

LAA 2360C: Landscape Architecture Design 1

UF Department of Landscape Architecture
Fall 2025

SYLLABUS

General Information

CLASS MEETINGS: 100% In-Person | MWF | 1:55-3:50pm (Periods 7-8)
Antevy Hall 318+320

CREDITS: 4 Credits

INSTRUCTORS: Andrea Galinski, MLA, ASLA, CFM, Assistant Professor
Antevy Hall 442
Mon/Fri, 8:30-9:30am or by appointment
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COURSE DESCRIPTION.

This course integrates communication skills with design thinking, emphasizing spatial organization and foundational design principles.

The LA Design Studio I- Foundations (DS1) introduces fundamental design concepts from a landscape architecture perspective. Students are introduced to the foundations of *spatial observation and analysis* and explore basic design skills, including drawing, sketching, and model building. The course also introduces students to the *design process* – which is a structured methodology for design development. By focusing on the ways of thinking and attitudes that designers adopt, we also cultivate a *design mindset*. Students will learn to conceptualize and manipulate space, articulate design intent, and develop a rationale and logic for decision-making. Together, these skills, understanding, and mindset forms the foundation of a student's development as a designer.

PREREQUISITE KNOWLEDGE AND SKILLS.

Co-requisite LAA2379: Design Communications 1.

REQUIRED READINGS + WORKS

All required readings can be found on Canvas.

COURSE FEES

Each semester, a list of approved courses and fees is published in the Schedule of Courses. (UF-3.0374 Regulations of the University of Florida). Material, supply, and equipment use fee information is available from the academic departments or the schedule of courses (Florida Statutes 1009.24).

COURSE MATERIALS + SUPPLIES

Required drawing materials:

- Architect's scale, Engineer's scale
- 2-3 Mechanical push-point drafting pencils (also called lead holder)
- Lead pointer (**usually needs to be same brand as lead holder)
- Drafting Leads: 2H, HB, 2B, 6B
- Drafting tape or drafting dots
- Drafting brush
- Push pins (clear) and/or T-pins
- 2 rolls of tracing paper (12" + 28")
- Micron/Staedtler pens with at least 3 different tips (fine to medium width)
- Prisma color pencils
- Erasers (1 block and 1 eraser stick recommended)
- Eraser shield
- High quality pencil sharpener
- Workable fixative
- 1 pad, Strathmore Bristol (Vellum Finish), 100lb weight, size: 18"x24" or larger
- Stonehenge paper (28x24")
- Hardbound sketchbook
- Other sketching/drawing tools (optional):
 - o Watercolor set (travel sized is good)
 - o AD colored markers (Prismacolor, Chartpak)

Required modeling materials:

- **Plaster of paris (will be provided)
- **Duragel, alginate, etc. molding material (will be provided)
- **Vaseline or other mold-release substance (will be provided)
- Plastic container (that you can fit your hand in, like a Rubbermaid food container)
- Chip board, 2ply (1/16" thick, at least 24" wide)
- X-acto knife & large box of #11 blades
- Mat knife and refill blades
- 2 metal straight edges/rulers with core backing, 12" and 24-36"
- Cutting board or mat (at least 18" x 24") additional small board recommended

General studio supplies (optional):

- Digital camera + tripod (or high-quality phone camera/ tripod)

STUDENT LEARNING OUTCOMES (SLOs) & COURSE LEARNING OBJECTIVES (CLOs)

Each student in the LA program is expected to understand and apply the design process to studio projects in increasing levels of sophistication over the curriculum arc. In the DS1 studio, students should demonstrate beginning levels of design thinking through:

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

Students taking design studios are also expected to demonstrate diligence, independence, and curiosity as part of an ongoing practice of learning and transformation.

The **course learning objectives (CLOs)** below align with the Landscape Architectural Accreditation Board (LAAB) standards, and UF’s MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following **CLOs** numbered in the chart below (each with an individual name):

CONTENT
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
1. Composition: Identify and describe spatial systems, including the organization and interplay of physical, functional, and perceptual elements, within a designed environment.
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
2. Spatial Acuity: Demonstrate the ability to perceive, analyze, and manipulate spatial relationships and systems with clarity and precision in the design process.
SLO 3 – Apply ethical understanding to design decision-making.
3. Professionalism: Demonstrate ethical behaviors and professional conduct in the context of landscape architecture, including respect, honesty, empathy, integrity, and responsibility.
CRITICAL THINKING
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.
4. Creativity: Apply natural, physical, and social sciences, along with creative thinking techniques, to develop site-specific design solutions that incorporate diverse perspectives and calculated risks.
COMMUNICATION
SLO 5 – Produce professional visual, oral, and written communications.
5. Drawing Conventions: Demonstrate an ability to employ architectural drawing conventions (diagram, plan, section, perspective) and models (physical and digital) to design three-dimensional spaces.
6. Written Communication: Clearly and persuasively express ideas in writing, adapting style and tone to suit proposals, research, and creative contexts.

7. **Engagement in Critique:** Thoughtfully provide, receive, and respond to critique as part of an iterative design decision-making process (all studios).

GRADING POLICIES & SCALE

Grading policies in the course are consistent with University grades and grading policies. Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-61	60-0
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Grading Criteria

- **A+/A** is given to a student who has exhibited the **highest possible performance in all aspects** of the course—the design process, participation, and final projects are all excellent. This student independently seeks out additional information on design, creatively explores new ideas and techniques, and is highly committed/passionate about their work.
- **A-/B+** is given to a student who exhibits **superior performance in all aspects** of the course—the design process, participation, and final projects are uniformly of high quality. This student has a thorough understanding of all concepts presented and is motivated to improve and succeed.
- **B/B-** is given to a student who has **good performance in most aspects** of the course. This student can further improve by following a more thorough design process, having more consistent participation, and/or creating design work that reflects a clearer understanding of concepts being presented.
- **C+/C/C-** is given to a student who has **fair performance** in the course. The final work is adequate, with a design process that reflects the minimum needed to complete assignments. Participation and motivation are moderate.
- **D+/D/D-** is given to a student with **poor performance** in the course. Projects are incorrectly prepared, incomplete or missing. This student does not understand many concepts presented and rarely participates in class. This student is not prepared for subsequent courses in design.

GRADED WORK

Description of graded work:

Studio Mindset, Process + Participation (50% of grade)

Unlike perhaps many of your previous classes, this studio course emphasizes participation and process over the final project outcomes. We focus on the development of the designer’s mindset and your active engagement in the inquisitive and iterative work of a designer. This means approaching each project with curiosity, initiative, and a willingness to explore ideas through drawing, making, and (a lot of) re-making. Therefore, your participation grade reflects your engagement in class activities and exercises, preparedness for desk crits and discussions, your responsiveness to critique, your persistence in

developing your work over time, and how you contribute to the shared studio environment. In short: show up ready to work, think, make, share, listen, take risks, and adapt!

Project 01- Terra Mutare: Understanding a Changing Ground (15% of grade)

Your hands are familiar appendages that will be seen anew and the source of our terrain with which to explore spatial relationships as well as fundamental design vocabularies. Based on these appendages you will develop a set of analytical drawing studies and terrain models that capture shifting spatial relationships and a dynamic ground.

Project 02- Analysis of the Familiar/Unfamiliar (15% of grade)

Moving from the abstract terrain into an actual place, you will immerse yourself within a campus landscape and study it as a human being and a designer. Experience, observe, record, analyze, and represent. You will deepen the understanding of fundamental design vocabularies and spatial organization principles, communicate your understandings through diagrams and models, and represent space in standard drawings.

Project 03- Occupying the Landscape (15% of grade)

The final project emerges from the spatial ideas derived from your terrain model, as you design a sequential itinerary, series of framed views, and infrastructural assemblage to integrate the “system of access” into the landscape. These spatial intersections will be developed into a three-dimensional construct that serves to bridge, connect, enclose, and filter with specified itinerary. These will be developed through model and drawing, which in turn will lead to a significant design exploration that builds directly from this new-found analytical awareness.

Project 04- Studio Portfolio (5% of grade)

We wrap up the semester with the development of a professional-quality booklet that documents your studio projects in a clear, cohesive, and compelling manner. This will form the foundation of your design portfolio, which is a critical tool for communicating your design ethos and abilities.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

Assessment	Designer Mindset + Process	Project 01	Project 02	Project 03	Project 04
1. Composition (SLO1)	X		X	X	
2. Spatial acuity (SLO2)	X	X	X	X	
3 Professionalism (SLO3)	X				
4. Creativity (SLO4)	X		X	X	X
5. Drawing conventions (SLO5)	X	X	X	X	
6. Written communication (SLO5)	X	X		X	X
7. Engagement in critique (SLO5)	X				

The Department of Landscape Architecture may retain and use all student work. Digital copies of student work for this course must be turned in at the completion of each assignment. No final grades will be issued until digital submissions have been turned in as requested. Typically, all files must be submitted as Portable Document Formats (PDFs). Please adhere to each assignment's file submission guidelines.

ANNOTATED SCHEDULE

The following is an overview of the course schedule and assignments. Please check the course website on CANVAS for more detailed information regarding course content, due dates, and reading materials.

Week 1	22-Aug	Fri Class intro, syllabus, supply list, desk space Class Activity- Portrait of a Designer Homework- Design Primer
Week 2	25-Aug	Mon Design Primer (con't) Homework- Set your goal Wed The "real" class intro – cultivating a design mindset Lecture: Understanding the Design Process Intro 1.1 ("Terrain: Construct") Fri Desk crits 1.1 Intro 1.2 ("Terrain: Sculpt"), casting demo
Week 3	1-Sep	Mon <i>Holiday</i> Wed Desk crits 1.1, 1.2 Fri Desk crits 1.1, 1.2
Week 4	8-Sep	Mon Pin-up 1.1, 1.2, Intro 1.3 (Shift Studies) Homework: Research spatial concepts + bring in model supplies Wed Class Activity- study models Intro 1.4 + 1.5 (Terra Mutare: Site Plan/Model) Fri Pin-up 1.3, desk crits 1.4, 1.5
Week 5	15-Sep	Mon Desk crits 1.4, 1.5 Wed Desk crits 1.4, 1.5 Fri Pin-up 1.4 + 1.5
Week 6	22-Sep	Mon Desk crits 1.4, 1.5 Wed Desk crits 1.4, 1.5 Fri Final review Project 1 (1.1-1.5) Homework: Campus site observation (Sketch + Essay)
Week 7	29-Sep	

	Mon	Intro 2.1
	Wed	Field Class
	Fri	Desk crits 2.1
Week 8	6-Oct	
	Mon	Pin-up 2.1
	Wed	<i>Florida Field Trip</i>
	Fri	<i>Florida Field Trip</i>
Week 9	13-Oct	
	Mon	Intro 2.2
	Wed	Desk crits 2.2
	Fri	Field class
Week 10	20-Oct	
	Mon	Desk crits 2.2
	Wed	Desk crits 2.2
	Fri	<i>Homecoming No Class</i>
Week 11	27-Oct	
	Mon	Desk crits 2.2
	Wed	Final review Project 2 Intro Project 3
	Fri	Final Review/Pin-Up Project 02
Week 12	3-Nov	
	Mon	Intro 3.0 , Desk crits 3.0
	Wed	Desk crits 3.0
	Fri	Desk crits 3.0
Week 13	10-Nov	
	Mon	
	Wed	Desk crits 3.0
	Fri	Pin-up 3.0
Week 14	17-Nov	
	Mon	Desk crits 3.0
	Wed	Desk crits 3.0
	Fri	Desk crits 3.0
Week 15	24-Nov	
	Mon	<i>Thanksgiving Holiday Week</i>
	Wed	<i>Thanksgiving Holiday Week</i>
	Fri	<i>Thanksgiving Holiday Week</i>
Week 16	1-Dec	
	Mon	Practice presentations
	Wed	Final Review Project 03

REQUIRED POLICIES

Please use this link (<https://go.ufl.edu/syllabuspolicies>) to UF's academic policies and campus resources, including information on:

- Class Attendance
- Make-up Exams
- Assignments
- Accommodations/Disability Resources Center
- Grading Policies
- Course Evaluations
- Guidance on how to Provide Constructive Feedback
- UF's Honesty Policy
- In-Class Recording

As well as **academic resources**, including:

- E-learning technical support
- Career Connections Center
- Library Support
- Academic Resources: ex. General study skills and tutoring.
- Writing Studio: ex. Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions)
- UF Student Success Initiative: for resources that support your success as a UF student, and

Campus Health and Wellness Resources:

- UF Whole Gator Resources: for resources that are designed to help you thrive physically, mentally, and emotionally at UF.