

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Agriculture	Today's Date:	1/13/2012	
b.	Department/Division: Landscape Architecture			
c.	Contact person name: Ned Crankshaw	Email: ned.crankshaw@uky.edu	Phone:	257-4691
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: LA 990			
b.	Full Title: Capstone Seminar			
c.	Transcript Title (if full title is more than 40 characters):	_____		
d.	To be Cross-Listed ² with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ 2 Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	2		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	A capstone course in which students will formally document their competency relative to knowledge, skills and abilities developed while in this program. In addition, this course will help students prepare to become practicing landscape architects and/or pursue additional formal education. Seminar, three hours per week; Field trip(s). Prerequisites: LA 842 or permission of instructor.		
j.	Prerequisites, if any:	LA 842		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
5.	Are facilities and personnel necessary for the proposed new course available?			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
6.	What enrollment (per section per semester) may reasonably be expected?	20		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain:	_____		
8.	Check the category most applicable to this course:			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	Course Relationship to Program(s).			
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES ⁵ , list affected programs:	Landscape Architecture		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.		

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: LA 990

Proposal Contact Person Name: Ned Crankshaw Phone: 257-4691 Email: ned.crankshaw@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Landscape Architecture Dept	1/26/2012	Ned Crankshaw / 257-4691 / ned.crankshaw@uky.edu	
Undergraduate Curriculum Comm., COA	2/17/2012	Larry Grabau / 7-3469 / larry.grabau@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	3/27/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Capstone Seminar: Transitioning from the campus to the workforce

Listed as LA 990-001

Spring Term 2013

Department of Landscape Architecture

College of Agriculture

Instructor: Brian D. Lee, Ph.D.
Office Address: S305 Agricultural Science North
1100 Nicholasville Road
Lexington, Kentucky 4046-0091, United States of America
Office Phone: (859) 257-7205 (departmental voicemail is available)
Email: blee@uky.edu (I do not have a SmartPhone and do not systematically check email but please feel free to send email proactively)
Office Hours: Friday 10:00 - 11:00AM (Drop-in) or by appointment at other time arranged with me.
Class Schedule: MW 10:00–11:30 AM
Class Location: A-5 Agriculture Science North and on-line as appropriate
Credit Hours: 2

Course Description:

A capstone course in which students will formally document their competency relative to knowledge, skills and abilities developed while in this program. In addition, this course will help students prepare to become practicing landscape architects and/or pursue additional formal education. Seminar, three hours; Field trip(s).

Prerequisites: LA 842 or permission of instructor.

Student Learning Outcomes:

A student at the moment of perfectly completing this course should be able to:

1. Compose materials to document their experiences while in this program for use during employment search or in pursuing graduate school education.
2. Critique and make recommendations concerning the department-sponsored spring event for career development.
3. Summarize important aspects of professional practice from both organizational and personal perspectives including the professional licensure process.
4. Analyze and synthesize important current issues in the context of established theories, methods, and ethics in the landscape architectural field.
Review, evaluate, and communicate ideas and concepts from written material or a software application following guidelines relative to a "Book Review" that would be publishable in academic (*Landscape Journal*) and/or popular media (*Landscape Architecture Magazine*).

Required Materials:

The course has a required textbook in addition to government or other agency publication(s) which will be specified in class. *In addition, there will be several addition resources that students will be directed to during the semester.*

Required

Foster, K. (2010). *Becoming a Landscape Architect: a guide to careers in design*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Description of Course Activities and Assignments

Readings/lectures will be complemented with discussions, exercises, and/or experiences. Much of the learning generated in this course will be through various forms of group and class discussions. There will be frequent questions posed, most of which do not have right or wrong answers but instead are designed to encourage discussion about a topic or the resolution/perspectives of an issue. You will be challenged to defend your ideas while also respecting and seriously considering what your peers have to offer. The instructor has made every effort to structure the course workload in such a way as for you to dedicate ~6 hours/week of time outside of the normally scheduled class periods for this course. This follows the typical ratio of two hours of homework for every hour of class meeting time. Each class period will require preparation time.

Topics Covered

What is a Professional; Overview of Profession

- Responsibilities of Being a Professional

- Career Options and Relationships with other Professionals

- Professional Ethics and Values

- LABOK and Continuing Education

- Social Responsibility in the Design Fields

Marketing Yourself Strategies

- Personal Development

- Interviews and Interviewing Expectations/Norms

- Resume

- Cover Letter

- Recent Graduate Surveys and Workplace Trends

- Multiple Paths Post-UKLA

 - Private Practice, Graduate School, Government Practice, Nonprofit

- The First Day on the Job

 - Documents and Materials to Bring

 - Expectations

- Employment, Financial, Health Literacy for the Entry Professional

Public Relations, Advocacy at the State and National Level

- Our Profession's Relationship/Response to Regulations

- Presentation of Book Review (*includes video-taped and critiqued dress-rehearsal)

Ethics and Leadership

- Politics, Ethics, and Morality

- Leadership Qualities

L.A.R.E. – Licensure Registration

- Project and Construction Administration

- Inventory, Analysis, and Program Development

- Site Design

- Design and Construction Documentation

- Grading, Drainage, and Stormwater Management

- Continuing Education

Business Side of Profession

- Office Organization and Management Approaches

- Project Development

- Business Structures and Practices Relative to Landscape Architecture and Design Related Fields

Assignment Description

Assignment 1

Initial Conceptualization of Career Goals over the next 1, 5, 10, 20 years
Write Your Obituary
Cover Letter and Resume

Assignment 2

Mock Interview

Assignment 3

Written Critique and Recommendations for Actions for future career fair / portfolio day

Assignment 4

Popular Media Opinion Piece for a topic of interest relative to landscape architecture

Assignment 5

Book or Software Informational Speech and Written Review

Write a book review of a book much like you would find in *Landscape Journal* or other peer-reviewed journal. Typically, book reviews focus on recent publications. One variation of this review is that your review does not have to focus on a recent work, sometimes reviewing a book that is decades old through a modern lens is very valuable. Your review can be compiled with everyone else's from the team and distributed back out to the team should the team like to do this activity since the audience for your review is other landscape architects. Once you pick a book be sure to get the consent of the instructor. You can think broadly on this but the choice should not be of something you are reading for another class or have previously read. It is anticipated that everyone will pick a different book. The book choice should relate to the broad field of landscape architecture and the review should be 500-750 words.

A few specific publications that might get you started are:

- Architecture for Humanity. (2006). *Design Like You Give a Damn: Architectural Responses to Humanitarian Crises*. New York:Metropolis Books.
- Babbitt, B. (2005). *Cities in the Wilderness*. Washington,DC:Island Press.
- Dean, A.O., & Hursley, T. (2002) *Rural Studio: Samuel Mockbee and an Architecture of Decency*. New York:Princeton Architectural Press.
- Leopold, A. (1986). *A Sand County Almanac: Mass Market Paperback*. New York:Ballantine Books.
- Rome, A. (2001). *The Bulldozer in the Countryside: suburban sprawl and the rise of American environmentalism*. New York:Cambridge University Press.
- Mann, A.T., & Davis L. (2010). *Sacred Landscapes: the threshold between worlds*. New York:Sterling Publishers.

For additional examples of possible selections, you can try browsing the lists found on these web pages:

- http://www.gardenvisit.com/history_theory/books_reviews/books_100_best
<http://www.planning.org/centennial/greatbooks/>
<http://laep.ced.berkeley.edu/admissions/booklist>

In addition to using the “template” found at <http://owl.english.purdue.edu/owl/resource/704/01/> you should address several points in your book review:

- ✓ How does or doesn't this book apply to this course? (It is OK if it does not in your mind.)
- ✓ Where would you suggest the book be used in the UKLA curriculum if a faculty member adopted the reading?
- ✓ Should it replace the book(s) currently used or used in addition?
- ✓ How does this book compare and contrast to other books you have read?
- ✓ Why is this better or worse?

The Course Binder

All of your materials for this course should be compiled in a 3-ring binder for easy retrieval for personal learning portfolio development or clarifying grade book discrepancies should they occur. Absence of a graded assignment will receive no credit if there is a discrepancy. The binder to use is the Aurora Ecovue D-Ring View Binder (3", black or white, such as can be found at <http://www.ecogreenoffice.com/catalog/item/9102>). This binder is required to facilitate easy material handling for this course. It is also possible to create this binder in a similar digital form.

The Writer's Workbook Section

You will be required to write in this course. This workbook is for documenting your intellectual growth during this semester as well as at this institution. Each of the drafts of the materials you author will be placed in this workbook. It is critical to maintain all of the materials from the editing process in order to track the material development. In general, the editing process for anything you write this semester will involve a number of edited drafts and revisions. Initial comments can be obtained from the instructor about the draft concerning the major content and structural issues of the writing piece.

Typically, the first step is to have a classmate read your work followed by a non-LA student. After each step, a revision could/should be made for errors and clarity based on the comments of each reader. The instructor will read the result of these previous edits. The instructor will read and edit mostly for content but also for style and clarity. It normally takes about a week for the instructor to edit material so plan your submissions accordingly.

The generalized writing process used in the studio to help you write an acceptable document

1. You draft
2. You read aloud and make corrections
3. Someone else reads and comments for you
4. You revise
5. Multiple "elses" read and comment during a read around
6. You revise and reread
7. Instructor reads and comments
8. You revise
9. Someone reads and comments
10. You revise and make submission (more revisions maybe required)

The writing is to be professionally done using appropriate style, grammar, and spelling. In keeping with UK policy (S.R. 5.2.4.3), you are expected to use English properly in all aspects of the course. The appropriate style of the course is the American Psychological Association (APA) 6th Edition. In addition, there are two good sources of help for writing besides myself. The Writing Center at the University of Kentucky <http://www.uky.edu/AS/English/wc/> and the Online Writing Lab at Purdue University <http://owl.english.purdue.edu/>. You can also use the APA style manual at <http://www.apastyle.org/>. You may find *The Concise Rules of APA Style* by the American Psychological Association to be a valuable resource as well as *APA: The easy way!* by Houghton & Houghton. These works are also available at local bookstores or through on-line vendors.

Finally, a source resource page has been developed for this field of study and was introduced during the first day of class. In addition, you should be familiar with <http://www.uky.edu/Ombud/Plagiarism.pdf> as well as related sites. Certainly all tables, graphs, figures, images, and complete references should be in the writing draft prior to anyone reading the material. Incomplete drafts will not be reviewed by the instructor. Errors are understandable but no attention to the common rules of writing is inexcusable. Due to copyright issues, each author is to provide original material. You should likely make your own images, figures, etc. and give credit to the originator of the material. In general, pretty much everything should indicate a source and say "Adapted from..." It is your responsibility to know about and be sure there are not copyright infringement issues with the work you submit. Copyright infringement is a serious issue and your responsibility as author.

The Reference Resource Notebook Section

This notebook is for maintaining a copy of all the references you utilize this semester. Any journal articles you use should be maintained in this section. If the reference is a book or edited volume, you should have a copy of the title page and the copyright page. If you use a webpage, you should provide at least one page of the source that includes the webpage and date in the footer area of the page. You should begin the section with a reference list in APA format and then order the actual references in the order as specified by APA. If you use maps or other digital data not easily provided in the binder format, you should include them on the reference list and note that they are not specifically in the binder. It is intended that this will help you in your writing process to communicate your ideas. It will also allow for better reference checking during the entire editing process. Where possible, duplex print all the materials to save resources. This binder will be able to serve you as you enter the professional workforce and might be something that you will continue to use in each of the projects that you work on as a professional.

The Personal Learning Portfolio Section

The audience for the portfolio is a prospective employer as well as yourself. This portfolio can be a valuable demonstration about you as a life-long learner to potential employers. I will provide an example of what I mean in terms of layout/formatting if you would like. I am also happy to talk about more specifics of the purpose of the learning portfolio as well as the form. Many of the components of this part of the course could be addressed within the first week or so of this semester. In general, the sections will include:

1. Personal semester learning goals for this course. (What do you want to accomplish this semester in this course as an individual?)
2. A ~100 word biography to cover hometown, professional experience, particular expertise, what you plan to do when you graduate.
3. Philosophy as a learner (>1-page)
4. Philosophy as a designer/planner (>1-page)
5. What did you learn from this program of study? What would you do differently if you were to do this program again? How would you prepare differently? What courses would you take again and why? Which course(s) would you not take and why?
6. What skills do you need to still work on for professional development? What skills have improved, how and why? What is the most important thing you learned from this program? What are you most proud of this term? What was the most difficult part of this course and how did you adapt?
7. What advice would you give a prospective student about preparing for this program?
8. What part(s) of a traditional design process is the most and least “comfortable” for you and why?
9. Books and Articles you have read while at UK
Simply write a bibliographic entry for each book you have read while attending the University of Kentucky and indicate which class you read it in; at the end of the citation note whether you read all of it or a percentage of the book. Break the list up by Studio, LA Courses, and non-LA Courses.
10. On a single page, draw a concept diagram that illustrates (with labels) how you visualize this course and how each previous studio and LA course contributed to LA 990. The idea is to illustrate the mental connections you have made with the concepts, issues, and materials presented in this course back to previous courses/studios. If you do not see any connections with some courses/studios, simply provide a list of the course(s) along with a brief explanation of why you think that course had no relevance to this capstone course.

Grading Policies:

There will be multiple assignments with a relatively low value of available points for each assignment. The course is based on a system that rewards points for doing good work. The better work you do the more points you earn. You will be able to demonstrate most of what you learned in this course during the final examination. There is no “curve” in the grading of this class. The class grading is based on 100 points. Mid-term grades will be posted in *myUK* by the established deadline in the Academic Calendar

(<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Attendance:

Attendance is not optional; three unexcused absences (or excessive lateness) are cause to remove you from the class or issue an automatic “E” for a final grade at the instructor’s discretion. A tardy is the same as an absence; likewise for leaving class early. You have the option to schedule one (1) interview day where you may miss part or an entire class period to engage in a professional development activity (e.g., employment interview or a graduate school visit). This will be considered an excused absence in the context of this course as long as you report to the class during class time about your experience. The Portfolio/Career Fair is considered a normal part of this course and you are expected to be on location during the entire event even though the normal class activities will not be conducted for part of the period. Attendance will start counting on the first day of class following the end of the Drop/Add period. University closures will prevail. I use www.time.gov to set my watch. Disputes regarding absences will be resolved based on written documentation.

Exceptions will be made for extenuating circumstances provided you submit appropriate documentation. As standard operating procedure set forth by the university leadership, the following information controls how absences can be addressed. Students need to notify the professor of absences prior to class when possible. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Interview Day Absence:

I recognize and support you as a student to attend interviews with design/planning firms and/or for graduate school. I see this as a valuable learning opportunity for you as well as the class. Therefore, you can use one (1) class period for professional development activities (travel, actual interview, etc.) directly related to an interview beyond the Portfolio Day. In order to simplify record keeping, a partial period interview absence will be considered as a whole period. The student should submit a written request to the instructor for an Interview Day at least one week in advance, any required assignment due that day must be in the hands of the instructor prior to the absence. The instructor reserves the right to deny a student’s request for an Interview Day if such absence would significantly impact the activities scheduled for that day. In addition, at the following class meeting, the student needs to make a short presentation about the interview experience to the rest of the class. This short presentation should include impressions of the firm/school, questions asked, a description of how long the process took from initial contact to interview, etc.

Religious Holidays

University policy requires you to provide me a note stating that you should not be academically penalized by course requirements when you have legitimate religious observance grounds and that accommodation should be made for your observance. The note is to be supplied at the beginning of the term. For this course, the beginning of the term is considered to be not later than the last class period for this course to be added to your schedule. The determination of religious holidays is made by the Offices of Institutional Diversity, the Dean of Students, and the Ombud. In short, my intent is to happily and fully accommodate religious observance(s) while providing a productive learning environment.

The websites below are typically helpful in identifying the high holy days of many religions:

<http://www.interfaithcalendar.org/http://www.pbs.org/wnet/religionandethics/multifaith-calendar/>
<http://www.bbc.co.uk/religion/tools/calendar/>

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Grade Assignment Distribution:

Attendance	(10%)
Assignments	(50%)
Course Binder	(10%)
Quizzes and Final Exam	(25%)
<i>Class Participation</i>	(5%)

Class participation will be based on my impression on the amount and quality of your participation. A lot of this class is about working with, learning from, and teaching your peers. Asking questions, helping a classmate, relating how you have seen ideas used outside of this course are all examples of good class participation. Surfing the web for unrelated websites, use of text messaging technologies, cell/pager usage are all examples of disruptive activities and can result in appropriate academic procedures being followed if those activities are not related to the course. At a minimum, you may not receive any credit for class participation. If there is an element of uncertainty about a participation action, please ask me, I am happy to provide clarification.

Grading Scale:

	A = 93–100	A– = 90–92
B+ = 87–89	B = 83–86	B– = 80–82
C+ = 77–79	C = 73–76	C– = 70–72
D+ = 67–69	D = 63–66	D– = 60–62
E = < 60%		

Submission of Assignments:

It is our objective as facilitators/mentors/instructors to do what we can to help you complete the requirements for this course so you can participate in graduation with all requirements completed. We prefer not to continue the assignments beyond graduation. However, the instructors have the responsibility to insure the products you produce are of the quality expected from the UK LA program and, more importantly, serve as evidence of your education. As part of this process, revising, editing, and reworking are essential to uphold those standards. You should allow sufficient time to complete this process prior to actual deadlines since revisions are typically necessary.

You have the obligation to work hard this semester to complete the assignments. It is possible that outside reviewers will be present for certain assignments. Failure to perform professionally in class, on assignments, or during field trips may result in a non-passing grade for the course.

Due to the nature of this course, there will be a number of ways work is submitted which will be discussed as the semester progresses based on the context of the assignment. Certainly the three binders previously described will be one method of submittal. In addition, your writing drafts and the materials for your personal learning portfolio should also be submitted on a CD and included in the pocket of *The Writer's Workbook* with a similar digital filing system to the binders.

All refined assignment products are to be submitted by the student by close of business on the date specified in class.

The Final Exam Period is scheduled for TIME – DATE in our normal meeting location.

Instructor/Student Dialogue:

ALWAYS feel free to ask questions when you do not understand what we are covering. PLEASE contribute to class discussion. I really like to interact with students in face-to-face settings and prefer to only use phone and in particular email communication for unexpected situations. I will give you a quarter sheet of paper at the beginning of each class for you to write feedback or questions about the class. At the end of each class meeting, leave the feedback sheet on the back table. Please do not write your name on the sheet of paper. I want you to

feel free to give me constructive feedback or ask questions about what we covered that you do not understand. I use this feedback to adjust my teaching and to revisit unclear topics at the beginning of the next class. This feedback mechanism is known as a one-minute paper.

Second, I like to stop about halfway through each class period to give you time to turn to your neighbor and discuss what was being talked about or what we were doing. This usually generates some comments or questions to clarify a point from the first half of the class. If you have a question, chances are that someone else has the same question so please ask for clarification or further explanation about what we are doing.

The third resource I often use is the Teaching and Academic Support Center. Bill Burke and/or Kathryn Cunningham are likely to be in for a class observation and then the class will have an opportunity to talk with him/her without me present. I will fill you in more about how this works as the time draws near if I can schedule a visit. Typically, I like to do this activity about 1/3 to 1/2 of the way through the semester depending on timing.

All three of these strategies are designed to help me improve the learning environment for you. Kenneth Elbe once wrote: "Learning and teaching are constantly interchanging activities. One learns by teaching; one cannot teach except by constantly learning." (Elbe, K.E. (1988). *The Raft of Teaching. a guide to mastering the professor's art*. San Fransico:Jossey-Bass.) I am looking forward to teaching and learning with you this semester.

Academic Integrity:

I consider this to be essential in my classes and take it very seriously. As set forth by the university leadership in policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the *Code of Student Rights and Responsibilities*. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage

in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic or other database to check for plagiarism.

Accommodations Due to Disability:

If you have a documented disability, which requires academic accommodations, please see me as soon as possible during scheduled office hours, before or after class, or another time. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Resolution of Differences

I appreciate you bringing my attention to any perceived or real errors or omission I may have made so that we can resolve any potential differences. In the event that we cannot reach a resolution, I encourage you to exercise your right to contact the University's Academic Ombud's Office. General and contact information can be found at <http://www.uky.edu/Ombud/index.php>.

Tobacco-Free Campus

Remember, the University's tobacco-free policy prohibits the use of all tobacco products throughout all areas of the contiguous UK campus in Lexington, indoors and out (including parking areas and personal vehicles while on campus). Prohibited tobacco products include traditional cigarettes, e-cigarettes, chewing tobacco, pipes, cigars, and snuff, among others. Staff, faculty and students who violate the policy may face disciplinary action. Obviously, the classroom/studio fall into this and by extension field trips related to this course are included. Use of the products during class will be grounds for you to be required to leave the class for the remainder of the period as if it was an unexcused absence.

To learn more about the tobacco-free policy, including links to tobacco cessation resources, visit: <http://www.uky.edu/TobaccoFree/>. The University community appreciates your ongoing respect for, and compliance with, this policy.

Note:

I reserve the right to modify the syllabus at any time during this semester in order to achieve the student learning outcome(s) of the course. Modifications include but are not limited to steps to correct errors and omissions that may have occurred. If I do modify the syllabus, the new version or addendum will be provided to each student during class meeting time(s). There will also be a reasonable amount of time for the correction to be implemented.