

LAA 4905 Special Studies in Landscape Architecture  
UF Department of Landscape Architecture  
Fall 2025

SYLLABUS

I. General Information

CLASS MEETINGS:	Varies, Instructor Dependent
LOCATION:	Instructor determines in consultation with the student
CREDITS:	1-6 Credits, may be repeated for credit with a change of topic
INSTRUCTOR:	Varies

COURSE DESCRIPTION

This is an elective, self-directed course for majors and non-majors who wish to investigate a specific area of landscape architecture. The primary goal of the course is to provide students with focused research and/or design exploration of a specific topic of interest under the advisement of a faculty member who monitors and critiques student's progress. Through intentional and critical involvement in their special study pursuits, students are encouraged to engage thoughtfully with their chosen topics to foster a deeper understanding and potentially advancing the field of landscape architecture.

PREREQUISITE KNOWLEDGE AND SKILLS

Students seeking special study are expected to have developed the ability to gather and analyze data (quantitative and qualitative) and work autonomously and effectively to complete an independent project.

REQUIRED READINGS AND WORKS

Suggested readings are individually assigned to each student based on their project selection. Course readings are provided on the CANVAS learning platform.

Materials and Supplies:

Students are required to have basic supplies necessary to complete most design projects along with a computer with the following required software:

- MS Office (Word, Excel and PowerPoint)
- Adobe Suite Products (Photoshop, Illustrator, and In-Design)
- Adobe Acrobat Reader or other PDF reading software

II. Student Learning Outcomes (SLOs)

Each student in the LA program is expected to understand and apply the design process and continuously develop (some of the following may not apply to the selected special studies project):

- 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.

Depending on the project type and student level in the program, we expect graduate students to be able to:

- Articulate a clear research theory for the selected independent project.
- Select and apply appropriate research methods.
- Demonstrate the ability to position knowledge within the existing landscape architectural body of information to articulate the broader significance relative to advancing the field.
- Iterate design ideas and respond to feedback and critique.
- Produce a logical and professional final project.

Course learning objectives vary based on project type and student level. This course is not part of the official assessment of Student Learning Outcomes.

### III. Graded Work

#### DESCRIPTION OF GRADED WORK

All assignments are at the discretion of the faculty member who is responsible for assessing student learning and outcomes of items listed in II. Student Learning Outcomes (SLOs)

#### GRADING SCALE

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
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

For information on grades and grading policies, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course-specific work, such as service-learning opportunities, may require the Department to ultimately provide work created by students to an outside organization.

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.).

#### IV. Annotated Weekly Schedule

Follow the guidelines given to you by the department each semester to ensure accuracy of submission deadlines.

Week	Topics, Homework, and Assignments
Week 1	<b>Topic:</b> Meeting with Professor, Course Intro and Deadline review
Week 2	<b>Topic:</b> Meeting with Professor
Week 3	<b>Topic:</b> Meeting with Professor
Week 4	<b>Topic:</b> Meeting with Professor
Week 5	<b>Topic:</b> Meeting with Professor
Week 6	<b>Topic:</b> Meeting with Professor
Week 7	<b>Topic:</b> Meeting with Professor
Week 8	<b>Topic:</b> Meeting with Professor
Week 9	<b>Topic:</b> Meeting with Professor
Week 10	<b>Topic:</b> Meeting with Professor
Week 11	<b>Topic:</b> Meeting with Professor
Week 12	<b>Topic:</b> Meeting with Professor
Week 13	<b>Topic:</b> Meeting with Professor
Week 14	<b>THANKSGIVING BREAK</b>
Week 15	<b>Topic:</b> Meeting with Professor
*Schedule, topics, and dates are subject to change	

#### 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:

*Updated January 2025*

- 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.