

LAA 4357

## Senior Independent Project Seminar

UF Department of Landscape Architecture

Fall 2023

## SYLLABUS

### I. General Information

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CLASS MEETINGS: 100% In-Person, T | Periods 8-9 | 3:00 PM - 4:55 PM

LOCATION: 316 + 318 ARCH

CREDITS: 2 Credits, S/U grading scheme

INSTRUCTOR: Jules Bruck  
431A ARCH  
Office Hours: Tuesdays, Period 6 | 12:50 PM - 1:40 PM or by appointment  
jbruck@ufl.edu

### COURSE DESCRIPTION

This course supports the yearlong senior independent project through a focus on project selection and the completion of initial phases of the landscape architectural process. At the beginning of the semester, students will interact with professionals who present potential projects for consideration. Once students select a project, they spend the semester conducting site and user analysis, researching relevant theories to apply to the project, and creating preliminary design concepts. The instructor facilitates connections with professional mentors and guides students through the process of project selection, project management, precedent case study research, site inventory and site analysis, and preliminary design. This course, in conjunction with the ENC3254 writing in the discipline course, provides a solid foundation for the subsequent development of the project, which will take place during the spring course, LAA 4358 - Senior Independent Project.

Through participation in this course, students will:

- Gain exposure to a diverse range of real-world projects and research ideas.
- Choose a project either from the options provided by invited professionals or propose their own unique project for consideration.
- Network with industry experts and researchers to establish valuable professional connections.
- Conduct research on precedent projects, and complete a comprehensive site analysis in preparation for the spring independent study course.
- Explore project management principles and organize a year-long project schedule.

### PREREQUISITE KNOWLEDGE AND SKILLS

Students entering their final year are expected to have developed advanced design skills and have the ability to gather and analyzing data (quantitative and qualitative) to inform design decision-making.

### REQUIRED READINGS AND WORKS

Suggested readings are individually assigned to each student based on their project selection. Course readings are provided on the CANVAS learning platform.

### Materials and Supplies

Students are required to have trace paper, sharpie markers and a variety of black ink pens in addition to a computer with the following required software:

- MS Office (Word, Excel and PowerPoint)
- Adobe Suite Products (Photoshop, Illustrator, and In-Design)
- Adobe Acrobat Reader or other PDF reading software

## II. Student Learning Outcomes (SLOs)

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Each student in the LA program is expected to understand and apply the design process and continuously develop:

- a range of approaches (creative, cultural, and/or historic) to create spatial and temporal landscape compositions,
- multiple design alternatives before synthesizing ideas into a defensible plan and
- the ability to thoughtfully provide, receive, and respond to feedback and critique as part of iterative design decision making.

At the end of this course, students will be expected to have achieved competency in the course learning objectives (CLOs) under the program SLO headings as follows:

<b>CONTENT</b>
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
CLO 1 - Implement key concepts relative to project management.
SLO 3 – Apply ethical understanding to design decision-making.
CLO 2- Practice the ethical and professional obligations landscape architecture has to clients, communities, the public, and landscape environment.

<b>CRITICAL THINKING</b>
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.
CLO 3 - Examine ideas that are grounded in the natural, physical, and social sciences to make informed design decisions that address and balance aesthetic, environmental, and social issues and goals.
CLO 4 - Assess the physical, biotic, climatic and cultural context of projects and integrate findings to validate design decision making.
CLO 5 - Synthesize objective and subjective information from multiple sources to support design decision making.
CLO 6 – Critique the suitability of program elements for a particular site.
CLO 7 - Evaluate spatial and other relevant data as part of the design decision making process.
CLO 8 - Analyze theories of landscape architecture and use the findings to inform and support decision making processes.

<b>COMMUNICATION</b>
SLO 5 – Produce professional visual, oral, and written communications.
CLO 9 – Defend the criteria and methodology used in an evaluation of a site or program.
CLO 10 – Express and defend ideas through oral, visual, and written communication.

### III. Graded Work

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#### DESCRIPTION OF GRADED WORK

All assignments require time outside of class to complete.

#### PROJECT MANAGEMENT PLAN (15% of total grade)

Students will develop a project management plan and a graphic project schedule to organize their yearlong project.

#### PROGRESSIVE ASSIGNMENTS (20% of total grade)

Students will work through the beginning phases of the design process from site selection to various forms of analysis and preliminary design. These assignments guide progress throughout the semester and reinforce concepts learned in this class and prior classes.

#### PROJECT REPORT (50% of total grade)

Students will complete a summary report that details the semester’s progress on the project. This curation of course assignments will be in the format discussed in class and distributed to your mentors for review.

#### PROJECT PRESENTATIONS (15% of total grade)

Students will share their progress during brief mid-review and final presentations. This assignment requires students curate design ideas, concepts and materials developed and explored throughout the semester.

The graded work assesses the course learning objectives as follows:

Assessment	LAA 4357 - Course Learning Objectives (CLOs)									
	SLO 1	SLO 3	SLO 4						SLO 5	
	1	2	3	4	5	6	7	8	9	10
01 Project Management Plan	X									X
02 Inventory and Analysis			X	X	X	X	X			X
03 Engagement		X			X					X
04 Analysis of Theory		X			X			X		X
05 Reflection			X		X	X		X	X	X
06 Project Report									X	X
07 Project Presentations		X								X

## GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> This courses is graded as S (satisfactory) or U (unsatisfactory). A grade of S is equal to a C (2.0) or better. Grades earned under the S/U option do not carry grade point values and are not computed in the University of Florida grade point average. Courses with a grade of S will count as credits earned in a degree program. Such grades are included in the student's permanent academic record and are reflected on the transcript.

The Department of Landscape Architecture may retain and use all student work. Digital copies of assignments should be submitted upon completion, following the instructor's specified submission method (e.g., Canvas, CD, PDF, Word file, etc.). Please submit scans of your analog work and high-quality photos of you models. For multipage PDFs, submit as one file rather than multiple files. Failure to comply with submission instructions or file formats may result in point deductions.

Please submit your assignment by the specified due date and time. Without prior arrangement for late submission, a 2% reduction in maximum points per day (24 hours) applies. Projects over ten days late are graded out of 80% total points; however, late projects are accepted until the last day of class.

Consult the assignment rubric for clarity of assessment.

## IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 Aug 29 <b>Assign 01: PMP &amp; Assign 06: project Report</b>	<b>Topic:</b> Course Introduction and Project Management Plan <b>Summary:</b> This week we will 1) review the course syllabus and policies as well as the Project Acquisition Process and Final Project Report (Assignment 06), 2) prepare for professionals to visit to share their projects, and discuss how to create a Project Management Plan (Assignment 01)
Week 2 Sept 5	<b>Topic:</b> Professional Partner Presentations <b>Summary:</b> For each presentation, take notes about the <i>scale, complexity, impact, scope, challenges and opportunities, and outcomes/deliverables</i> . Also take note of any specific challenge the project wishes to address, the level of stakeholder engagement and the innovation potential. <b>Required Readings/Works:</b> Murphey, M. D. (2016). Design Process (Chpt. 7) <i>In</i> Landscape architecture theory: An ecological approach. Island Press: Washington

Week	Topics, Homework, and Assignments
Week 3 Sept 12	<p><b>Topic:</b> Professional Partner Presentations</p> <p><b>Summary:</b> This week we will continue to meet with different entities who will present projects for you to consider. Take notes as detailed in the summary in Week 2. At the end of the class, we will discuss project ranking and review the project acquisition process.</p>
Week 4 Sept 19 <b>Assign 02: Inv &amp; Anal</b>	<p><b>Topic:</b> Project Selection and Site Inventory</p> <p><b>Summary:</b> Today we will select projects and then discuss site inventory through various collection methods.</p>
Week 5 Sept 26 <b>01 DUE</b>	<p><b>Jules at Conference – Zoom Meeting</b></p> <p><b>Topic:</b> Site Analysis</p> <p><b>Summary:</b> I will give a brief overview of site analysis before answering questions and allowing you time to work on your projects.</p>
Week 6 Oct 3	<p><b>Topic:</b> Design Narrative</p> <p><b>Summary:</b> Design narrative is introduced here and you have the opportunity to think about ways to weave our preliminary findings into a story to share with stakeholders.</p>
Week 7 Oct 10 <b>Assign 03: Engage</b>	<p><b>Topic:</b> Qualitative Information Gathering</p> <p><b>Summary:</b> We will discuss ways to gain information from qualitative sources that will support your design decision making and review assignment 03.</p>
Week 8 Oct 17 <b>02 DUE</b>	<p><b>Topic: Mid-Review</b></p> <p><b>Summary:</b> This week your inventory and analyses are due. You will present project progress to your partner entity and receive feedback in small groups.</p>
Week 9 Oct 24	<p><b>No Class</b> - Program Field Trips and Capstone/GTP Site Visits</p>
Week 10 Oct 31 <b>03 DUE Assign 04: Theory</b>	<p><b>Topic:</b> Discussion of Engagement exercise due today and the concept of Design Narrative.</p> <p><b>Summary:</b> We will continue on your project after discussing the engagement exercise to reveal how students gathered additional information to gain qualitative insights and further refine the project narrative.</p>
Week 11 Nov 7	<p><b>Topic:</b> Student Meetings</p> <p><b>Summary:</b> Today I will answer questions related to your individual project in small groups.</p>
Week 12 Nov 14 <b>04 DUE</b>	<p><b>Topic:</b> Functional Diagramming</p> <p><b>Summary:</b> We will have a discussion about your theory assignments which are due today and I will present information about functional diagrams as you begin to consider suitable locations for different program elements.</p>
Week 13 Nov 21 <b>Assign 05: Reflection</b>	<p><b>Topic:</b> Preliminary Design</p> <p><b>Summary:</b> We will review the new assignment that allows you to reflect on your work this semester and then discuss preliminary design.</p>

Week	Topics, Homework, and Assignments
Week 14 Nov 28 <b>05 DUE</b>	<b>Topic:</b> Reflection on Project Management <b>Summary:</b> Once a project management plan is created, it is important to look at it throughout the project to make adjustments. Today we will revisit our PMPs and discuss your reflection assignments that are due today.
Week 15 Dec 5 <b>06 &amp; 07 DUE</b>	<b>Topic: Presentations</b> <b>Summary:</b> Today your reports are due and you will present your semester long exploration in small groups.

## VI. Required Policies

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### ATTENDANCE POLICY

Attendance is mandatory. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:

- o Illness
- o Serious family emergency
- o Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- o Military obligation
- o Severe weather conditions
- o Religious holidays
- o Participation in official university activities such as music performances, athletic competition or debate.
- o Court-imposed legal obligations (e.g., jury duty or subpoena)

If necessary, students shall be permitted a reasonable amount of time to make up material or activities covered in their excused absence; however, absences do not affect project deadline dates unless prior arrangements have been made.

Studio work time and desk critiques are essential to the learning experience; therefore, attendance is expected for the entire class time. During the studio (critique) portion of the course, it is expected that all students will be in attendance for the entire class and working on assignments for this course.

Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class.

The instructor will not provide the student notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule an office meeting for any discussions regarding attendance, tardiness, and late assignments. Do not discuss these issues with the instructor during studio time.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## UF EVALUATIONS PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## COUNSELING AND WELLNESS CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## COURSE MATERIALS AND IN-CLASS RECORDINGS

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means. Further distribution or posting on other websites is not permitted.

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which the recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in

preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.