

Department of Landscape Architecture
College of Agricultural Sciences & Natural Resources
Texas Tech University
Spring 2015

LARC 2402 : Design Process (4 credit hours)

Class Time	Lecture:	T& Th	9:00 – 9:50 am	FORL 112
	Studio:	T& Th	10:00am – 12:50 pm	Pavilion

Instructor	Yi Luo , PhD, PLA	
	Office Hours:	1:45-2:45 pm Tuesday or by appointment
	Office:	PSS 153
	Email:	yi.luo@ttu.edu (Best)
	Phone:	806.834.5873

I. COURSE DESCRIPTION

LARC 2402 is the second design course in the LARC sequence. It will reinforce the elements and principles of design while introducing how site data collection and analysis, and landscape performance evaluation fits into the overall design process. Understanding these elements and their relationship with the design process will help designers in understanding the environmental fit of the program to the site constraints and opportunities, promote evidence-based sustainable design practices, and help integrate baseline data collection and landscape performance evaluation a routine of design practices.

In this course we will have a series of small exercises together with one term design project which will deal with visual and physical connections among the various parts of a site. The specific theme for this semester is enhancing the measurable sustainability of the urban landscape.

II. COURSE OBJECTIVES

Upon completion of this course, each student with a passing grade will:

1. Demonstrate an ability to implement a design process into design projects.
2. Understand the concept of evidence-based design and the value of empirical evidence in informing future designs.
3. Demonstrate an ability to conduct evidence-based design.
4. Understand the concept and demand for landscape performance quantification
5. Understand the key steps of landscape performance quantification and how they can be integrated into the typical design process.
6. Be able to identify resources for landscape performance quantification tools and methods.

7. Demonstrate an ability to apply different tools and methods to estimate landscape performance of his/her designs.

III. COURSE CONDUCT

This course will involve a series of lectures, assignments, in-class exercises, exams, projects, and field trips. Projects will be handled as if it might be by a design firm. When possible, a Service Learning component or project will be incorporated into the class. Team work and independent work might be anticipated at different phases of a project.

A number of lectures will be given during the first hour of the class in FORL112 to cover different design issues at different project phases. Students are encouraged to ask questions or share information at any time during the lecture. The rest of the class will be devoted to applying knowledge learned from the lectures to in-class exercises or the term project.

Blackboard will be used for message, course materials, posting and submitting assignments, and grades. You are recommended to log onto Blackboard daily to follow instructions.

IV. POLICIES

A. Attendance:

Attendance at all class sessions is mandatory unless prior arrangements have been made with the instructor. Absences or late submission due to health-related problems, emergency situations, or mandatory participating activities approved by university policy (such as religious observance) may be excused if written verification is submitted to the instructor prior to the event if it is planned, or within in 1 week of absence if it is an emergency. Students are responsible for all work missed. Students are expected to arrive at each class on time, be prepared in advance by completing the assigned research and design tasks. Being late for three times is considered an absence. Absence records include both lecture and studios will be used in the determination of final grades.

2 absences:	no penalty
3-4 absences:	5 pts. off FINAL GRADE
5-6 absences:	10 pts. off FINAL GRADE
7-8 absences:	20 pts. off FINAL GRADE
9+ absences:	automatic failure in the course

Note: Missing both the lecture and studio time will count as 2 absences.

B. Due dates:

Due dates will be established by the instructor at the outset of each project. The landscape Architecture Program policy will be maintained.

Late work: 5 points per calendar day will be deducted from late projects (including weekends).

C. Studio Performance:

Students are expected to be fully engaged in course work during studio period. Each student is expected to review his/her process with the instructor at least twice weekly. However, studio hours alone will not be sufficient to complete the assigned work. You are expected to spend a minimum of one additional hour of work for each hour spent in the studio to complete assigned work satisfactorily.

D. Civility in the Classroom:

Students are expected to help maintain a classroom environment that is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction, such as using cellular phones, text messaging devices, pagers or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class. Additional information can be found in the TTU publication "Student Handbook, 2014/2015" and "Civility in the Classroom" posted on the TTU web site.

E. Academic Integrity:

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. Any indication of possible cheating, plagiarism or other academic misconduct will be referred to the Committee on Academic Misconduct. Additional information can be found in the TTU publication "Integrity Matters" on the TTU website. " posted on the TTU web site.

F. Retention of Work:

All submitted work becomes the property of the Department of Landscape Architecture and may be retained for display, teaching resources, public display, and publication purpose.

G. Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405

VI. CRITERIA FOR EVALUATING STUDENT PERFORMANCE

Evaluation of student progress will be based on individual participation in the studio, interaction with counterparts on design teams, the active search for design information and design solutions, the quality of design solutions, and the quality of research reporting, design communication, and presentation drawings. All work will be weighted by the number of class days devoted to that activity with the final overall calculation of components as follows:

Exercises, assignments, quizzes, and exams	35%
Term design project and landscape performance benefit estimation	55%
Instructor assessment	10%
Total	100%

90-100	A	Outstanding/Excellent Performance
80-89	B	Above Average Performance
70-79	C	Average Performance
60-69	D	Marginal Performance
59 or less	F	Failing Performance

V. REQUIRED TEXTS

LaGro JA (2007). Site Analysis: A Contextual Approach to Sustainable Land Planning and Site Design. John Wiley & Sons, Inc.: Hoboken, N.J.

VI. RECOMMENDED TEXTS

Adams, Michelle (2011), High Performance Landscape Guidelines: 21st Century Parks for NY, Design Trust for Public Space.

ASLA Designing Our Future: Sustainable Landscapes. <http://www.asla.org/sustainablelandscapes/index.html>

Dramstad, W. E., Olson, J. D., and Forman, R. T. T. 1996. Landscape ecology principles in landscape architecture and land-use planning. Covela, CA.: Island Press.

Landscape Architecture Foundation Benefits Toolkit. <https://lafoundation.org/research/landscape-performance-series/toolkit/>

Landscape Architecture Foundation Landscape Performance Series. <http://lafoundation.org/research/landscape-performance-series/>

Li, M.-H., Dvorak, B., Luo, Y., & Baumgarten, M. (2013). Landscape Performance: Quantified Benefits and Lessons Learned from a Treatment Wetland System and Naturalized Landscapes. Landscape Architecture Frontiers, 1(4), 60-73.

Luo, Y., & Li, M.-H. (2014). Do social, economic and environmental benefits always complement each other? A study of landscape performance. Landscape Architecture Frontiers, 2 (1), 42-56.

McHarg I (1992). Design with Nature. New York: John Wiley and Sons, Inc. 25th anniversary edition.

Reid, Grant (Sept. 2002), Landscape Graphics, Revised Edition, Watson-Guption Publications. Sustainable Sites Initiative. <http://www.sustainable-sites.org/>

Whyte, W. H. 1980. Social life of small urban spaces. Washington, D. C.: The Conservation Foundation.