

Office Hours via Zoom Conferences on the course's website:

Thursdays 6:30 pm to 8:30 pm

You can email me any time, but if you need more one-on-one guidance, these Virtual Office Hours will be the best chance for that. Please contact me at least one day in advance to set up a Video Conference appointment and sign up for an appointment during one of the available timeslots on the Course Calendar.

Course Communications:

All communication with course faculty will take place within Canvas. All e-mails shall be sent and received within Canvas. You should not be e-mailing the course instructor outside of the system. Any e-mails received outside of Canvas will not receive a response. If you have a question that you would like to share with the class, you can post it to the Discussion Board.

This is an asynchronous course. It is designed to be self-paced with set deadlines for assignments and discussion postings. There are no scheduled live lectures or meetings except for an orientation meeting during the first week of the term. We will meet once as a class via zoom as an orientation and all lectures have been pre-recorded for you to view when your schedule permits. The orientation session will not be recorded, and unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Required Text:

LaGro, J. A. (2013). *Site analysis: Informing context-sensitive and sustainable site planning and design* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Available online as an eBook in ARES course reserves.

Additional Course Readings:

Links to additional readings are provided in each of the modules and in ARES course reserves as indicated.

Additional Resources:

Videos and additional resources will be posted online.

Prerequisite Knowledge and Skills:

There are no prerequisites for this course.

Course Description:

Learn, develop, and refine methodologies to effectively evaluate relevant natural, social,

and cultural characteristics of a site and its context as an integral part of the planning and design process.

Purpose of Course:

The purpose of this course is to prepare students to evaluate site designs and perform development reviews by training them to examine the characteristics of a site and to be able to view the site as part of a larger context.

Course Objectives:

This course familiarizes students with methodologies for evaluating and analyzing site designs and to conduct a case study for landscape architecture project. By the end of the course, students should demonstrate the following knowledge and skills:

- Perform a site analysis and recognize the site's connection to its larger context.
- Analyze designs and built environments and articulate what elements make them successful or unsuccessful.
- Develop their own perspective of what makes great places, streets, and neighborhoods.
- Develop and apply research skills to understand the purpose, benefits and design methods behind landscape architecture projects.
- Explain concepts of environmental ethics and sustainable design and their relationship to site design and development review.
- Perform a Strengths, Weaknesses, Opportunities and Threats (“SWOT”) analysis of a site and determine the opportunities and constraints of a site.
- Strengthen the following important skills for professional practice (1) verbal, written, and visual communication; (2) critical thinking; (3) evaluation and criticism.

URP Student Learning Outcomes:

As an elective course in the graduate program, Site Design Methodologies allows students to further develop all three departmental student learning outcomes. These are:

- Demonstrate an understanding of human settlement, historical and contemporary practice, and policy and processes relevant to urban and regional planning concepts and theories, including social and environmental studies and the design arts. This class is intended to help students develop an understanding of the site planning process. This will enable them to be better site analysts and plan reviewers.
- Demonstrate oral, written, graphic, and critical thinking skills required of master's students within their area of specialization. The assignments are designed to allow students to demonstrate these skills.
- Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication. As a graduate level course, professional conduct and communication is expected. Students will be introduced to context-sensitive approach to sustainable planning and development which aligns with the AICP's

Teaching Philosophy:

Learning is an active process. As such, the instructor's role is to guide students through the learning process by providing opportunities for students to experience concepts, develop new paradigms, and practice skills. This course primarily uses two student-centered teaching methods: inductive learning and active learning.

In inductive learning, students are presented with challenges, and the course material provides them with a way to address those problems or issues. Active learning gets students to solve problems, discuss issues, formulate questions, and explain concepts. Providing students with a more active role in the learning process produces a deeper understanding of the course topics.

Instructional Methods:

This is an online course, and students will be provided with video lectures, readings, and other online resources. Students will produce written assignments, discussion posts, a site analysis, and a presentation. Communication is a critical skill for planners; therefore, written, verbal, and visual communication will be important components of this course.

Because this is an asynchronous course, it will be your responsibility to log on, complete the readings and other materials in each module, post well-informed, thoughtful discussion board and meet all of the weekly assignment deadlines. Failure to meet deadlines and keep up with the schedule will not only impede your ability to complete the course, it will also impact your grade negatively. Therefore, be sure to execute and maintain a regular and high level of participation in the course. It is recommended that you begin each module to complete the readings and assignment as early in the week as possible to allow adequate time to respond to Discussion Board questions or other assignments. Posting Discussion Board responses early allows your fellow students ample time to contemplate your responses and to provide comments to your responses (an integral component of online learning).

Please remember, each screen in each learning module must be completed, with discussions posted and assignments submitted before you will be permitted to access the next module.

Since students may not have a background in design, effective visual communication is evaluated by the student's ability to clearly present information, ideas, and concepts versus artistic quality.

Course Participation:

Participation is monitored through Canvas and factored into the student's final grade as outlined under grading policy. Students are expected to complete all assignments in a timely fashion, as well as actively participate in the discussion posts.

The discussion posts on Canvas provide students with the opportunity to critique course readings and concepts presented during the week as well as share their projects with their course mates. Students will be supplied with prompts to focus the discussions, and student posts must reference course readings and materials as applicable. Discussion posts also provide the opportunity to engage with other students and the professor. Discussion posts are intended to get students to think about the major topics and concepts as well as reflect upon their own professional development. These posts make up a significant portion of the participation grade.

Discussion Board Policies

- Fill participation is dependent on students posting at least one original response to each module's Discussion Board and reading and responding to at least two other students' posts. Therefore, you will have at least three quality posts for each discussion. This is to help treat the discussion as a conversation. Consider how you would feel if you made an observation in a traditional classroom, and no one responded.
- Do not respond to the Discussion Board Questions unless and until you have completed all the readings and module materials.
- Discussion Board responses must respond to each question.
- Discussion Responses such as "I agree," "good question," or "good answer" are insufficient and will not count as a response.
- Any response that is just an opinion or is unsubstantiated; any response that is carelessly typed, poorly thought-out, grammatically incorrect, or confusing; or any response that is disrespectful of another student or any other person, etc., is not acceptable.
- A high-quality response applies a concept from the text or course in a meaningful way or facilitates understanding of the course material or topic.
- Responses should indicate that you have critically thought about the discussion topic and demonstrate that you can apply and articulate the knowledge you are learning.
- Substantive responses do not just deliver opinions; they offer justification for those opinions and should cite sources when appropriate.

Netiquette - Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all e-mail messages, discussion threads, and chats. Course communication should be civilized and respectful to everyone. The means of communication provided to you through e-Learning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be a violation of University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students.

Refer to the Netiquette Guide for Online Courses for more information.

Make Up Work:

Meeting assignment deadlines is important. All assignments are due by the times posted in Canvas. Late assignments will be marked down half a grade for each calendar day they are late. A day is defined as 24 hours and begins immediately after the posted due date and time. For instance, a paper due at 11:59 p.m. on a Friday that is submitted at 12:05 a.m. on Saturday is one day late.

Course Technology:

If you have technical difficulties with e-Learning, please contact the UF Help Desk. If your technical difficulties will cause you to miss a due date, you **MUST** report the problem to the [Help Desk](#). Include the ticket number and an explanation of the issue based on consultation with the Help Desk in an e-mail to the instructor to explain the late assignment. The course faculty reserves the right to accept or decline tickets from the [UF Help Desk](#) based on individual circumstances.

Student Support Services:

As a student in a distance learning course or program, you have access to the same student support services that on campus students have. For course content questions contact your instructor.

For any technical issues you encounter with your course please contact the [UF computing Help Desk](#) at 352-392-HELP (4357), select option 2. For Help Desk hours visit: [Information Technology–UF Computing Help Desk](#). Other resources are available at [Distance Learning - Getting Help](#).

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Center for Academic Resources: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

University Policies:

University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the [Graduate Student Handbook](#) and at the [Graduate Academic Regulations website](#).

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code](#).

Student Honor Code:

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 Conduct Code specifies several behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Special Accommodations:

Students requesting disability-related academic accommodations must first register with the [Disability Resource Center](#).

The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Complaints:

Should you have any complaints with your experience in this course please visit [Student Complaints](#) to submit a complaint.

GatorEvals:

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/>.

Grading Policies:

Grades in this course will be assigned in accordance with the university’s Grade and Grading Policies.

Assignment	Weight
Total	100%
Discussion Posts	20%
Project 1 (Site Analysis)	20%
Project 2 (Case Study)	20%
Quizzes (4)	40% (10% each)

Grading Scheme:

Letter Grade	Percentage	Grade Points
A	94-100%	4.00
A-	90 to <94%	3.67
B+	87 to <90%	3.33
B	84 to <87%	3.00
B-	80 to <84%	2.67
C+	77 to <80%	2.33
C	74 to <77%	2.00
C-	70 to <74%	1.67
D+	67 to <70%	1.33
D	64 to <67%	1.00
D-	61 to <64%	0.67
E	Below 61%	0.00

Projects:

Each student will prepare two major assignments. Both assignments have multiple components and deadlines. A brief description of the projects is provided below. Detailed instructions will be provided online when the assignments are given.

Project 1:

Site Analysis and Presentation – Students will develop a site analysis of a public place near their home and create a class presentation. Components of the site analysis are divided up throughout the semester. This allows students to get feedback on the components before the final project presentation.

- Site Selection & Physiographic Context
- Biological Context & Site Review
- Land Use, Regulatory, and Infrastructure Context
- Historic and Cultural Context
- Integration & Analysis

Project 2:

A Case Study for Landscape Architecture. Students will select a completed landscape architecture project and conduct a case study for the purpose of understanding how and why a project came to be and evaluate the successes and failures of the project.

Course Outline:

Module 1 May 15-25	Shaping the Built Environment - Site Selection & Programming	<p>Discussion Posts: Introductions Due May 19</p> <p>Site selection video walk through. Due: Thu May 25</p>	<p>Read: Week 1: LaGro Ch. 1 – Shaping the Built Environment</p> <p>Theory (11-18) – JB Jackson – How to study landscape.</p> <p>Theory (35-37) – Hideo Sasaki, Design Process</p> <hr/> <p>Week 2:</p> <p>LaGro Ch 2 – Site Selection and Programming (31-70)</p> <p>LaGro Appendix A: Mapping and graphics (323-332)</p> <p>Theory (136-144) – Matthew Potteiger, Landscape Narratives</p>	<p>Quiz 1: Syllabus Quiz Complete by May 19</p> <p>Lecture</p>
Module 2 May 26-Jun 3	Site Analysis: Biological & Physiographic Context	<p>Discussion Board Peer Responses to Video walkthrough Due: Thu May 30</p>	<p>Read: LaGro Ch 3 – Assessing a site’s physiographic context (71-111)</p> <p>Lagro Ch 4 - Assessing a site’s biological context (112 – 134)</p> <p>Forman, Landscape Ecology</p>	<p>Assignment: Site Selection & Physiographic Inventory Physiographic and Biological.</p> <p>Due: Mon Jun 3</p> <p>Lecture</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Module 3 Jun 4 – Jun 10</p>	<p>Site Analysis: Zoning / Regulatory, Historical / Cultural.</p>	<p>Watch:</p> <p>From landscape architecture to conservation agriculture Thomas Woltz</p>	<p>Read:</p> <p>LaGro Ch 5 Assessing a Site’s Land Use, Infrastructure and Regulatory Context (135-166)</p> <p>LaGro Ch 6 Assessing a Site’s cultural and historic contexts (167-203)</p> <p>National Mainstreet Center – Keeping Up Appearances – The Main Street Architectural Tradition</p> <p>Barnett, Shaping Cities through Development Regulations</p>	<p>Lecture</p> <p>Quiz 2: Complete by June 7</p> <p>Assignment: Land Use and Historic / Cultural Context</p> <p>Due: Mon June 10</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Module 4 June 11 - 25</p>	<p>Site Analysis: Integration and Analysis</p>	<p>Discussion Post: Post presentation</p> <p>Due: Sun June 23</p> <p>Peer Response</p> <p>Due: Tue Jun 25</p>	<p>Read:</p> <p>LaGro Ch 7 Integration, Synthesis and Analysis (204-244)</p> <p>SEWRPC – Principles of Good Design (pp 45-72)</p> <p>MAPC – Low Impact Design toolkit factsheets 1-9</p> <p>Landscape Urbanism Reader – Julie Czerniak, Looking back at Landscape Urbanism</p> <p>Landscape Urbanism Reader Charles Waldheim, Landscape as Urbanism</p>	<p>Assignment: Integration and analysis report draft.</p> <p>Due Sun Jun 17</p> <p>Site Analysis final report and presentation.</p> <p>Due Sun Jun 23</p> <p>Lecture</p>
<p style="text-align: center;">Summer Break: June 26 - 30</p>				

Module 5 Jul 1 – Jul 8	Introduction to the case study method for landscape architecture	<p>Discussion Post Site Selection</p> <p>Due: Sun July 7</p>	<p>Read: A case study method by Marc Francis (PDF)</p> <p>Inquiry by Design Chapter 8</p> <p>Read through a project's landscape performance brief on landscapeperformance.org</p>	<p>Quiz 3: Complete by Jul 3</p> <p>Lecture</p>
Module 6 July 9 - 22	Case Study development. Site visit	<p>Discussion Post Video walkthrough of selected site.</p> <p>Due by Thu Jul 11</p> <p>Peer responses due Mon, Jul 15</p> <hr/> <p>Landscape Performance site presentation post due Sun, Jul 14</p> <p>Peer Responses due Thu, Jul 18</p>	<p>Read: Inquiry by design chapter 9 (course reserves)</p> <p>LaGro – Chapter 8 Conceptual Site Design</p> <p>Theory (175-178)– Alan Ruff, An Ecological Approach</p> <p>Theory (178-187) – Jon Lyle, Design for Human Ecosystems</p> <p>Watch: Social Life of Small Urban Spaces</p>	<p>Due: Landscape Performance site presentation post due Sun, Jul 14</p> <p>Lecture</p>
Module 7 July 23 - 29	Case Study – understanding the sense of place in urban open space	<p>Watch: Place and Placelessness in the 21st Century City</p>	<p>Read: Theory (57-58) Lynch & Hack, Site Design</p> <p>Theory (89-101) Marc Treib, Must Landscapes Mean?</p> <p>Theory (102-104): Edward Relph, Place Reclamation</p>	<p>Due: Case study abstract/Fact sheet. Submit through “Assignments” Due Mon, Jul 22</p> <p>Quiz 4 Complete by Thu, Jul 25</p> <p>Lecture</p>

Module 8 July 30 - August 11	Case Study – Final reports and presentations	Discussion Post 1 Due: Post Case study presentation Due Tues, Aug 6 Peer responses Due: Sun Aug 11		Due: Full Case Study (report and presentation), due Tues, Aug 6 Lecture
		Discussion Post 2: Takeaways Due: Sun Aug 11		