LA 490 Comprehensive Project Preparation
Department of Landscape Architecture
University of Oregon
Lawrence Hall 222, W 9-11:50 a.m.
Graded Only
Hulse, Fall 2017

Course Syllabus

Intent

The intent of the two term Comprehensive Project sequence (LA 490 Fall and LA 499 Winter) is for students to demonstrate entry-level professional competence in design processes and methods, and in understanding and communicating the key systems required in multi-scaled environmental planning and design projects. Project finding, describing, programming and preliminary schematic exploration in this LA 490 class prepares the student for the Winter term studio-oriented LA 499 class that follows. LA 490 combines instruction in designer's ways of thinking and working with the development of the student's own comprehensive project program and initial schematic design. LA 499 in Winter term provides the studio setting in which students realize, through professionally-relevant means, their design response to their comprehensive project program.

Goals

Comprehensive Project design proposals are expected to achieve appropriate resolutions of the chosen project at each significant project scale and to include an effective rehearsal of the qualities of experience the proposals would generate. Comprehensive projects are expected to include a design development component at an appropriate scale and to include important material and technical considerations. In LA 490, students are required to individually, and largely independently, conduct the necessary conceptual, data development, graphic, programming and value-clarifying work to specify a schematic design for their Comprehensive project prior to conclusion of Fall term. Successful completion of LA 490 is a prerequisite to entering LA 499 Comprehensive Project Studio.

Objectives

at the conclusion of the course the student will have demonstrated the following:

individually choosing a multi-scaled project in which the student takes the lead and bears the major portion of the responsibility for scheduling and managing their work;

individually executing a more complete project conception than the usual one-term studio allows, with better programmatic, precedent and developmental materials, and a satisfying rehearsal of the ways that people will experience the place being proposed at three important scales;

successfully completing an opportunity to focus on programming, to pay closer attention to designing and planning as a process, and to consider more deeply the many value dimensions of landscape architecture and their expression in landscape form and pattern;

Techniques

the course employs faculty and peer critiques to support individual student comprehensive project development. Students are expected to seek out additional critiques from faculty, peers and other knowledgeable experts as appropriate.

Facilities

the class will use Lawrence Hall room 222.

Expectations and Grading

This is a Graded only course, and a Passing grade is required to enter LA 499 Comprehensive Project Studio in Winter term. In the Comprehensive Project two term sequence of classes, you are expected to take increasing responsibility for your own education. All students are expected to *attend every class session* from 9-Noon Wednesday, to submit all assignments on time, containing work at the highest quality they have produced during their time in the Department, and to offer and receive constructive criticism with your peers and from the instructor.

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu

Performance Objectives for Student Learning and Skill Development

By the end of Fall quarter, successful students will be able to:

1. describe and explain the motivating values, goals and objectives for their project, and to clearly distinguish a value from a goal from an objective;
2. discuss with faculty and peers the issues surrounding their evaluation of their chosen project location – these evaluations will be based on defensible qualitative and quantitative data and thoughtful interpretations of them (air photos, published maps and reports concerning relevant phenomena e.g. topography, soils, zoning, vegetation, ecosystems, traffic counts, current surrounding land uses, plans for the future, key constituencies and their intentions, etc…)
3. understand and describe the key biophysical and socio-cultural processes and issues influencing their design proposals for their project;
4. graphically represent and explain key precedents for their project;
5. describe and explain an explicit Design Program for their project and its location;
6. share maps, schematic site plan(s) and other visual representations that express the essential character and problem analysis of their project location at three key scales (focal scale, scale up, scale down).
7. give thoughtful, clear visual/verbal presentations concerning their project.

Processes and Tools:

Notebook:	You will incrementally complete and turn in on the last day of class a digital notebook (as a single pdf file not too exceed 10MgB in file size) containing all your assignments
Pinned up Assignments:	ALL assignments will be produced in hard copy on the day they are due to pin up for review. These assignments should be of the highest quality, thoughtful in their appearance as well as their content. They should be clearly comprehensible from 10 feet away.
Gathering Information:	Ongoing gathering of *relevant* information is essential. We will check in two-three times about the info you have, and what you still need.
Organizing information:	You will create a file protocol for all of your digital and physical documents.
Self Reflection:	Use your notebook to help your ideas evolve. Take risks. Try new things. Fail. Learn. Innovate.
Workshop sharing:	Almost every class will have time devoted to small group sharing and critique with your colleagues.
Instructor check in:	A rotating schedule of meetings with the Instructor will be set up after week 1. These meetings will typically occur between 11-12 on Wednesdays, and require about 15 minutes per student.

Additional Information on Grading Policy

This course is graded. **Students must complete all assignments on time**. The final course grade will be based on attendance, effort, attitude, and quality of work, with special reference to the performance objectives listed above. Please note that all work for this course must be completed during this quarter -- it is University policy that an "I" or Incomplete be given only by prior arrangement with the instructor, and then only when **very special circumstances** warrant that mark. *All work must be completed to the highest standards and turned in on the due date listed on the Problem Statement to be considered in qualifying you to Pass LA 490 and proceed into LA 499 Comprehensive Project Studio on schedule.* ***Failure to meet this expectation will result in not Passing LA 490 and delaying your graduation by a full calendar year.***

Final Grade
The grades from the weekly assignments and in-class participation will be averaged to a single grade. This will be 2/3 of your final grade.
The remaining 1/3 of your grade will be based upon attendance, effort, and synthesis as represented in your Final Draft Focal Scale Schematic Design and Program.

Criteria for grading:
The two most important factors for grading, besides meeting the requirements of the assignment and in-class participation, are Effort and Synthesis.

Effort:

- Did you advance your comprehensive project each week with each assignment? This is generally a function of time spent/effort exerted, more time/effort equals greater project advances.

- Did you present information in a way that serves your comp project by clearly communicating, both to yourself and others?

- Did you plan out your assignment and work on it consistently, as you would a professional job?

- Are you investing enough time in your design and planning processes to get your comprehensive project to coalesce in a meaningful way, for both you and others? Could you replicate your design and planning process in a future project?

Synthesis:

- Did you explain and contextualize information you gathered and ideas/proposals you presented in ways others understand and find compelling?

Policy Statement on Academic Honesty

All work submitted in this course must be your own and originally produced for this course. The use of sources (ideas, quotations, paraphrases, design elements) must be properly acknowledged and documented, every single time. This is usual and customary for practicing professionals. While there will be times when students (and professionals) will work together and assist one another, unless specifically assigned as a group project, each student is expected to complete their own work individually.

For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt as to the requirements or the nature of specific projects in this regard, please do not hesitate to contact me before you complete the project/activity in question.

Schedule

Week 1 Sept 27
Introductions, Syllabus review, expectations
Sharing of current project summaries
Assignment 1 *Issues in Place and 3 key scales*

Week 2 Oct 4
Assignment 1 Due
Assignment 2 *Values, Goals, Objectives and a Program -- what connects? What distinguishes?*

Week 3 Oct 11
Assignment 2 Due
Assignment 3 *Deep precedent study*

Week 4 Oct 18
Assignment 3 Due
Assignment 4 *Vivid Presence*

Week 5 Oct 25
Assignment 4 Due
Assignment 5 *Program (again) and 1st draft focal scale schematic (large format)*

Week 6 Nov 1
Midterm Review (during regular class time) – *briefly* (10 minutes max) present the following:

1) Assignments 1-5 with 1st Draft Schematic and Program
2) What you Know and What you Don't Know but Wish you Did.
3) A list of 1-3 questions for your reviewer.

Week 7 Nov 8
Debrief Midterm Review
Assignment 6 *Final Draft Focal Scale Schematic Design* and *Project Notebook (as pdf)*

Week 8 Nov 15
Assignment 6 desk crits

Week 9 Nov 22
Assignment 6 due
Present *Final Draft Focal Scale Schematic Design,* Turn in complete Project Notebook (containing Assignments 1-6) as pdf, not to exceed 10MgB in file size

Week 10 Nov 29
Review Week - No Class