

LAA 3233: Landscape Architecture Experience 3

UF Department of Landscape Architecture
Fall 2025

SYLLABUS

I. General Information

CLASS MEETINGS: M: Period 5, 11:45am – 12:35pm
Additional meeting times October 6-10 – to coincide with LAA Fall Field Trips & Nov 14th for final presentations.

CREDITS: 1 Credit

INSTRUCTOR: Dr. Jules Bruck
Antevy Hall 431A
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352-294-3859

OFFICE HOURS: Tuesday and Wednesday, Period 5, 11:45am -12:35pm

COURSE DESCRIPTION

This 1-credit seminar immerses students in current topics and innovative practices within landscape architecture, offering a hands-on experience that explores dynamic themes such as placemaking, exhibition design, and art in the garden. The course is repeatable for 3 credits.

Each session is shaped by the instructor's interests and expertise, providing students with a fresh perspective on contemporary challenges and opportunities in the field. Through interactive discussions, practical exercises, and real-world projects, students will gain valuable insights and skills, enabling them to apply creative solutions to landscape architecture projects. This course is designed to foster experiential learning and ensure students are aware of the latest developments in the profession.

Systems + Site invites students to reimagine the shared landscape between Jonathan and Melanie Antevy Hall and the Bruno E. and Maritza F. Ramos Collaboratory—developing ideas to transform it into an active, inviting hub that reflects the mission and collaborative spirit of the college. Students will examine the complexities of campus planning and the interconnectivity of natural, built, cultural, and operational systems.

At the heart of this project is a guiding question: *What if the landscape supported the same goals as the Collaboratory itself?* Just as the Collaboratory is designed to fuel partnerships, catalyze strengths, and prepare the next generation of leaders to address society's grand challenges, could the outdoor environment also be designed to spark interaction, foster interdisciplinary engagement, and serve as a living laboratory for real-world problem solving?

A primary feature of the site is the Gator Pond, a designated conservation area and integral part of the campus stormwater system that also supports a thriving habitat. What can be done to integrate the Gator Pond into a larger campus commons that supports a vibrant use of the space?

Working in this context requires understanding how operational and governance structures, cultural and heritage narratives, and social systems shape decision-making, meaning, and use of space. Readings and videos will enhance understanding of systems, how systems thinking is applied to campus planning, and how to integrate natural processes into built environments.

In this fast-paced course, students will work collaboratively to analyze integrated systems, assess their functions, constraints, and opportunities, and then embark on creative problem solving. The goal is to produce illustrative, visionary yet practical concepts for a dynamic outdoor extension of UF's collaborative learning environment—where built and natural systems work in harmony to inspire the next era of design innovation.

PREREQUISITE KNOWLEDGE AND SKILLS

2nd year BLA Student or higher

REQUIRED READINGS AND WORKS

See canvas for required readings. No required textbook.

II. Student Learning Outcomes (SLOs) & Course Learning Objectives (CLOs)

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.

CONTENT
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
Students will understand and describe current topics in landscape architecture. <i>Specifically, systems thinking and campus placemaking.</i>
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
Students will apply knowledge of current topics to develop an innovative proposal. <i>Specifically, a creative redesign proposal for the designated campus space that includes the Gator Pond.</i>
SLO 5 – Produce professional visual, oral, and written communications.
Students will clearly and effectively convey ideas through oral communications and visual media - adapting design and presentation to suit various contexts.

III. Graded Work

Grading policies

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.

DESCRIPTION OF GRADED WORK

Assignment 1: Site + Systems Understanding (25% of grade)

Description: In small groups, you will create a short narrative (2–3 pages) accompanied by at least two diagrams that summarize the primary site system assigned to your team. Each system is part of a larger, interconnected network that must be understood before any design decisions can be made.

Your group will act as the class experts on your assigned system, preparing a brief to present and share with your peers. This brief should clearly describe:

- Function – How the system works within the campus environment.
- Constraints – Physical, ecological, regulatory, or social factors that limit its design potential.
- Opportunities – Ways the system could be improved, adapted, or leveraged in the project site.

To develop your brief, you will conduct research that may include:

- Reviewing relevant precedents in landscape architecture.
- Completing on-site observations and documentation.
- Collecting and interpreting site data.
- Conducting interviews with stakeholders or subject matter experts.

Your final deliverable should be visually engaging, technically accurate, and concise—providing the class with a clear understanding of how your system operates. Together – we will explore how each system relates to other site systems in the Antevy Hall + Ramos Collaboratory commons.

Deliverable:

- Narrative: 2–3 pages describing the system’s function, constraints, and opportunities.
- Visuals: At least two annotated diagrams or photos that clearly illustrate your findings.
- Integration: Briefly explain (diagram) how your system connects with other site systems.

Due: Monday, Sept. 8

Assignment 2: Conceptual Design + Narrative (25% of grade)

Description:

In this assignment, you will develop a creative, defensible conceptual design that reflects your understanding of the site’s interconnected systems. Your design should balance ecological function, aesthetics, and social use, building on insights from Assignment 1.

You will produce both an idea board and a final conceptual plan, along with a concise narrative that explains your design intent. Your work should clearly demonstrate how the integrated systems informed your design decisions.

Deliverables:

- Idea Board – Shows how various systems were considered and integrated into your design thinking.

- Final Conceptual Plan – A clear, site-specific design proposal showing interventions and spatial organization.

AI Usage Guidelines

You may use AI to generate graphics, but you must:

- Follow the department's AI usage policy.
- Acknowledge AI use in your narrative and presentation.
- Modify AI-generated images to ensure they are clear, relevant, and site-specific — not purely conceptual or generic.

Due: Thursday, October 9

Assignment 3: Final Presentation + Stakeholder Pitch (30% of grade)

Description:

For your final assignment, you will prepare and deliver a 5–7 minute oral presentation that communicates the value and feasibility of your proposed design to a non-specialist audience (e.g., campus stakeholders, peers, community members) using the concepts learned in the Art of Storytelling.

The goal is to present your work in a way that is clear, compelling, and accessible, avoiding jargon while effectively conveying the key ideas, benefits, and practicality of your proposal.

Deliverable: Create curated slides (digital) or printed posters, 5-7 min. presentation.

Due: Thursday, October 9th

Class Assignments (10% of total grade)

Checked for complete/incomplete including participation in the DCP Gallery Activity on November 14th 12-2 PM.

Participation (10% of total grade)

Students are required to actively participate in the course and project presentations.

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

The graded work assesses the course learning objectives as follows:

Assessment	LAA 3XXX - Course Learning Objectives (CLOs)		
	SLO1	SLO2	SLO5
Site + Systems Brief	X		
Conceptual Redesign Proposal		X	
Presentation			X

GRADING SCALE

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

The	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

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. Please follow the instructor's directions on 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.

IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	No class
Week 2 Aug 25	<p>Prepare for Class: Review Syllabus; Watch: https://www.youtube.com/watch?v=A_BtS008J0k (In a World of Systems, 9:22)</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Intro to Course and Design Process 2. Systems Thinking Discussion 3. Introduction to Site 4. Partner Assignment - and system selection for Assignment 1 <p>Homework and Assignment: Week 1 Project 1 Assignment: Site + Systems Understanding (30% of grade) Due Week 3</p>
Week 3 Sept 1	<p>Labor Day – No Class</p> <p>Sept 4th 9 AM Lakes, Vegetation and Landscape Committee Meeting Location: 225 Stadium Conference Room</p>
Week 4 Sept 8	<p>Topics: Placemaking: Defining Space & Meaning</p> <p>Meet on Site to discuss and practice ways of understanding place through observation.</p> <p>Assignment 1 Due</p> <p>Homework: Finalize and submit sketch observations + any chance encounters from Site</p>
Week 5 Sept 15	<p>Topic: Observing Campus Space in Action</p> <p>Meet at Plaza of the Americas</p> <p>Homework: Write a reflection on observed design strategies that encourage engagement.</p>
Week 6 Sept 22	<p>Topic: Design Theme and Storytelling</p> <p>Homework and Assignments: Create a visual storyboard or written creative narrative that describes your project theme while also telling a story about the Site from a selected perspective.</p>
Week 7 Sept 29	<p>Topics: Design Process and Form</p> <p>Homework and Assignments: Using the project site as a base plan – develop concepts for design a simple interactive landscape concept.</p>
Week 8 Oct 6	Topic: Project Review – Concepts and Form – bring your ideas to class.
Week 8 Oct 7	Topic: Design Thinking for Landscape Innovation Work on projects
Week 8 Oct 8	Topic: Art of the Pitch Work on projects
Week 8 Oct 9	Assignment 2 + 3 Due

Week 9 Oct 13	Final Printed Boards for Homecoming Exhibition – Due
Week 10 Oct 20	No Class
Week 11 Oct 27	No Class
Week 12 Nov 3	No Class
Week 13 Nov 14	FRIDAY Exhibition in DCP Gallery 12-2 PM
Week 14 Nov 17	No Class
Week 15 Nov 24	No Class
Week 16 Dec 1	No Class

VI. Required Policies - <https://go.ufl.edu/syllabuspolices>

Please use this link (<https://go.ufl.edu/syllabuspolices>) 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.

Campus Health and Wellness Resources:

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