LAA 3350c: Landscape Architecture Design 3

UF Department of Landscape Architecture
Fall 2025

SYLLABUS

General Information

CLASS MEETINGS: 100% In-Person | MW | 12:50 PM – 4:55 PM (Period 6-9)
                   Antevy Hall 322

CREDITS: 5 Credits

INSTRUCTORS: Yi Luo, PhD, PLA, ASLA
                   Antevy Hall 432
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Teaching Assistant: Rui Hu, PhD Candidate
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COURSE DESCRIPTION. *Application of basic site design principles on small-scale projects.*

"Site Design is the art of arranging the external physical environment to support human behavior. It lies along the boundaries of architecture, engineering, landscape architecture and city planning, and it is practiced by members of all these professions. Site plans locate structures and activities in three-dimensional space and when appropriate, in time...no important element can be changed without widespread effects. The site is not simply a collection of buildings and streets but a system of structures, surfaces, spaces, living things, climates and details."
  - *Kevin Lynch*

This course focuses on the application of the design process with a focus on demonstrating basic site design and planning principles and assessing design performance. Various modes of learning include lectures, exercises, activities, projects, and field excursions. When possible, a service-learning component or project will be incorporated into the class. This course may include both group projects and independent work. Key topics include:
  - Analysis of site characteristics, including topography, hydrology, slope, soils, climate, vegetation, hazards, infrastructure, utilities, and existing structures.
  - Types of plans and the appropriate organization of space and forms on a site.
  - Basic site design and planning principles, including site layout, traditional and innovative street design, site grading, and the placement of vegetation.
  - Impact studies, demand assessment, and/or performative assessments based on studio project.

PREREQUISITE KNOWLEDGE AND SKILLS.
LAA 2XXX: LA Design 2

REQUIRED READINGS + WORKS

LaGro, J.A. (2013). Site Analysis: Informing Context-Sensitive and Sustainable Site Planning and Design. Hoboken. J.J.: Wiley. 3rd ed. (Available Online through UF Library)

Russ, T.H. (2002). Site Planning and Design Handbook. New York: McGraw-Hill. 2nd ed. ((Available Online through UF Library)

Recommended Resources
1. Booth, Norman – Basic Elements of Landscape Architectural Design
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. Marcus, Clair Cooper & Sachs, Naomi A. – Therapeutic Landscapes
6. Marcus, Clare Cooper & Carolyn Francis – People Places
7. Eckbo, Garrett – Landscape for Living
8. Elam, Kimberly – Geometry of Design: Studies in Proportion and Composition
9. Kasprisin, Ron – Urban Design: the Composition of Complexity
10. Lydall, Sutherland – Designing the New Landscape
11. McHarg, Ian – Design with Nature
12. Motloch, John - Introduction to Landscape Architecture
13. Olin, Laurie – Transformation the Common Place
14. Simonds, J.O. – Landscape Architecture
15. Waldheim, Charles – The Landscape Urbanism Reader
16. Reid G.W. - From Concept to Form in Landscape Design
17. Whyte, W. H. - Social life of small urban spaces.

Drawing Resources
1. Burden, Ernest – Entourage: A Tracing File for Architecture & Interior Design Drawing
2. Ching, Frank – Architectural Graphics
3. Doyle, Michael E. – Color Drawing
4. Evans, Larry – The New Complete Illustration Guide
5. Lin, Mike – Drawing and Designing with Confidence
6. Turner, James R. – Drawing with Confidence
7. Reid, Grant – Landscape Graphics – Plan, Section, & Perspective Drawing of Landscape Spaces
8. Sullivan, Chip – Drawing the Landscape
9. Walker, Theodore – Plan Graphics
10. Walker, Theodore - Perspectives
11. Wang, Thomas C. – Pencil Sketching

COURSE FEES

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

MATERIALS and SUPPLIES

Students are required to maintain a supply of drafting materials and supplies throughout the semester including, but not limited to, 12, 18, or 24-inch rolls of tracing paper (aka trash), a working laptop

computer with current CAD software, and rendering materials and software (e.g. Adobe Suite, 3D modeling).

STUDENT LEARNING OUTCOMES (SLOs)

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 design process 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.

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. **Sustainable Design:** Articulate and explain the human, social, economic, and environmental principles of sustainable development as they relate to design decision-making.
2. **Site Engineering:** Understand and integrate principles and practices of landscape engineering including grading, drainage, water quality and management, and other processes to design safe, accessible, sustainable projects.
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
3. **Design Practice:** Apply an iterative design process, including research, ideation, making, and evaluation in the development of creative and technical projects or research applications.
4. **Collaboration:** Demonstrate effective leadership, cooperation, and communication skills to achieve shared goals in team-based projects.
5. **Material Selection:** Critically evaluate and compare different materials for character, quality, cost, sustainability, and cultural relevance.
6. **Performance:** Establish environmental, social, and economic objectives and desired outcomes for a project and identify data types and methods to measure design impact.
SLO 3 – Apply ethical understanding to design decision-making.
7. **User-centered Design:** Analyze and respond to people's and communities' diverse needs by considering the diverse abilities, perspectives, socio-cultural contexts, and histories when deriving design solutions.
CRITICAL THINKING
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.

8. **Design Values:** Analyze and evaluate the effectiveness of landscape architecture projects in reaching diverse goals such as spatial organization, user experience, ecological sustainability, social equity, resilience, and cultural significance.			

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:

Project 1 - Reitz Union North Green Re-envision (35% of total grade)

Students will redesign an attractive public gathering space at the site of Reitz Union North Lawn at the University of Florida. In addition to conceptual and schematic design during the design process, students will develop a final graphic report or poster. Teamwork peer evaluation will affect your final grade on the project.

Project 2 – TBD (40% of total grade)

Project 2 is a planning and design project of a real site presenting both opportunities and constraints. In addition to inventory, analysis, conceptual and schematic design, students will be challenged to take into consideration grading and stormwater management using green infrastructure and low impact development techniques. Students will develop a final graphic report and drawing sets. This project is a mix of team and individual effort.

Exercises (15% of total grade)

Students will be assigned four exercises throughout the semester to further extend their knowledge beyond Project 1 and Project 2. These exercises will involve finding relationships between social spaces and infrastructure elements, including street and parking lot design.

Participation (10% of total grade)

The instructor will grade students based on class engagement and participation. Active engagement in studio projects is essential for successful learning. Students receive a full participation grade if they participate in preparatory readings, site visits, group activities, discussions, etc. Participation also includes demonstrating curiosity, a commitment to learning through observation and inquiry, as well as respect for peers and professionals.

All Rubrics for assignments, projects, and engagement are found on CANVAS
The graded work assesses the course learning objectives as follows:

Assessment	Project 01	Project 02	Exercises	Participation
1. Sustainable design (SLO1)	X	X	X	
2. Site engineering (SLO1)	X	X	X	
3. Design practice (SLO2)	X	X		
4. Collaboration (SLO2)	X	X		X
5. Material selection (SLO2)	X	X	X	

6. Performance (SLO2)	X	X	X	
7. User-centered design (SLO3)	X	X		
8. Design values (SLO4)	X	X		

GRADING SCALE

Grading will adhere to the University of Florida Grade Policy:

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

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.

ANNOTATED SCHEDULE (Tentative)

Week	Topics, Homework, and Assignments
2	8/25 • **Topic:** Introduction • **Summary:** Syllabus Introduction • **Assignment:** Exercise 1: [Team of 3] Building Bridge with Music [All assignments see Canvas for requirements and deadlines] 8/27 • **Topic:** Lecture: Parking Lot Design • **Summary:** We will work on Exercise 2 parking lot design on a small-scale site. Introduction to Exercise 3_ Film: The Social Life of Small Urban Spaces. The film was published by William H. Whyte that explores the successes and failures of public spaces in New York City. Afterward, students will conduct research to discuss Whyte's findings presented in the film. • **Assignment**: Exercise 2 Parking Lot Design [in-class]; Exercise 3: [Teams of 3] Watch Whyte's film and answer the question how can Whyte's findings be translated to Florida?
3	9/1 [Holiday] 9/3 • **Topic:** Lecture: Contour and Landform; Student presentation Exercise 1; • **Summary:** In this class, students will first present their outcomes of Exercise 1, then we will have an introduction to contour and landform and then students will complete an in-class assignment about this topic. • **Assignment**: Exercise 4: Land and Form

4	**9/8** • **Topic:** Assign Project 1; Student presentation Exercise 3 • **Summary:** We will have a lecture talking about site planning and the design process. Then we will assign and start to work on Project 1, students will visit the site and conduct site inventory. • **Assignment:** Each team [Teams of 3] works on group site inventory slides. **9/10** • **Topic:** Lecture: Inventory and Programming Graphic • **Summary:** Today we will have a lecture regarding site inventory and programming graphics. Then students will keep working on site inventory, case study, and programming. • **Assignment:** Site inventory, Case study, programming
5	**9/15** • **Topic:** Working day + Desk Critique: site inventory, case study, programming • **Summary:** Today students will continue to work on site inventory, case study and programming **9/17** • **Topic:** Student Presentation: site inventory, case study, programming, and experience map; Lecture: Design Concept + Conceptual vs schematic designs. • **Summary:** Today students will present products about project 1. Then we will have a lecture regarding design concepts, conceptual design and schematic design. After the lecture, students will start to work on design concept, site analysis, and conceptual design of Project 1. • **Assignment:** Design concept, site analysis, conceptual design
6	**9/22** • **Topic:** Conceptual design pin-up review; Lecture: From concept to form • **Summary:** Student presentations regarding project 1 conceptual design. Then, we will have a lecture about how to transfer concept to form. Then students will work on the schematic design of Project 1. • **Assignment:** Schematic design **9/24** • **Topic:** Schematic design • **Summary:** Today is a working day for students to develop schematic design. • **Assignment:** Schematic design

7	9/29 • **Topic:** Schematic design pin-up review; Lecture: Landscape performance evaluation • **Summary:** Student presentations regarding project 1 schematic design. Then, we will have a lecture about evidence-based design and landscape performance evaluation. Following that, students will develop metrics to measure the achievement of their goals. 10/1 • **Topic:** Design Development; baseline data collection; Lecture: Graphic communication • **Summary:** We will have a lecture talking about graphic communication. Then students will work on measuring baseline condition of the site using the metrics developed on Tuesday, and work on the final graphics of Project 1. • **Assignment:** Final graphics of Project 1
8	10/6, 10/18 • **Topic:** Working day + desk critique • **Summary:** Then students work on developing final graphics. • **Assignment:** Final graphics of Project 1
9	10/13 • **Topic:** Project 1 final presentation and Reflection • **Summary:** Student presentations regarding Project 1 final outcomes and have peer evaluation. • **Assignment:** Final report/poster development. 10/15 • **Topic:** Assign Project 2. • **Summary:** Today we will start to work on Project 2, research on designated topics and project 2 inventory, case studies, programming, and research. • **Assignment:** Case study
10	10/20 • **Topic:** Working day + desk critique • **Summary:** Student keep working on site inventory, case study and start programming. • **Assignment:** Site inventory, case study, programming. 10/22 • **Topic:** Students presentation: site inventory, case study, programming • **Summary:** Students presentation, then start to work on site analysis and conceptual planning of Project 2. • **Assignment:** Site analysis, experience map, and conceptual planning of project 2.
11	10/27 • **Topic:** Conceptual planning pin-up review • **Summary:** Today we will have conceptual planning pin-up review for students to receive feedback from the instructor, peers, and guest reviews (potentially) • **Assignment:** Finalize conceptual planning based on feedback 10/29 • **Topic:** Conceptual individual design • **Summary:** Each student will select an individual site from the conceptual plan and develop it into a detailed site design. • **Assignment:** Individual conceptual site design

12	11/3 • **Topic:** Conceptual design pin-up review • **Summary:** Today we will have conceptual design pin-up review for students to receive feedback from the instructor, peers, and guest reviews (potentially) • **Assignment:** Finalize conceptual designs based on feedback 11/5 • **Topic:** Schematic design • **Summary:** Student will start to work on schematic design of their selected sites • **Assignment:** Schematic design
13	11/10 • **Topic**: Schematic design pin-up review • **Summary:** Today we will have schematic design pin-up review for students to receive feedback from the instructor, peers, and guest reviews (potentially) • **Assignment:** Finalize schematic designs based on feedback 11/12 • **Topic**: Workday + desk critique • **Summary:** Today is a workday for Project 2 design development. • **Assignment:** Project 2 design development
Week 14	11/17, 11/19 • **Topic:** Final graphics development + desk critique • **Summary:** Students work on the Final graphics and performance evaluation of Project 2. • **Assignment:** Final graphics of Project 2
Week 15	Thanksgiving Break
Week 16	12/1 • **Topic:** Project 2 final presentation • **Summary:** Student presentations regarding project 2 final outcomes. • **Assignment:** Final report development 12/3 • **Topic:** Project 2 final report development, peer evaluation • **Summary:** Students work on Project 2 Final report and complete peer evaluation. • **Assignment:** Project 2 final report

VI. Required Policies

Class Attendance & Excused Absences:
Requirements for class attendance and excused absences are consistent with university policies. See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.

Requirements for exams, reading days, and excused absences relative to exams and other assignments/assessments are consistent with university policies. See Examination Policies and Reading Days for more information regarding University Exam Policies.

Accommodations for students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the "Get Started With the DRC" webpage on the Disability Resource Center site. 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.

Technology

Canvas: In this class, Canvas, UF's online learning management system, will be used for course activities, resources, assignments, and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:
1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at https://my-ufl.bluera.com
Guidance on how to Provide Constructive Feedback is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

UF 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

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 education 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 deliver by an 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 presentation 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 guest 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.

Campus Resources:
• Health and Wellness
- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources
- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Studio Policies:
Critique:

Your work in the design studio will develop through presentations and group discussions about the work during each class session. From time to time, at the end of a project or at a critical moment of the work, more formal "critiques" are scheduled. These are public presentations of the work and provide a forum for its discussion. Usually, one or more external critics are invited to provide a fresh viewpoint and to stimulate discussion. These sessions are usually more formal than class sessions and should be taken seriously. Critics come in on their own time and expend a serious level of energy on trying to understand your endeavors and give you good feedback. You should think of your presentation not as a moment of judgment but as an opportunity to get input on possible directions for future development, whether through continued work on the project or through work on future projects.

Please recognize that the critiques of your peers and studio colleagues provide you with excellent learning opportunities and will be essential to your education as a designer. You are required to both attend and actively participate in the discussions of work by others.

Studio Culture:
We ask that you understand that the studio is a public space and conduct yourselves in an appropriate manner. The work atmosphere must accommodate a range of tastes in music, language, public conduct, and so forth. Be both courteous toward and tolerant of your colleagues. Remember, the studio is an academic workplace, not an extension of your private house or apartment. Treat it as a professional environment, and act as you would if working at an architectural firm. This includes curtailing loud music and conversations, no smoking (UF is a tobacco-free campus), e-cigarettes, or vaping.

When working in the studio outside of class, please respect the wishes of your fellow classmates by limiting loud, boisterous, and/or long mobile phone conversations, as these may be distracting to others. If requested, please take your conversation out of the studio.