

LARC 2414: LA Design Studio IV

Course Syllabus

Course Information

Lecture: TR 08:00 – 08:50 AM CASNR Annex RM 111

Studio: TR 09:00 – 11:50 PM Pavilion

Instructors: Sohyun Park
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Office Hours: TR 1:00 – 2:00 PM
or by appointment

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Office Hours: TR 1:00 – 2:00 PM
or by appointment

Co-Requisite Course(s): [LARC 2224 Modeling and Communication IV and LARC 2332 LA Construction and Administration II]

Course Description

Urban and community planning and design theory, landscape systems synthesis applied in urban district planning and community schematic design, design development and construction documentation

Course Objectives

LA Design Studio IV is designed to provide students with structured oversight and guidance to acquire skills in research, collaborative problem solving and urban strategies development.

- Students will be familiar with historical and contemporary methods and theories of urban design, as accumulated from readings, written exercises and seminar discussions.
- Students will be familiar with and able to research urban precedents/case studies (past and recent design projects for the public realm).
- Students will be able to cite and utilize a variety of techniques and methods for analyzing, appraising, and modeling sites; and will be consistently asked to justify design decisions based on critique and analysis.
- Students will use/test a variety of urban design techniques and strategies in the service of urban revitalization and enhancement, addressing such issues as integrated land uses, public life, infrastructure/transportation, open space, ethnicity/multiculturalism, ecological sustainability, justice, etc.
- Students will understand and manipulate relationships between different scales of design and will improve their abilities to work individually and in groups.

LA Department Student Learning Outcomes

The Department of Landscape Architecture employs the following eight primary Student Learning Outcomes.

Design

- Student will employ critical thinking and creative problem solving to evaluate, research, plan, design, and communicate works of landscape architecture at a variety of spatial scales and complexity.
- Student will identify and address issues in accurate, thorough, and unique manner, and deliver all relevant information necessary for full understanding of them.

- Student will employ theory and research methodology that lead to sophisticated, thorough analysis and insightful, nuanced and stimulating design decisions.
- Student will develop well-reasoned and richly composed design solution with a balanced and appropriate application of creative problem solving, critical thinking, risk taking and/or solid rationale.

Professionalism

- Student will model professionalism, academic integrity, values, and ethics in studio and classroom conduct and presentation of work.
- Student will work collaboratively with all team members in leading and supportive roles and contribute consistently and greatly to group work and engages positively with others.
- Student will incorporate interactive design to the end of experimentation and exploration.

History

- Student will relate the historical framework of the physical, cultural, and social development of landscape architecture to contemporary works and practices.

Construction

- Student will apply knowledge of materials, methods, and processes to design development, construction documentation, and implementation.

Global Professional Communication

- Student will develop and employ culturally appropriate and professionally-accepted verbal, written, and graphic styles and standards to market and convey design intent in presentations.
- Student will communicate in a sophisticated and complex way the process by which different categories of difference might intersect and interchange depending on time and circumstance.
- Student will seek unique methods of intercultural communication which demonstrate effective exchange/interactions between people of differing cultures.
- Student will present in highly organized manner and integrate rich graphic detail with hierarchical convention resulting in a visually stimulating and thought-provoking product.

Technology

- Student will demonstrate proficiency of digital tool utility and appropriate application/integration leading to advanced product quality.
- Demonstrate smooth, integrated and efficient workflows and processes with stewardship of resources.

Systems and Processes

- Student will use understanding of ecological, developed, and social/cultural systems and processes to analyze, judge, and direct design decision making.

Research

- Student will demonstrate understanding of research and scholarly methods (precedent, case, quantitative, qualitative, mixed, survey, design, overlay, etc.) in framing and conducting ethical and responsible design, planning and research projects. NOTE: IRB approval is required for human subjects research.

Course SLO's

In addition to the eight main pillars that comprise the Texas Tech University Department of Landscape Architecture's Student Learning Outcomes, this course will specifically focus on the following outcomes and objectives for student learning:

- Course SLO 1. Students will understand urban system as a holistic framework and integrate urban components with the structure and functions of multi-scalar urban systems.
- Course SLO 2. Students will conduct critical analysis and site appraisal thorough the synthesis of design research methods and precedent/case study approaches.
- Course SLO 3. Students will develop well-reasoned design concept and defensible design decisions that best respond to current and emerging urban challenges at city and district levels.

Required Text:

- Farr, Douglas (2008). *Sustainable Urbanism: Urban Design with Nature*. Hoboken, NJ. John Wiley & Sons. ISBN: 978-0471777519.
- Lynch, Kevin (1960). *Image of the City*. Cambridge, MA. MIT Press. ISBN: 9780262620017.
- Jacobs, Jane (1992). *The Death and Life of Great American Cities*, New York, NY. Modern Library. ISBN: 978-0679644330.

Recommended Text:

- Duany, Andres, Jeff Speck, and Mike Lydon (2009). *The Smart Growth Manual*. New York, NY. McGraw-Hill. ISBN: 978-0071376754.
- Haas, Tigran, ed. (2008). *New Urbanism and Beyond*. New York, NY. Rizzoli Publisher. ISBN: 978-0847831111.
- Waldheim, Charles (2016). *Landscape as Urbanism*. Princeton, NJ. Princeton University Press. ISBN: 978-0691167909.
- Waldheim, Charles, ed. (2006). *The Landscape urbanism Reader*. New York, NY. Princeton Architectural. Press. ISBN: 1568984391
- Beatley, Timothy (2011). *Biophilic Cities: Integrating Nature into Urban Design and Planning*. Washington D.C. Island Press. ISBN: 978-1597267151.
- Hester, Randolph (2006). *Design for Ecological Democracy*. Cambridge, MA. MIT Press. ISBN: 978-0262515009.
- Larice, Michael, and Elizabeth Macdonald, eds. (2012). *Urban Design Reader*. New York, NY. Routledge. ISBN: 978-0415668088.
- Talen, Emily, and Sungduck Lee (2008). *Design for Diversity: Exploring Socially Mixed Neighborhoods*. New York, NY. Routledge. ISBN: 978-0750681179.
- Dannenberg, Andrew, Howard Frumkim, and Richard Jackson (2011) *Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability*, Washington D.C. Island Press. ISBN: 9781597267267.

Required Materials

Department approved laptop computer (specifications http://www.depts.ttu.edu/larc/programs_and_degrees/computer_requirement/index.php).

Course Requirements

To assure student learning, the material covered in the course will be assessed in numerous ways. This is a Studio-Lecture-Seminar course, meaning you will be learning and applying content in design products that will be graded based on several technical and visual criteria. Additionally, other assessment tools such as short homework assignments, essay writeups, mid-term examinations, in-class discussion, and oral presentations will be used to test comprehension and mastery of design theory, vocabulary, and reading content.

Reading Quizzes

Reading and discussion is a key component of this class in addition to studio work. Students should come to the class prepared with assigned readings and should participate in class discussion in a thoughtful and respectful manner. Every student is encouraged to read additional materials either handed out or recommended to read. The main points from the reading materials and class discussion will be evaluated through quizzes at the first hour in the following week.

Mid-term Examination

Students will take an open book/note multiple choice Blackboard exam to reinforce the information from lectures, discussion, assigned readings, and other course materials.

Short Homework Assignments

Students will take short week long explorations that involve researching the components, purposes, and key benefits of various elements of urban design that include but are not limited to:

- Green Roof/Green Wall design and implementation
- Parking lot design which includes LID features such as permeable paving, sand filters/infiltration trenches, etc.
- Crime prevention through design
- Complete Streets and universal design
- Residential master planned development with mixed use and transit connections
- Transit Oriented Development (TOD)

Students will develop a short five paragraph synopsis in their own words that distil the essence of these components with references, a series of simple digital renders as info graphics and submit them for grading.

Professional Project Critique and Analysis

Students will investigate iconic works of landscape architecture as urban design and make critical analyses about the project's successes and failures. Students will practice design criticism and research current firms and designers to develop short papers with minimum five paragraphs.

Compare and Contrast Essay

Students will write a short compare and contrast essay examining Landscape Urbanism and New Urbanism and how these two theories apply to urban design decision making and design implementation.

Local Project

Students will conduct a short analysis of the Vintage Township development in relation to New Urbanism, Landscape Urbanism, Biophilia, Formalism, etc. A site visit, simple aerial analysis, a review of the zoning and development history, designers and developers will be conducted. A critical analysis will be prepared with supporting imagery and references.

Urban Design Project

Students will take on a project that would address residential, mixed use, and commercial components along with their specific interests (ex. biophilia, TOD, LID, GI) through concept development and design implementation. Students will be required to understand urban systems, identify urban problems and develop potential design solutions to address those challenges while implementing the materials they have assembled with homeworks and research.

Study Trip

Taking a study trip is a key element to understand the project site. Study trip to El Paso, Texas is scheduled from Thursday, March 1 (departure) to Saturday, March 3 (return) with a full-day site visit on March 2. Students are highly encouraged to make every effort to make the study trip. If there are unavoidable reasons for not being able to participate, students should let the instructors know ahead of time for alternative assignments. Students should pool funds and resources to cover travel costs including gas, meals, lodging, etc. and consider car-pooling and room-sharing to reduce the expenditures. Students should show professional behaviors and manners in all aspects of the activities during the trip.

Project/Assignment Submittals

To receive course credit, all submittals must be in a PDF or MP4 format, under 20 MB, and named as illustrated below and uploaded to your student digital file portfolio located at:

\\larcfs\Students**YourLastName_FirstInitial**\LARC0000_CourseShortName.

This requirement streamlines the workflow for student submittals, course grading, and archival processes for assessment and accreditation while simultaneously creating a digital library of course work for each student as a backup and archive.

File Naming Conventions

All file uploads must comply with these formats and file size limitations to be considered for a grade.

LARC####_Project/Assignment#_MMDDYYYY_FirstNameLastName.pdf e.g. LARC1411_Project01_08292017_HideoSasaki.pdf

LARC####_Project/Assignment#_MMDDYYYY_FirstNameLastName.mp4 e.g. LARC1411_Animation04_12012016_PeteWalker.mp4

PDF or MP4 video files shall not exceed 20 MB to be considered for a grade unless otherwise specified in the assignment project statement.

Note: If a PDF exceeds this size, open the PDF in Adobe Acrobat and choose File>Print and Adobe PDF to reprint the document. This will remove all file connections and settings from other applications and drastically reduce the file size. Consult with faculty if quality or size is an issue.

If an MP4 video is larger than 20MB, make sure that the video is 1280x720 1080p (HD resolution for YouTube) or try using 1280x720 at 720p and verify quality remains. Again, consult with faculty if quality is an issue.

Evaluation and Grading

Grades are calculated based on the specific grading rubric included as part of each project or assessment. In general, the breakdown of weights for grades will be as follows:

<i>Grade Elements</i>	
<i>Reading Quizzes</i>	10 %
<i>Mid-Term Examination</i>	20 %
<i>Short Homework Assignments</i>	10 %
<i>Essay Writing</i>	10 %
<i>Critique Analysis Papers</i>	10 %
<i>Local Project</i>	15 %
<i>Final Design Project</i>	20 %
<i>Class Participation (incl. Discussion, Field Trip)</i>	5 %
<i>TOTAL</i>	100 %

Final grades will be calculated based on a weighted average of all work through the course of the semester. **The grades will not be curved.** The following grading scale will be used to determine your final grade for the course:

90.0 - 100%	=	A
80.0 - 89.9%	=	B
70.0 - 79.9%	=	C
60.0 – 69.9%	=	D (Below LA Department course grade minimum of C per TTU Catalog beginning 2017-2018 and per prerequisites in the curriculum will require a repeat of the course add a year to anticipated graduation.)
<60.0%	=	F

NOTE: All deliverables must be submitted digitally as stated above to receive course credit.

Late work will not be accepted. Assignments, quizzes, and exams not submitted or completed due to an unexcused absence cannot be made up.

Attendance Policy

<http://www.depts.ttu.edu/opmanual/op34.04.pdf>

Regular, punctual, prepared attendance is required. **Three (3) undocumented, unexcused absences will result in a 10% reduction in course grade, and 4 undocumented, unexcused absences will result in failure (grade of F) for the course.** Missing either part of the Seminar + Studio will result in an absence. Arriving more than ten (10) minutes late, or leaving before the end of a class, will result in an absence.

Citation

All works must be properly cited in the approved departmental format to avoid questions of plagiarism and theft of creative work. To assist in this the process, the LA Department Guide for Citation (Chicago Author Date) found [here](#) named LA_Guides_MMDDYYYY.xlsx. Work not properly cited will be considered violations of academic integrity and reported as such per the policies stated above.

Cell Phones and Technology

As a matter of professionalism and courtesy, please turn off cell phones and other communication/entertainment devices prior to the beginning of class. Notify instructor in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. We are a professional program; treat studio time just as you would billable time on a client’s budget regarding distractions such as social media, movies, etc.

Studio Culture

Texas Tech Statement of Ethical Principles: http://www.depts.ttu.edu/officialpublications/catalog/_ethical_principles.php

The studio culture expectation is further defined and officially adopted in the LA Department Handbook (here). It is the desire of the department that all students and faculty be engaged in and provided an environment for education that is committed to achieving a harmonious and supportive community of scholars. Together we strive for honor and aim to lead our campus in “Doing the Right Thing”, Mutual Respect, Cooperation and Communication, Creativity and Innovation, Community Service and Leadership, Pursuit of Excellence, Public Accountability and Diversity.

ADA Statement

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, please contact Student Disability Services in West Hall or call 806-742-2405.

Academic Integrity Statement

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010]

Religious Holy Day Statement

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Discrimination, Harassment, and Sexual Violence Statement

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

Civility in the Classroom Statement

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

LGBTQIA Support Statement and Resources

We identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.

Tobacco in the Classroom

Referenced at: <https://www.depts.ttu.edu/opmanual/OP60.15.pdf>

Out of respect for your classmates and facilities, the use of tobacco products (either smoking or smokeless) and e-cigarettes/vapes within classroom and studio space is not allowed. Violation of this guideline will be cause for dismissal from the class and an ensuing absence and consequent zero for participation/work will be enforced.

External Communication

Communication regarding course content and application techniques should occur within designated studio time, office hours, and/or before/after regular class times. If you have questions regarding the course content or expectations outside of these times, you may email at sohyun.park@ttu.edu. While the instructors make every effort to be available to assist you in your learning endeavors, remember that your peers may be able to help you clarify material covered in class.

Schedule/Course Timeline

Note: The Schedule/Course Timeline is subject to change. Minor changes will be announced in class. Major amendments will be provided in writing.

WEEK	DATE	LECTURE/DISCUSSION	STUDIO	READINGS DUE	ASSIGNMENTS DUE
W 01	01/18	Course Introduction What is Urban?	Project Introduction		
W 02	01/23	LA as Urban Design Reading Quiz		KL 1-13 KL 123-139	<i>Green Roof /Green Wall</i>
	01/25	LA as Urban Design Reading Quiz		KL 14-45 KL 140-159	
W 03	01/30	Urban Design Theory (Milad Fereshtehnezhad) Reading Quiz	Site Visit: Vintage Township, Lubbock, TX	LU 2-11 AD xii-xiv, Appendix	<i>LID Parking Lot</i>
	02/01	Urban Design Theory (Milad Fereshtehnezhad) Reading Quiz <i>WreckShop</i>		DF 18-39 LU 13-29	
W 04	02/06	Context & Constituents Reading Quiz	Design Charrette & Mini Presentation	KL 46-90	<i>Compare and Contrast Essay</i>
	02/08	Partners & Participants Reading Quiz	Design Charrette & Mini Presentation	KL 91-120 KL 160-181	
W 05	02/13	Urban Systems Reading Quiz	Urban system study desk crits	Gemzoe & Park (2013)	<i>Crime Prevention</i>
	02/15	Urban Systems Reading Quiz	Urban system study desk crits	Leyden & Michaelbach (2008)	
W 06	02/20	Justice and Design Reading Quiz	Site visit plan: site study & plan documents reviews	JJ: Intro	<i>Complete Street</i>
	02/22	Justice and Design Reading Quiz <i>Xeriscape Conference</i>	Site visit plan: pre-design inventory and analysis	Berger (2007)	
W 07	02/27	Vitality of Designed Spaces Reading Quiz	Site visit plan: pre-design assessment & potential project scoping	Corner (2006)	<i>Universal Design</i>
	03/01	Site Visit: El Paso (3/1-3/3)			
W 8	03/06	The Suburbs	Secondary Sources & Inventory: desk crits	DF 124-167	<i>Imageability</i>
	03/08	Midterm Exam (Blackboard)	Secondary Sources & Inventory: desk crits		

*KL: *Image of the City* (Lynch, 1960); AD: *The Smart Growth Manual* (Duany et al. 2010); JJ: *The Death and Life of Great American Cities* (Jacobs, 2011); DF: *Sustainable Urbanism* (Farr, 2008); LU: *Landscape as Urbanism* (Waldheim 2016); TH: *New Urbanism and Beyond* (Haas, 2008)

WEEK	DATE	LECTURE	STUDIO	ASSIGNMENTS DUE
W 9	03/13			
	03/15		SPRING BREAK No classes, offices closed	
W 10	03/20	Discussion of the exam, feedback & studio instructions	Concept development: desk crits	
	03/22	No Lecture <i>CELA</i>	Concept development: desk crits	
W 11	03/27	Film: 10 towns that changed America	Design Development: desk crits	<i>Transit Oriented Development</i>
	03/29	Film: 10 parks that changed America	Design Development: desk crits	
W 12	04/03	Studio instructions	Design Development: desk crits	<i>Film Reflection Paper</i>
	04/05		Design Development: desk crits	
W 13	04/10	Studio instructions <i>IALE</i>	Design Details: desk crits	<i>Project Critique and Analysis</i>
	04/12	<i>IALE</i>	Design Detilas: desk crits	
W 14	04/17		Mid-Project Review	
	04/19	<i>TX-ASLA</i>	Mid-Project Review	
W 15	04/24		Design Narratives & Landscape Performance	
	04/26		Design Narratives & Landscape Performance	
W 16	05/01		Planning and Strategies for Implementation: desk crits	
	05/03		Planning and Strategies for Implementation: desk crits	
W 17	05/08		Final Presentation	
Final Report & Digital Copies of Design Work DUE by 5:00 PM				

This document is subject to change.