Faculty of Architecture, Landscape and Visual Arts

UNIT OUTLINE
LACH 2201 – RURAL DESIGN STUDIO

‘WHO ARE YOU, RURAL?’

SEMESTER 1 - 2011

CAMPUS: CRAWLEY
Rooms 4.12 & 4.13
UNIT STAFF
AILSA GRIEVE, SIMON KILBANE & JOSEPHINE NELDNER
UNIT DETAILS

Unit title: Rural Studio
Unit code: LACH 2201
Credit points: 12
Availability: Semester One
Location: ALVA Building Rooms 4.12 & 4.13
Unit web page: www.alva.uwa.edu.au/students

UNIT RULES

Contact hours: 6 HRS PER WEEK – Wednesdays: 10AM-1PM and 2-5 PM
Field trips will also be conducted as per this course guide.
Pre requisites/advisable prior study and incompatibility: Available at www.handbook.uwa.edu.au

CONTACT INFORMATION

Unit Coordinator: AILSA GRIEVE
Unit coordinator email: ailsa.grieve@uwa.edu.au
Unit coordinator phone number: 6488 1566
Coordinator consultation hours: 10 – 1pm Thursday’s – Appointments are welcomed

Unit Coordinator: SIMON KILBANE
Unit coordinator email: 19416451@student.uwa.edu.au
Unit coordinator phone number: 6488 1554
Coordinator consultation hours: 10am – 1pm Tuesdays – Appointments are welcomed

Tutor/assistant name: JOSEPHINE NELDNER
Email: 20726276@student.uwa.edu.au

COMMUNICATION

When you enrol at UWA you are automatically assigned an email address. This address is then used for official electronic correspondence unless you advise in writing that this is not acceptable. For more information about your UWA Student Email account and services available you should visit http://www.ucs.uwa.edu.au/web/students/email

Staff may communicate with students by email, so all students should ensure that they:
(a) activate their Pheme account and student email account
(b) check their account regularly (at least twice per week)
(c) communicate with University staff ONLY through their student email account. (Staff are not required to respond by email to any other addresses.)
UNIT DESCRIPTION

Introduction
The Rural Studio concerns the environmental, cultural and aesthetic conditions of agricultural and related industrial landscapes. The studio generally undertakes an analysis of the context and then explores a range of master or site planning strategies to variously develop, manage and conserve the landscape. Thereafter, finer-grained studies of specific sites and themes constitute the studio’s main design exercises. The studio will involve community collaborations and field trip/s.

Unit aims and objectives
The Rural Studio follows the Bioregional Studio in the Landscape Architecture Studio schedule and assumes that students appreciate the concepts of environmental bioregionalism and cultural landscape character typing across broad scale landscapes. For the rural studio and its chosen sites and subjects these landscape attributes are essential in defining what landscape architects refer to as a sense-of-place or the genius-loci of the sites in question. From the clearly stated learning outcomes and corresponding assessment criteria this studio will explore opportunities for students to prepare environmental and cultural analyses, conceptual and detail design drawings and brief written design statements that address the respective project design briefs.

Learning outcomes
Students develop an ability to gather and creatively interpret information concerning broad-scale landscape systems involved in agricultural and related industrial landscapes; an ability to manipulate landscape analysis processes and mapping techniques and translate that information into a design process; an appreciation of the complexity of socioeconomic and ecological issues related to rural and regional contexts and how these issues might inform design; and the ability to conceive of and convincingly represent design proposals in a broad range of media. Refer “Learning Outcomes and Assessment Criteria” in this guide.

UNIT REQUIREMENTS

It is expected that students submit all written work in typewritten form. Access is provided to computers and software in the ALVA computer labs. Students must make their own arrangements to obtain and activate user accounts if they require use of this service.

This unit outline should be read in conjunction with the relevant studio guide provided by respective studio coordinators.
UNIT STRUCTURE

Class types (lectures, tutorials/seminars, workshops), venues, days and times
The class types will be typically ‘hands-on’ workshops with period seminars at the start and end of projects. Informal and formal presentation & critique sessions will also be undertaken over the semester. Studio times are Monday’s 10 AM - 1 PM (see location indicated in semester calendar) and Wednesday’s 2 PM - 5 PM in Rooms 4.12 & 4.13.

Attendance/participation requirements
Students are required to attend all studio sessions.

Studio sessions are compulsory.
If a student is not able to attend all or part of a studio session they must notify the studio coordinator by email or phone prior to their absence, if possible 24 hours in advance.

Materials and Equipment
Students will be expected to buy all their own materials and equipment. Students should discuss these requirements with their coordinator prior to purchase.
Sketch book and pens etc $25
Field Trip $200 (subsidised partly by Faculty, details to come)
Consumables (CDs, paper etc) $50
Folio Production $200

Transperth Smart rider: if you don’t have one, you should get one – allows student concession travel from Fremantle to Midland for fieldwork and for rural field trip. See:

UNIT TIMETABLE
www.timetable.uwa.edu.au
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Day</th>
<th>What’s on...</th>
<th>Where...</th>
<th>Project...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28th Feb</td>
<td>Monday</td>
<td>Studio - Introduction</td>
<td>G22 (10 am – 11am)</td>
<td>Project 1:</td>
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<td>Project 1 - Introduction</td>
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<td>A Rail Tale</td>
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<td>2</td>
<td>02 Mar</td>
<td>Wednesday</td>
<td>Studio in-situ</td>
<td>Fremantle Train Station</td>
<td>Project 2:</td>
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<td></td>
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<td></td>
<td>Project 1 - Due Project 2 - Introduction</td>
<td>Meet at station entrance 09.58am (10am – 12.00pm)</td>
<td>The Big Railway Analysis</td>
</tr>
<tr>
<td>3</td>
<td>07 Mar</td>
<td>Monday</td>
<td>Studio in-situ</td>
<td>City Farm and Perth</td>
<td>Project 3:</td>
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<tr>
<td></td>
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<td></td>
<td>Meet at City Farm, East Perth, 10am (10am – 12pm)</td>
<td>Fremantle Artistic Cartography</td>
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<tr>
<td>4</td>
<td>09 Mar</td>
<td>Wednesday</td>
<td>Project 2 - Desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (2pm – 5pm)</td>
<td>Project 4:</td>
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<td>The York Exhibition</td>
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<td>5</td>
<td>16 Mar</td>
<td>AM</td>
<td>Studio in-situ</td>
<td>Railway Heritage Museum</td>
<td>Project 5:</td>
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<td>Meet entrance @ 10am (10am – 12pm)</td>
<td>Bringing it Back</td>
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<tr>
<td>6</td>
<td>16 Mar</td>
<td>PM</td>
<td>Project 2 - Desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (2pm – 5pm)</td>
<td>Project 6:</td>
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<td>Fremantle to Midland Artistic Cartography</td>
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<td>7</td>
<td>21 Mar</td>
<td>Monday</td>
<td>Studio in-situ</td>
<td>Midland</td>
<td>Project 7:</td>
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<td>Project 2 – Due</td>
<td>Meet at train station entrance @ 10am (10am – 12pm)</td>
<td>Bringing it Back</td>
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<tr>
<td>8</td>
<td>23 Mar</td>
<td>Wednesday</td>
<td>Project 3 - Introduction</td>
<td>Studio 4.12 + 4.13 (2pm – 5pm)</td>
<td>Project 8:</td>
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<td>Bringing it Back</td>
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<td></td>
<td>Field Trip</td>
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<td>9</td>
<td>04 Apr</td>
<td>Monday</td>
<td>Project 3 Due + Guest critics</td>
<td>First Floor Gallery (TBC), ALVA, UWA (10am pin-up)</td>
<td>Project 9:</td>
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<tr>
<td>10</td>
<td>06 Apr -</td>
<td>Wednesday</td>
<td>FIELD TRIP Project 4 – Introduction</td>
<td>Meet at East Perth Station 8:30am (more info to come...)</td>
<td>Bringing it Back</td>
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<td>11</td>
<td>11 Apr</td>
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<td>Project 10:</td>
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<td>Project 4 - Exhibition</td>
<td>York Town Hall (5pm pin-up)</td>
<td>Bringing it Back</td>
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<tr>
<td>12</td>
<td>10 Apr</td>
<td>Sunday</td>
<td>Return from Field Trip</td>
<td>N N E T U R E</td>
<td>Project 11:</td>
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<td>Bringing it Back</td>
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<td>13</td>
<td>13 Apr</td>
<td>Wednesday</td>
<td>Project 5 – Introduction</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 12:</td>
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<td>Bringing it Back</td>
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<td>Field Trip</td>
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<td>14</td>
<td>20 Apr</td>
<td>Wednesday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 13:</td>
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<td>Field Trip</td>
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<td>15</td>
<td>25 Apr</td>
<td>Wednesday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
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<td>N E A C H W E E K</td>
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<td>16</td>
<td>30 May</td>
<td>Monday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 14:</td>
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<tr>
<td>17</td>
<td>04 Jun</td>
<td>Wednesday</td>
<td>Project 5 – Pin up + Guest critics</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Bringing it Back</td>
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<tr>
<td>18</td>
<td>11 Jun</td>
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<td>Project 15:</td>
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<td>Project 5 – Pin up + Guest critics</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Bringing it Back</td>
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<tr>
<td>19</td>
<td>18 Jun</td>
<td>Wednesday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 16:</td>
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<td>Bringing it Back</td>
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<td>20</td>
<td>25 Jun</td>
<td>Wednesday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 17:</td>
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<td>Bringing it Back</td>
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<td>21</td>
<td>30 Jun</td>
<td>Monday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 18:</td>
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<td>Field Trip</td>
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<td>22</td>
<td>07 Jul</td>
<td>Wednesday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 19:</td>
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<td>14 Jul</td>
<td>Monday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 20:</td>
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<td>Field Trip</td>
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<td>24</td>
<td>21 Jul</td>
<td>Wednesday</td>
<td>Project 5 – desk crits + Pin Ups</td>
<td>Studio 4.12 + 4.13 (10am – 5pm)</td>
<td>Project 21:</td>
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<td>Bringing it Back</td>
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<td>Field Trip</td>
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</tbody>
</table>
### ASSESSMENT MECHANISM

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 – A RAIL TALE</td>
<td>2.5%</td>
<td>Wednesday, 2nd March 2011</td>
</tr>
<tr>
<td>Interim Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2 – THE BIG RAILWAY ANALYSIS</td>
<td>20%</td>
<td>Monday, 21st March 2011</td>
</tr>
<tr>
<td>Interim Assessment – Group Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 3 – Freo To Midland Artistic Cartography</td>
<td>15%</td>
<td>Monday, 4th April 2011</td>
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<tr>
<td>(Includes GIS Component)</td>
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<td></td>
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<tr>
<td>2.5% Interim Assessment</td>
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<tr>
<td>Assessment 4 – WHO ARE YOU, RURAL?</td>
<td>10%</td>
<td>Friday 03rd June, 2011</td>
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<tr>
<td>Final Folio – Group Work</td>
<td></td>
<td>Folio submission – 3-4pm</td>
</tr>
<tr>
<td>Assessment 5 – BRINGING IT BACK</td>
<td>50%</td>
<td>Friday 03rd June, 2011</td>
</tr>
<tr>
<td>Final Folio</td>
<td></td>
<td>Folio submission – 3-4pm</td>
</tr>
</tbody>
</table>

### LEARNING OUTCOMES AND ASSESSMENT CRITERIA IN LANDSCAPE ARCHITECTURAL DESIGN

<table>
<thead>
<tr>
<th>AREAS OF PERFORMANCE</th>
<th>OUTCOME STATEMENTS</th>
<th>ASSESSMENT CRITERIA aligned to outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCEPT</td>
<td>Exercise problem definition and gather information towards the development of a design proposal. Initiate an ethical and holistic appreciation of the bioregional and rural landscape.</td>
<td>Demonstration of creative cultural and ecological data inventory and analysis of site area/s and systems applicable to bioregional and rural landscapes.</td>
</tr>
<tr>
<td>DESIGN DEVELOPMENT</td>
<td>Test possibilities for master planning large scale bioregion and rural landscapes including modest design propositions to a schematic level</td>
<td>Demonstration of the creative synthesis of cultural and ecological issues in order to define design opportunities and constraints for the areas of study applicable to bioregional and rural landscapes.</td>
</tr>
<tr>
<td>TECHNICAL INTEGRATION</td>
<td>Apply technical areas of study in the design process at moderate level with regard to bioregional and rural landscapes.</td>
<td>Demonstration of systematic exploration (hypothesis, evaluation and re-appraisal) of planning and design strategies for bioregional and rural landscapes.</td>
</tr>
<tr>
<td>CONTEXTUAL AWARENESS</td>
<td>Analyse and interpret landscapes towards a theoretical and practical basis for design.</td>
<td>Demonstration of inventiveness in concept/s formation and master plan design development in response to bioregional and rural landscapes.</td>
</tr>
<tr>
<td>COMMUNICATION &amp; PRESENTATION</td>
<td>Develop confidence with graphic, written and verbal communication and presentation skills</td>
<td>Demonstration of capacity for clear and engaging communication and presentation</td>
</tr>
<tr>
<td>OTHER</td>
<td>Active Studio Attendance &amp; Participation</td>
<td>Articulated Written Design Manifesto (Projects 2 &amp; 4)</td>
</tr>
</tbody>
</table>
**ASSESSMENT / UNIT OVERVIEW**

The Rural Studio explores the concept of ‘rural’ in the 21st century.

The studio will analyse and document bio-geo-physical, ethno-historical and cultural qualities along the length of the Fremantle to York rail corridor as a tangible connection across space and time, which associates Perth with its historical and contemporary rural hinterland. Explorations, throughout the semester via assessment, readings and discourse will guide students to develop their own response to the studio ‘question’ through various design and analysis projects along the length of this rail corridor.

### Assessment 1 – 2.5%

**‘RAIL TALE’**

**(i) brief description:** This project will break the ice into the first part of the studio. Students are requested to produce a ‘one sentence story’ and relevant image focusing on historic (Rural) Perth from the perspective of the Fremantle to York train-line. Transperth has a format for this which will start the discussion.

**(ii) submission requirements:** 1 X A3 sheet, printed and brought to field trip in Fremantle. Mounting, layout, text size and font etc to be agreed upon by class prior to submission.

**(iii) assessment criteria:** The project will be assessed according to the full Learning Outcomes & Assessment Criteria Grid.

### Assessment 2 – GROUP WORK - 20%

**‘THE BIG RAILWAY ANALYSIS’**

**(i) brief description:** Project two will begin site analysis along the entirety of the railway corridor. Students will be divided into research teams based on corridor analysis desirables – spatial information such as drainage, soils and vegetation. Research will be concentrated in variables that show the evolution of landscape across this ~150km transect.

**(ii) submission requirements:** Submission format specifics/requirements for this project will be decided collectively including formatting and graphic style. Teams will be required to enter their research findings into a shared illustrator file.

**(iii) assessment criteria:** The project will be assessed according to the full Learning Outcomes & Assessment Criteria Grid.

### Assessment 3 – 15%

**‘FREO TO MIDLAND ARTISTIC CARTOGRAPHY’**

**(i) brief description:** Students will creatively map a piece/portion of the rail corridor from Fremantle to York as a creative mapping project using the book ‘The Map as Art & Maps – Finding Our Place in the World’ as reference. Students can draw on any inspiration relevant to their piece and rural studio context. Each student will also need to liaise with students in adjoining pieces to link creative mapping components from individual pieces; this will be further explained in class. Students will be asked to contextualise their creative mapping with explanatory information panels.

This project will have a second component where students will workshop basic GIS mapping skills with Simon and present their piece through this means also.

**(ii) submission requirements:** Three (3) x A3 sheets: One (1) x A3 – Creative Mapping; One (1) x A3 – Information panel and One (1) x A3 GIS mapping.

**(iii) assessment criteria:** The project will be assessed according to the full Learning Outcomes & Assessment Criteria Grid.
Assessment 4 – GROUP WORK - 10%

‘WHO ARE YOU, RURAL?’

(i) brief description: This project constitutes part of the final folio submission and will be showcased in an exhibition in York as part of the Rural field trip. The field trip will be focused in investigating the qualities and nature of Rural through landscape visits and speaking with community members. Students will create an exhibition piece that captures this understanding of ‘Rural’. Students can use any medium of exhibiting including sound, sculpture and projection. Students will work in groups but will be responsible for developing their own response for folio as part of Assessment 4.

(ii) submission requirements: The exhibition piece plus one (1) A1 poster showcasing exhibition piece for final folio.

(iii) assessment criteria: The project will be assessed according to the full Learning Outcomes & Assessment Criteria Grid.

Assessment 5 – 50%

‘BRINGING IT BACK’

(i) brief description: This project has two parts. Responding in some way to Assessment 4, students are asked to develop:
1. A conceptual design for the Fremantle – York train-line and to develop one interlinking component of this concept (for example a plant palette or lighting design or a new system of land use).
2. A design in detail of one area of this conceptual design at the student’s choice. Design should ideas should reflect research products from enquiry into ‘Rural’ and the exhibition piece and be focussed on finding a new rural synthesis within the contemporary setting being explored within the Rural Studio and Ecology unit.

(ii) submission requirements: Minimum of one (1) A1 size sheet (full colour) for part 1 plus minimum of three (3) A1 size sheet for part two. Submit all final & process drawings in a folio folder by due date noted above. Note: drawing scales and full requirements will be confirmed in the studio.

(iii) assessment criteria: The project will be assessed according to the full Learning Outcomes & Assessment Criteria Grid.

Assessment for this studio is by folio submission that includeS a combination of interim and final submissions. In Level 1-3 studio units students must obtain a pass for the final submission (folio) in order to achieve a pass in the unit. A fail in the final folio submission may result in the student receiving a final grade of FC (Failed Component). If a student receives a grade of FC they are required to repeat the unit in the next available semester offering.

Supplementary assessment is not available in this unit except in the case of a bachelor’s pass degree student who has obtained a mark of 45 to 49 and is currently enrolled in this unit, and it is the only remaining unit that the student must pass in order to complete their course.
TEXTBOOKS AND RESOURCES

Recommended Texts

studio specific
http://www.wheatbelt.wa.gov.au/access/index
http://www.yorkwa.org/ York Tourist Bureau
http://cityfarmperth.org.au
http://mra.wa.gov.au/ Midland Redevelopment Authority
http://midlandatelier.com/


Information & Photographs at the Local History Libraries – Perth, Subiaco, Claremont, Fremantle ... (google)

indigenous specific
Hallam, S. J. 1975. Fire and Hearth: a study of Aboriginal usage and European usurpation in south-western
Australia.
Fremantle Press
Moriarty, R 2010. Listening to Country: A journey to the heart of what it means to belong. Crows Nest, Allen
& Unwin.

perth & australia landscape & climate change
Benedict, MA 2006, Green infrastructure : linking landscapes and communities / Mark A. Benedict, Edward T.
McMahon, Island Press, Washington, DC.
River, 1829-1850. Swan Valley Nyungah Community, Guildford, W.A.
Cork, S 2010. Resilience and Transformation – Preparing Australia for Uncertain Futures. CSIRO Publishing
Del Marco, A 2004. Local government biodiversity planning guidelines for the Perth Metropolitan Region.
Western Australian Local Government Association, West Perth, W.A.
Flannery, T 2006. The Weather Makers : The History and Future Impact of Climate Change, Melbourne, Text
Publishing.
Hamilton, C 2010. Requiem for a Species: Why we resist the truth about Climate Change, Crows Nest, Allen &
Unwin.
Hopper, S 2009. OCBIL theory: towards an integrated understanding of the evolution, ecology and
conservation of biodiversity on old, climatically buffered, infertile landscapes. international journal on plant-
soil relationships, 322, pp. 49-86.


Rippey, E.and Rowland, B. *Plants of the Perth Coast and Islands:* University of Western Australia Press 1995 Secretariat of the Convention on Biological Diversity 2010, Global Biodiversity Outlook 3, Montréal, 94 pages.

Seddon, G. 1972, *Sense of Place: A Response to an Environment: The Swan Coastal Plain:* University of Western Australia.


rural principles


Albrecht, G 2006. *Solastalgia: Environmental damage has made it possible to be homesick without leaving home.* Alternatives, 32, 34-36.


CANWA 2010. *Voices of the Wheatbelt: Our Place, Our Stories,* Perth, Community Arts Network WA.


Community Development and Justice Standing Committee 2004. Impact of the Arts in Regional Western Australia. Government of Western Australia, Perth: State Law Publisher.


Gard Ewell, M 2006. *Putting the Culture back into Agriculture*. Madison, WI: Community Arts Network Reading Room.
NHRA 2009c. *Climate Change and Rural Australia. Fact Sheet 20*. Canberra: National Rural Health Alliance Inc.
Wright, P 2009. *It’s like thinking with both sides of your brain. Big hART’s LUCKY Project : an imaginative intervention*. Devonport: Big hART/ Murdoch University.
Building clean-up and folio collection
Studios are expected to be left clean and tidy. Students must remove all personal property immediately after the submission of their folio. If the content of a folio is used for exhibition then the student must write their name on the back of the work so that when the exhibition is demounted collection is simplified. If staff or the Faculty wish to reserve work for reproduction and/or accreditation purposes then this should be negotiated with individual students.

Return of Student Work
Marked assessments submitted on time will be made available for collection by students at least one week before the next assessment in the unit is due, or no more than four weeks after submission, whichever is sooner.

Student Support
Student Services offers services and programmes that complement the university experience and promote links with the broader community. Information about the services offered is available at http://www.studentservices.uwa.edu.au/ss

Student Guild
Information about the University Student Guild is available at http://www.guild.uwa.edu.au

ACE
All newly enrolled students (at any level) are required to complete the Academic Conduct Essential (ACE) unit. Further information can be found at http://www.ace.uwa.edu.au

POLICIES AND PROCEDURES

Charter of Student Rights and Responsibilities
The University’s charter of student rights is available at http://www.secretariat.uwa.edu.au/home/policies/charter

Academic conduct and Ethical Literacy
The Faculty and the University take very seriously issues of academic literacy and ethical scholarship. The University has developed a series of policies relating to ethical literacy and the Faculty’s Academic Conduct Policy reflects these guidelines. The Faculty uses the University wide reporting and penalty mechanisms for students found to have been involved in academic misconduct. To view the Faculty’s Academic Conduct Policy please refer to: http://www.alva.uwa.edu.au/students/policies/academic-conduct

Appeals
Where there is dissatisfaction with an assessment result and/or progress status students may lodge an appeal. For information regarding the appeals process please go to: http://www.secretariat.uwa.edu.au/home/policies/appeals
FACULTY POLICIES AND PROCEDURES

Attendance
Under General Rule 1.2.1.15, students are required to attend prescribed classes and submit work of a satisfactory standard. Under General Rule 1.2.1.16 a student may be prohibited by the Faculty from undertaking further study or examination in the unit concerned if the requirements of 1.2.1.15 are not met.

Extensions
The Faculty approves extensions only in exceptional circumstances in order to ensure that all students are treated fairly and that submission date schedules, which are designed to produce ordered work patterns for students, are not disrupted. Extensions may be authorised only by the Manager, Student Office.

In all cases, requests for extensions require the submission of an official extension form before the due date.

To view the full ALVA Extension policy and application procedures go to: http://www.alva.uwa.edu.au/students/policies/extension

Submission of late work
All assessment tasks are due no later than 4pm on the date indicated in the unit’s Assessment Mechanism Statement, with the exception of in-class assessment items such as tutorial presentations. Any assessment task which is submitted after the time indicated in the assessment mechanism statement on the due date without a formal approved extension will be considered late and appropriate penalties will be applied. The late work policy should be read in conjunction with the ALVA Extension Policy available at http://www.alva.uwa.edu.au/students/policies/late-work

Digital Submissions
The ALVA Digital Submissions policy is available at: http://www.alva.uwa.edu.au/students/policies/assessment/digital-submissions

Academic conduct
Academic misconduct includes plagiarism, collusion and other forms of cheating. The University of Western Australia defines Academic Misconduct as “any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment”.

The full ALVA misconduct policy is available at: http://www.alva.uwa.edu.au/students/policies/academic-conduct

Special Consideration
Special consideration allows Faculties to take into account significant and unforeseen factors that may have affected your academic preparation or performance. Students who believe they may be eligible for special consideration should make an appointment to meet with the Manager, Student Office as soon as possible after the onset of the medical condition or other circumstance. For information regarding special consideration please go to: http://www.guild.uwa.edu.au/home/student_assistance/academic_help/special_considerations

Academic Writing
Student Services provides an online guide to assist you in writing essays and general academic writing. Tools, techniques and tips on how to complete your written assignments is available at http://www.studentservices.uwa.edu.au/ss/learning/alva and http://www.studentservices.uwa.edu.au/ss/learning/academic_writing
FIELD TRIP (Studio *in-situ*) LOCATIONS:

- Fremantle Station
- City Farm East Perth
- Rail Transport Museum, Bassendean
- Midland Station
- East Perth Terminal/Transwa