LAA 2365C: Landscape Architecture Design 2

UF Department of Landscape Architecture
Spring 2026

SYLLABUS

General Information

CLASS MEETINGS: 100% In-Person | MFW | Periods 3-4, 9:35-11:30 am
Antevy Hall 318/320

CREDITS: **4 Credits**

INSTRUCTORS: Andrea Galinski, MLA, ASLA, CFM, Assistant Professor
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TA: Samantha Schneider
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COURSE DESCRIPTION. *This course focuses on developing students' understanding and application of landscape architectural design processes, design thinking, spatial organization, and communication skills.*

COURSE OVERVIEW.

"Process, rather than form, is the most important consideration in the creation of landscapes. Process emphasizes dynamic relationships, flows, and transformations over time."
~ James Corner, Landscape Urbanism Reader

"Landscape architects must engage in a recursive process where analysis, design, and feedback loop together to create meaningful, evolving places."
~ Elizabeth Meyer, Sustaining Beauty: The Performance of Appearance in Landscape Architecture

This landscape architecture design studio (D2) is the second studio that explores fundamental design processes. This course will build on the skills fostered in D1 Principles (sketching, drawing, and model building) and prepare students to embark upon a more robust design process emphasizing precedent study, analytical methods, representational techniques, and continued pursuit of spatial thinking and making. All explorations are grounded in design process. Landscape architecture design projects vary in scale and complexity – so the *design process* offers a framework for designers to understand a systematic approach to developing a project.

PREREQUISITE KNOWLEDGE AND SKILLS.
LAA2360c: Landscape Architecture Design 1.

COURSE TOPICS. To understand the design process, this course focuses on the below key topics:
- Use of precedent as constituting a disciplinary body of knowledge and a source for design ideas.
  o Develop the ability to distill, translate, and transform spatial ideas from precedent work into new designed spaces.
  o Create visual constructions (drawings/models) that investigate and interrogate precedent.
- Use of analytic research to inform the development of architectural projects.
  o Collect, categorize, visualize, and manipulate information gathered from visual observation and other sources.
- Creation of spatial design proposals that reflect a more sophisticated design approach, based on engagement with site, informed by precedent, and grounded in a more formal design language.
- Use of drawings and models that explore and illustrate the immersive qualities of space, including hybrid analog/digital constructions.
  o Employment of standard drawing conventions (plan, section, elevation, axonometric, and perspectival projections) as instruments for projecting and constructing three-dimensional spatial sequences and landscapes.
- Engagement in an active and iterative design process, where the evolution of spatial ideas and design process is evidenced through a series of sequential studies that develop over time.

REQUIRED READINGS + WORKS
Required readings will be provided for student use on the class Canvas. In addition, students are encouraged to share resources with one another through Canvas and/or bring to the studio for your own use and for the use of your colleagues.

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).

COURSE MATERIALS + SUPPLIES

You will need access to design and modelling software for certain exercises. Tools including AutoDesk AutoCAD, Rhinoceros 3D, and/or SketchUp will be introduced as needed. You will need access to Adobe Photoshop, Illustrator, and InDesign regularly.

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 T-pins
- 2 rolls of tracing paper (12" + 18")
- Micron/Staedtler pens with at least 3 different tips (fine to medium width)
- Prisma color pencils
- Erasers (1 block and 1 eraser sticks recommended)
- Eraser shield
- High quality pencil sharpener
- Workable fixative
- 1 pad, Strathmore Bristol (Vellum Finish), 100lb weight, size: 18"x24" or larger
- Hardbound sketchbook

Required modeling materials:
- X-acto knife & large box of #11 blades
- Matt 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):
- Chip board (or similar) to cover desk (~32" x 48")
- 2 basic adjustable drafting lamps, extra bulbs, and extension cord
- Digital camera (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 design process studio, students should demonstrate *beginning* levels of design thinking through:
- Synthesis. A range of approaches (creative, cultural, and/or historical) to create spatial and temporal landscape compositions.
- Iteration. Development of multiple design alternatives before synthesizing ideas into a defensible plan.
- Critique. 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):

KNOWLEDGE
SLO 1 – *Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.*
1. **Design Process:** Identify and describe the process of planning and creating the form and function of an environment or system based on specific goals.
2. **Earth Systems:** Describe earth systems - including soil science, geology, hydrology, and topography - and their influence on landscape design decision making.
APPLICATION
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. **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.*
5. **Design Synthesis:** Conduct a comprehensive analysis and synthesis of objective and subjective information to inform the organization of space and forms within the landscape.
6. **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.*
7. **Oral Communication:** Clearly and effectively convey ideas through visual media, adapting design and presentation to suit various contexts.
8. **Engagement in Critique:** Thoughtfully provide, receive, and respond to critique as part of an iterative design decision-making process (all studios).

GRADED WORK

The course's primary assignments are designed to help students integrate rigorous analysis with creative experimentation. By engaging with both the measurable and the intangible aspects of landscape, students will develop designs that are sensitive, innovative, and rooted in a deeper understanding of place.

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.

DESIGN PROCESS + ACTIVITIES + ENGAGEMENT (50% of grade)

As with D1, this studio course emphasizes process and class engagement over the final project outcomes. We ask you to make a concerted effort in studio, bravely try new skills/modes of thinking, and to

challenge yourself and be constantly willing to learn and develop. Therefore, the design process grade reflects your engagement in class activities and exercises, preparedness for desk crits, responsiveness to critique, and persistence in developing your work iteratively over time.

PROJECT 01: READING THE SITE- EXPERIENCE, SYSTEMS, RELATIONSHIPS (15% of grade)

Weeks 01-04: Students develop a foundational understanding of site through direct observation, experience, and analytical research. Beginning with phenomenological and interpretive studies, students will then translate their observations into systems-based mappings to define the site's role within larger networks (hydrologic systems, plant communities, neighborhoods, etc.). The project culminates in a comprehensive site model that integrates physical, ecological, and infrastructural information to generate a foundational framework for design.

PROJECT 2: PROJECT PRECEDENT & CONCEPT DEVELOPMENT (10% of grade)

Weeks 05-07: This project challenges students to analyze a historically significant or contemporary landscape precedent and use it as a framework for generating new design ideas. By deconstructing the spatial organization, material choices, and experiential qualities of a precedent, students will extract key design principles. Rather than simply replicating a precedent, students will be encouraged to reinterpret its ideas in a way that is generative rather than only analytical.

PROJECT 3: DESIGN ARTICULATION (20% of grade)

Weeks 08-12: Students will iteratively generate, test, and refine design ideas through a series of rapid prototypes, which emphasize spatial organization, form development, and responsiveness to site and systems analysis. The project emphasizes developing form, program, and experience through drawing and models that are grounded in process and iteration.

PROJECT 04: STUDIO PORTFOLIO (5% of grade)

Weeks 14-16: Lastly, students will develop a comprehensive portfolio of your studio work from the semester, which may include site analysis, final projects, design process, and thinking/drawing from your sketchbooks. Use it as an opportunity to reflect on your work. This booklet should document your studio work in a clear, cohesive, and compelling manner, and will also form the foundation of your design portfolio for admission to the upper-level BLA program.

All rubrics for assignments and design process are found on CANVAS
The graded work assesses the course learning objectives as follows:

Assessment	Project 01	Project 02	Project 03	Project 04	Design Process
1. Design process	X	X	X	X	X
2. Earth systems	X		X		
3. Design practice	X	X	X	X	X
4. User-centered design	X		X	X	
5. Design synthesis		X	X	X	
6. Creativity	X	X	X	X	
7. Oral communication	X	X	X	X	

8. Engagement in critique	X	X	X	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

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. 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	12-Jan	
	Mon	Class intro (semester outlook, syllabus, supply list, desk assignment) Lecture: Design Process Assign Readings/Precedent 1: Site Site research
	Wed	Readings/ Precedent 1 Reflections Intro Project 01 + 1.1-Experiential mapping Class activity: What do you want to do know about the site?
	Fri	Site visit Workday 1.1 Assign Readings/Precedents 2: Reading the Site
Week 2	19-Jan	
	Mon	*Holiday*
	Wed	Lectures/Precedents 2 Discussion Flexible desk crits 1.1
	Fri	Structured desk crits 1.1
Week 3	26-Jan	
	Mon	Pin-up 1.1 (no presentation, gallery + narrative, peer review) Intro 1.2-Systems mapping + Intro 1.3 – Class model (get supply) Assign Readings/Precedents 3
	Wed	Readings/Precedents 3 Discussion

		Flexible desk crits 1.2 + 1.3
	Fri	Structured desk crits 1.2 + 1.3
Week 4	**2-Feb**	
	Mon	Flexible desk crits 1.2 + 1.3
	Wed	Flexible desk crits 1.2 + 1.3
	Fri	Pin-up 1.2+1.3 Intro Project 2.0 + 2.1 - Assign Documentation 1.2+ 1.3
Week 5	**9-Feb**	
	Mon	Flexible desk crits 2.1 Lecture: site analysis + synthesis Assign Readings/Precedents 4
	Wed	Readings/Precedents 4 Discussion Flexible desk crits 2.1
	Fri	Structured desk crits 2.1 Intro 2.2 Assign Readings/Precedents 5: Form
Week 6	**16-Feb**	
	Mon	Lecture: Concept Design + Form Flexible desk crits 2.1 + 2.2/Rapid ideas
	Wed	Readings/Precedents 5 discussion Flexible desk crits 2.1 + 2.2
	Fri	Informal Pin-up (peer critique) Structured desk crits 2.1 + 2.2
Week 7	**23-Feb**	
	Mon	Flexible desk crits 2.1 + 2.2
	Wed	Structured desk crits 2.1 + 2.2
	Fri	Pin-up Project 02 Assign Readings/Precedents 6: Landscape narrative
Week 8	**2-Mar**	
	Mon	Intro Project 3.0 Homework: 3.1 Concept/idea generation (must use various types of drawings – parti diagram, plan, section, perspective)
	Wed	Project Precedents Study Rapid ideas
	Fri	Desk crits 3.1
Week 9	**9-Mar**	
	Mon	Desk crits 3.1 + Idea finalization
	Wed	Production 3.1

	Fri	Mid-review – Pin-Up 3.1 Reflections 3.1
Week 10	**16-Mar**	
	Mon	*Spring Break*
	Wed	*Spring Break*
	Fri	*Spring Break*
Week 11	**23-Mar**	
	Mon	Intro 3.2 Lecture + Precedents Homework: 3.2 idea generation (must use various types of drawings – parti diagram, plan, section, perspective)
	Wed	Project Precedents Study Rapid ideas
	Fri	Desk crits 3.2 + Idea finalization Intro 3.3 Homework: 3.3 idea generation (must use various types of drawings – parti diagram, plan, section, perspective)
Week 12	**30-Mar**	
	Mon	Project Precedents Study Rapid ideas
	Wed	Design Charette with Practitioners + Idea finalization
	Fri	Informal pin-up 3.3 Reflections on the Rapid Idea process
Week 13	**6-Apr**	
	Mon	3.3 Desk crits – Design refinement
	Wed	3.3 Desk crits – Design refinement
	Fri	3.3 Desk crits – Design refinement
Week 14	**13-Apr**	
	Mon	3.3 Design finalization Intro 4.0 Project Production Narrative + Production Workday
	Wed	Narrative + Production Workday
	Fri	3/4 Review: Storyboard
Week 15	**20-Apr**	
	Mon	Narrative + Production Workday
	Wed	*Last day of class* **Final Review**
	Fri	Reading day
Week 16	**27-Apr**	**Exam week**

Mon	
Wed	Class Documentation/Portfolio
Fri	

VI. 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.

Campus Health and Wellness Resources:

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