and to others.

ATTENDANCE POLICY
There is a zero tolerance for unexcused absence in studios and workshops. The final course grade will be lowered for even one unexcused absence, or for repeated late arrivals/early departures. Absence from any scheduled review is very serious and should be avoided. Any students with three or more unexcused absences may be asked to withdraw from the course if the instructor feels they are falling too far behind. This decision will be left to the discretion of the faculty and the studio coordinator. In case of an emergency, contact your instructor as
soon as possible (ideally before the class period missed.)

SUBJECT TO CHANGE
With the exception of grading and attendance policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

HANDICAPPED ACCESSIBILITY
Every effort will be made to accommodate students with diagnosed disabilities. Please contact the instructor to initiate a discussion about how we can best help you succeed in this class. This syllabus can also be made available in alternative formats upon request.

SCHOLASTIC CONDUCT
Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course.

RETENTION OF WORK
The College of Design has the right to retain any student project for display, accreditation, archive, documentation or any other educational or legal purpose. In addition, the college reserves the right to reproduce and publish images of any such student work in collegiate publications, printed or electronic, for the purposes of research, scholarship, teaching, publicity and outreach, giving publication credit to the creator/student.

WORKLOAD
At the University of Minnesota, one credit represents, for the average University undergraduate student, three hours of academic work per week averaged over a 15-week semester-long course, or 6 hours of academic work per week over a 7-week module, in order to complete work to achieve an average grade. This includes lectures, recitations, discussion groups, field work, study, and so on. Professional norms and the nature of design studio activities may require more than an average three hours per week. Students in a semester-long workshop should expect an average minimum of 2-3 hours of effort outside of class each week for each credit in order to earn an average grade. Students in a BDA module workshop should expect an average minimum of 4-6 hours of effort outside of class each week for each credit in order to earn an average grade.

The complete policy is available at: http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html

GRADING STANDARDS
The nature of design work is highly dependent on evaluations that can only be done when the work is complete. While every attempt will be made to identify and warn students who are working at a level below that required for a passing grade, a passing midterm grade implies only the expectation of a passing final grade, not a guarantee.
A ❖ Excellent work that not only fulfills the stated objectives of the studio syllabus and project statements, but extends them through new discoveries, insights and proposing issues beyond the stated scope. Students who earn this grade demonstrate through their work a high degree of professional dedication, rigor, a love of exploration, open-mindedness and resourcefulness. They also demonstrate that they have developed the ability to build upon a variety of feedback and excel independently. The resultant work is rigorously thought-through, well crafted and clearly communicates the breadth and depth of their daily investigations.

B ❖ Very good that work not only fulfills the stated objectives of the studio syllabus and project statements, but also further expands the stated issues by allowing those issues to direct the investigations and developments in the work. Students who earn this grade demonstrate a medium degree of professional dedication, inquisitiveness, systematic rigor and limited resourcefulness. They show that they are developing the ability to build upon a variety of feedback and their emerging independent voice. The resultant work is competently thought through, well crafted and clearly communicates the breadth and depth of their daily investigations of the issues presented in the projects.

C ❖ Adequate work that fulfills and clearly demonstrates the stated objectives of the workshop syllabus and projects statements. The department expects that everyone entering a given workshop is capable of this level of performance. Students who earn this grade demonstrate a lower degree of professional dedication than those earning A or B grades. Their work indicates less self-confidence and its development requires constant guidance on what to do next. C work lacks personal authorship manifested through additional and related contributions to the investigations of a project. The adequate student's work demonstrates an understanding of the problem but show deficiencies in basic design or communication skills, time management, or the lack of breadth and depth of daily investigations.

D ❖ Deficient work that does not demonstrate how the stated objectives of the studio syllabus and project statements have been fulfilled. The work is fragmentary, not synthesized, incomplete, and presented only as an assigned project due on a particular day. As is any professional office, deficient work is not acceptable. D work may be the result of a lack of self-confidence, a closed-minded attitude, a lack of time management skills, lack of basic professional dedication, or outside personal problems.

UNIVERSITY of MINNESOTA POLICIES
Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.
The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would
constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Grading and Transcripts:
The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following (A+ grading is not allowed):
A (4.00) Represents achievement that is outstanding relative to the level necessary to meet course requirements
B (3.00) Represents achievement that is significantly above the level necessary to meet course requirements
C (2.00) Represents achievement that meets the course requirements in every respect
D (1.00) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F [ ] Course requirements are unmet and achievement does not warrant course credit.
S [ ] Represents satisfactory achievement, which unless noted otherwise in the syllabus, is equivalent to a C- or better.
For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSFRSCRIPTS.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default
Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University provides equal access to and opportunity in its
programs and facilities, without regard to race, color, creed,
religion, national origin, gender, age, marital status, disability,
public assistance status, veteran status, sexual orientation,
gender identity, or gender expression. For more information,
please consult Board of Regents Policy: http://regents.umn.edu/
sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable
access to learning opportunities for all students. Disability
Services (DS) is the campus office that collaborates with students
who have disabilities to provide and/or arrange reasonable
accommodations. If you have, or think you may have, a
disability (e.g., mental health, attentional, learning, chronic
health, sensory, or physical), please contact DS at 612-626-1333
to arrange a confidential discussion regarding equitable access
and reasonable accommodations. If you are registered with DS
and have a current letter requesting reasonable accommodations,
please contact your instructor as early in the semester as
possible to discuss how the accommodations will be applied in
the course. For more information, please see the DS website,
https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can
cause barriers to learning, such as strained relationships,
increased anxiety, alcohol/drug problems, feeling down, difficulty
concentrating and/or lack of motivation. These mental health
concerns or stressful events may lead to diminished academic
performance and may reduce your ability to participate in daily
activities. University of Minnesota services are available to assist
you. You can learn more about the broad range of confidential
mental health services available on campus via the Student
Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility
Academic freedom is a cornerstone of the University. Within the
scope and content of the course as defined by the instructor, it
includes the freedom to discuss relevant matters in the
classroom. Along with this freedom comes responsibility.
Students are encouraged to develop the capacity for critical
judgment and to engage in a sustained and independent search
for truth. Students are free to take reasoned exception to the
views offered in any course of study and to reserve judgment
about matters of opinion, but they are responsible for learning
the content of any course of study for which they are enrolled.
(Language adapted from the American Association of University
Professors "Joint Statement on Rights and Freedoms of
Students.") Reports of concerns about academic freedom are
taken seriously, and there are individuals and offices available for
help. Contact the instructor, the Department Chair, your adviser,
the associate dean of the college, or the Vice Provost for Faculty
and Academic Affairs in the Office of the Provost.
Strategic Objectives & Consultation

Name of Department Chair Approver:
Marc Swackhamer

Strategic Objectives - Curricular Objectives:
How does adding this course improve the overall curricular objectives of the unit?
Architecture Portfolio Design serves undergraduate architecture students in both the Bachelor of Science in Architecture Major and Bachelor of Design in Architecture degree programs. The course is an elective; enrollment and demand have been consistently strong for this course, which has been offered as a topics course by an adjunct architecture faculty member. The director of the BS and BDA programs agreed that this course should be reviewed by the undergraduate curriculum committee and converted to a regular offering with oversight by governing faculty.

Does the unit consider this course to be part of its core curriculum?
No.

Strategic Objectives - Core Curriculum:
In order to prevent course overlap and to inform other departments of new curriculum, circulate proposal to chairs in relevant units and follow-up with direct consultation. Please summarize response from units consulted and include correspondence. By consultation with other units, the information about a new course is more widely disseminated and can have a positive impact on enrollments. The consultation can be as simple as an email to the department chair informing them of the course and asking for any feedback from the faculty.

Consulted both Sue Chu, Graphic Design Program Director and Liz Hruska in CDES Career and Internship services and both support the offering of this course, which has no overlap with other curriculum. Support was expressed through email consultation.

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