

LAA 6656c

Advanced Design Studio

UF Department of Landscape Architecture
Fall 2024

SYLLABUS

I. General Information

CLASS MEETINGS: 100% In-Person, Wednesday Periods 2-5 (8:30 am – 12:35 pm)
Friday Periods 2-6 (8:30 am – 1:40 pm)

LOCATION: Arch 320

CREDITS: 6 Credits

INSTRUCTOR: Yi Luo

Office Location: Arch 432

Office Hours: Tuesdays, Period 4-5, or by appointment

yi.luo@ufl.edu

COURSE DESCRIPTION

This advanced design studio challenges students to explore the intersection of landscape architecture and public health, with a focus on designing environments that promote physical, mental, and social well-being. Through interdisciplinary collaboration and innovative design thinking, students will develop solutions that foster healthy, inclusive, and vibrant communities.

Upon completing this advanced design studio, students will have developed an advanced level of expertise in designing for healthy communities, along with the ability to critically analyze, ethically engage, and effectively communicate their innovative solutions that contribute positively to public health and the practice of landscape architecture.

PREREQUISITE KNOWLEDGE AND SKILLS

Students entering the advanced landscape design studio should have a solid foundation in design and planning processes and principles, including human-environment interaction, spatial organization, sustainable practices, and ecological awareness. Additionally, they should be proficient in communicating concepts through hand sketches, technical drawings, digital modeling, and rendering. Mastery in these areas will enable students to effectively engage with the complex design challenges presented in the studio.

REQUIRED READINGS AND WORKS

Required

This course will use the UF's e-learning Canvas site. Announcements, Course Calendar, Grades, Discussions, and Course Resources will be posted to this site. Students are expected to log in and check

in on the site periodically and retrieve course resources and required readings. This course will have required readings, and it is expected that all assigned readings will be completed by due dates. Students will be prepared to discuss the readings at the beginning of the class. Other recommended readings may be posted over the semester, and students are encouraged to complete these readings as well.

Recommended

Books

1. Buettner, Dan – The Blue Zones: Lessons for Loving Longer from the People Who've Lived the Longest
2. Ching, Frank – Architecture: Form, Space, & Order
3. Deasy, C. – Designing Places for People
4. Dines, Nicholas & Charles Harris – Time-Saver Standards for Landscape Architecture
5. Eckbo, Garrett – Landscape for Living
6. Elam, Kimberly – Geometry of Design: Studies in Proportion and Composition
7. Gehl, Jan – Cities for people
8. Kaplan, Rachel, Kaplan, Stephen & Ryan, Robert – With People in Mind: Design and Management of Everyday Nature
9. Kellert, Stephen R. & Heerwagen, Judith – Biophilic Design
10. Marcus, Clare Cooper & Carolyn Francis – People Places
11. Marcus, Clare Cooper & Barnes, Marni – Healing Gardens
12. Marcus, Clare Cooper & Sachs, Naomi A. – Therapeutic Landscapes
13. McHarg, Ian – Design with Nature
14. Olin, Laurie – Transformation the Common Place
15. Tuan, Yi-Fu – Topophilia: A Study of Environmental Perceptions, Attitudes, and Values
16. Whyte, W. H. – Social life of small urban spaces

Websites

1. Blue Zones <https://www.bluezones.com/>
2. Congress for the New Urbanism <http://www.cnu.org/>
3. Livable Solutions: <http://livabilitysolutions.org/>
4. Health and Design
<https://www.asla.org/healthcare.aspx>
<http://www.healinglandscapes.org/>
5. Projects for Public Spaces: <http://www.pps.org/>
6. OPENspace for inclusive access to outdoor environments:
<http://www.openspace.eca.ac.uk/>
7. Walking and Bicycling Information
<http://www.bikewalk.org> (Links to an external site.)
<http://www.pedbikeinfo.org> (Links to an external site.)
<http://www.walkinginfo.org>
8. Complete Streets:
<http://www.completestreets.org/> (Links to an external site.)
<http://www.planning.org/research/streets/resources.htm> (Links to an external site.)
<https://www.asla.org/transportation.aspx>
9. The Robert Wood Johnson Foundation's Active Living by Design Program
<http://www.activelivingbydesign.org/>

10. Landscape Performance (LAF):
<http://www.lafoundation.org/research/landscape-performance-series/>
11. LEED for Neighborhood Development:
<http://www.usgbc.org/DisplayPage.aspx?CMSPageID=148>
12. Sustainable Sites Initiative:
<http://www.sustainablesites.org/>
13. Living Building Challenge
<https://living-future.org/lbc/>

II. Student Learning Outcomes (SLOs)

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 the developing course learning objectives (CLOs) under the program SLO headings as follows:

KNOWLEDGE
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
CLO 1 - Gain a deep understanding of the principles and theories underpinning the relationship between landscape design and public health, including the impact of the built environment on community well-being.
CLO 2 - Explore advanced concepts in urban planning, environmental psychology, and social determinants of health, and their implications for designing healthy and equitable communities.
CLO 3 - Investigate case studies and best practices that demonstrate successful integration of health-promoting design elements in various urban and suburban contexts.
APPLICATION
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
CLO 4 - Apply advanced design strategies to create inclusive and accessible landscapes that support physical activity, social interaction, and mental well-being for diverse user groups.
CLO 5 - Integrate evidence-based design approaches that address environmental justice, food security, active transportation, and other critical aspects of community health.
CLO 6 - Develop design proposals that leverage sustainable materials, technologies, and planting strategies to enhance air and water quality, reduce heat island effect, and mitigate environmental stressors.
ANALYSIS
SLO 3 – Combine and analyze information from multiple sources to support design decision-making.

CLO 7 - Conduct advanced site analyses to identify opportunities and challenges for creating health-focused landscapes, considering factors such as site morphology, connectivity, safety, and access to amenities.

CLO 8 - Employ quantitative and qualitative research methods to assess the potential impact of proposed designs on community health outcomes, utilizing data-driven approaches.

ETHICS

SLO 4 – Apply ethical understanding to design decision-making.

CLO 9 - Critically examine ethical considerations in designing for healthy communities, including issues of social equity, cultural sensitivity, and the displacement of vulnerable populations.

CLO 10 - Develop strategies for engaging diverse stakeholders, including residents, community organizations, and public health experts, to ensure collaborative and ethical design processes.

COMMUNICATION

SLO 5 – Produce professional visual, oral, and written communications.

CLO 11 – Communicate complex health-related design concepts through compelling visual representations, diagrams, and interactive tools that effectively convey design intentions.

CLO 12 – Develop advanced written and verbal communication skills to articulate the health benefits, ethical principles, and social value of proposed community-focused landscape designs.

III. Graded Work

DESCRIPTION OF GRADED WORK

Evaluation of student progress will be based on individual participation in the studio, interaction with counterparts on design teams, the active search for design information and design solutions, the quality of design solutions, and the quality of research reporting, design communication, and presentation drawings. All work will be weighted by the number of class days devoted to that activity, with the final overall calculation of components as follows:

Exercises (10% of total grade)

Students will engage in small exercises designed to deepen their understanding of lecture topics and equip them with essential research tools for their term project. Sample topics include scale and walkability, behavior mapping, walking interview, and landscape performance evaluation.

Research (40% of total grade)

Research in this studio will help students explore the intricate connections between natural systems, built environments, and human well-being. By conducting individual research, students learn how to create spaces that foster healthy lifestyles and enhance overall quality of life. This foundational knowledge enables them to carry out evidence-based designs that are environmentally sustainable and promote physical health, mental well-being, and social cohesion.

Project (50% of total grade)

For the design project, students will develop a master plan for an underserved community, focusing on improving residents' well-being through environmental design. The project will emphasize food security,

walkability, social interaction, and connection to nature and demonstrate how research-driven design can uplift the community, fostering a higher quality of life and long-term resilience.

The graded work assesses the course learning objectives as follows:

Assessment	LAA6656C – Course Learning Objectives (CLOs)											
	SLO 1			SLO 2			SLO 3		SLO 4		SLO 5	
	1	2	3	4	5	6	7	8	9	10	11	12
Exercises	X	X	X		X			X	X	X		
Research	X	X	X			X	X	X	X	X		X
Project	X	X	X	X	X	X	X	X	X	X	X	X

GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. Any grade lower than a C will require that the course be taken over again.

All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.). If an assignment is required to be scanned, it must be scanned; photographs of assignments are not acceptable. If a multipage PDF is requested, do NOT submit each page as a separate PDF. It must be submitted as one file. Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Studio projects are expected to be submitted by the specified due date. If no prior arrangement is made with the instructor for a late submittal, the maximum points that the student can earn for the project will be reduced by 2% for every day it is late. Projects are out of 100 points. Therefore, if a 100-point project is five days late, the maximum points that the student can receive for the project is 90 points (i.e., 90% of the total grade). If the student receives the equivalent grade of 85% on the project, the student will receive 76.5 points (85% of 90 points). Projects that are ten days late or more will be graded out of 80% of the total points of the assignment. Late projects will be accepted on or before the last day of class. A grade of zero will be given until the project has been turned in. Engagement during class activities and timely submission of exercises are included as part of the activity rubric.

A due date and time will be provided for every assignment, and an assignment is considered a day late if submitted after the specified date and time. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date.

Assignment submissions may be updated and re-uploaded to the Canvas site as needed prior to a submittal deadline. Once the deadline has passed for an assignment and a submission has been made, additional submittals are not guaranteed to be accepted. If the updated, late submittal is accepted, the entire submittal will be considered late, and points will be deducted based on the date of the late submission. In addition, it is the student’s responsibility to ensure that a submission is complete; missing items will not be given credit.

IV. Annotated Weekly Schedule

This is a sixteen-week, full-semester 6 credit hour course structured as a studio. Students are responsible for learning that is guided by the instructor through a variety of activities, including lectures, seminar-style discussions, research, exercises, in-studio working sessions, and planning and design tasks to provide ample time for development, feedback, and production. This studio features dynamic community engagement in collaboration with renowned health and wellness initiatives. The following schedule outlines the course topics and is subject to change due to scheduled engagements with various guest speakers and collaborators.

Week	Topics, Activities, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction & Design decision making • Activity/ Assignment: <ul style="list-style-type: none"> ○ Photovoice ○ Reading: Blue Zones
Week 2	<ul style="list-style-type: none"> • Topic: Blue Zones • Activity/ Assignment: <ul style="list-style-type: none"> ○ Ex 2: Scale and walkability ○ Video – Search for the human scale [Jan Gehl] ○ Discussion: Environment – Behavior - Health
Week 3	<ul style="list-style-type: none"> • Topic: Literature review • Activity/ Assignment: <ul style="list-style-type: none"> ○ Research
Week 4	<ul style="list-style-type: none"> • Topic: Descriptive research (observation, behavior mapping, interview, survey...) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Research ○ Reading: LAF Handbook
Week 5	<ul style="list-style-type: none"> • Topic: Landscape performance • Activity/ Assignment: <ul style="list-style-type: none"> ○ Ex 3: Link design feature with performance benefits ○ Presentation: research findings

	<ul style="list-style-type: none"> ○ Discussion: what metrics are suitable to evaluate health advocating communities?
Week 6	<ul style="list-style-type: none"> ● Topic: Case study ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Site selection, programming, case study, inventory, evaluation plan
Week 7	<ul style="list-style-type: none"> ● Topic: Baseline data documentation ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Site visit ○ Inventory and baseline data collection
Week 8	<ul style="list-style-type: none"> ● Topic: Site analysis and synthesis ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Site analysis and synthesis ○ Conceptual planning
Week 9	<ul style="list-style-type: none"> ● Topic: Conceptual design ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Planning critique ○ Conceptual design
Week 10	<ul style="list-style-type: none"> ● Topic: Schematic design ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Conceptual design and critique
Week 11	<ul style="list-style-type: none"> ● Topic: Performance evaluation ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Schematic design and critique
Week 12	<ul style="list-style-type: none"> ● Topic: Design development ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Final design and critique ○ Draft performance evaluation
Week 13	<ul style="list-style-type: none"> ● Topic: Design development ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Final design and critique
Week 14	<ul style="list-style-type: none"> ● Topic: Design development ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Final design and critique ○ Performance evaluation
Week 15	Happy Thanksgiving!!!
Week 16	<ul style="list-style-type: none"> ● Topic: Final Presentation ● Activity/ Assignment: <ul style="list-style-type: none"> ○ Final presentation ○ Final submission

VI. Required Policies

ATTENDANCE POLICY

- The studio meets twice a week on Wednesday and Friday in the studio. Attendance is mandatory in all class sessions unless prior arrangements have been made with the instructor.
- Absences or late submission due to health problems, emergency or mandatory participating activities approved by university policies might be excused. The photocopy of a **written verification** should be submitted to the instructor digitally prior to the event if it is planned. If it is an emergency, a written verification should be submitted to the instructor within one week of absence.
- **Two unexcused absences** are permitted. Each additional absence will lower the student's grade 2%. Students are requested to contact the instructor via e-mail prior to the class they will be missing.
- Timely completion of all project requirements is expected. Late work will be penalized 5% per day (including weekends). Students are required to turn in digital copies of their work. Failure to do so will result in an incomplete grade for the course.
- This is a studio-based course which means verbal participation is also required. Students must complete required readings before the beginning of the classes and participate in class discussions, reading discussions, and critical review discussions.
- Classes will include "desk crits". It is expected that students address instructors' feedbacks and make required progress from previous reviews and have your work ready for review.

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 these 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.