

Fall 2023  
Clemson University  
Landscape Architecture  
College of Architecture, Arts and Humanities

LARC 2510  
Credit hours: 6  
Time: 1:30-5:30PM MW & 1:30-4:30PM F  
Lee III-Design Studio

**Course Title:** Landscape Design Fundamentals

**Instructors:** Prof. Hala Nassar, Ph.D., FCELA  
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**Course Description:**

Development of compositional skills introduced in Basic Design I & II applied to design in landscape. Through design projects, readings and discussion, students derive and apply design principles to place; study the processes and styles of design; and develop an understanding of design types.

**Prerequisites:** Second-year Landscape Architecture student.

**Introduction:**

This semester you will have several unique opportunities including: (a) beginning a more extensive focus on design process in landscape architecture, (b) increasing greater contact with real sites and design problems and, (c) developing and refining communication, analysis, design, and presentation methods and techniques at several scales: from small town urban to national/ international places.

The design solutions that you develop for the real-world projects that we will explore this semester are dependent upon your understanding and application of the *design* process as it is drawn from readings, theory, precedent studies, field studies, and interaction with your studio professors at your desks as well as peers. While each project varies greatly in terms of its existing natural and human factors, programming, and potential design solutions, each project will utilize a similar *process* from site analysis, through ideation and conceptual studies, to final site plan drawings and presentation.

The work of the semester is comprised of three strands that will be experienced together: (a) *readings, theory, and seminars*; (b) *observations, research, and field trips*; and (c) *main design project through its various design phases*.

### **A. Readings, Theory, and Seminars:**

Theory in landscape architecture is about exploring and explaining the ideas that drive design processes and outcomes. From that perspective, theory is both illuminating and useful—it lends meaning and purpose to our work. It also enhances our capacity to address great complexity as the interplay of numerous ecological, social, cultural, historical, economic, and aesthetic factors increase in proportion to the scale and potential effects of the design challenge.

To advance our explorations and understanding of theory, we will break into seminar groups at various times during the semester to discuss readings about design and process—but it is important to remember that seminars are only as successful as the cumulative efforts of those who participate. As such, you should read every assigned reading and share your thoughts and observations in discussion sessions throughout the semester. This kind of participation will assist you greatly in developing your designs at your desk, since your ability to express yourself in design is closely tied to your ability to express yourself in conversation – particularly at the higher levels. Please note also, that at various times during the semester you may be given unannounced exercises and there may be unannounced quizzes on assigned readings.

### **B. Research, Observation, and Field Trips:**

The best designers study designed and vernacular places on an ongoing basis. Such explorations include actual site visits as well as an exploration of specific sites noted in the literature of the profession. Landscape Architects must also regularly engage in research related to the subject of their design. Precedent research is the term used for looking to designs from the past. We also often search out contemporary case studies. You will engage in three research / observation activities during the semester: 1. *historic precedent studies*, 2. *keeping a designer's journal* and 3. *field trips and/or project site visit*.

#### *1. Precedent study:*

At key points during the semester, you will work in teams or individually to research and report on precedent site designs. You will be asked to do an analysis of your chosen place and develop a graphic approach to illustrating its physical form. You will include a plan and other illustrative drawings as needed. You will also write text explaining your graphics and research.

#### *2. Designers Journal:*

It is common practice for designers to keep a journal of their thoughts and observations. Both written and visual notes are usually included. In addition, we may ask you to complete short writing assignments in your journals, and to “mine” your journals for relevant ideas and inspiration as part of your seminar experience. Begin keeping the journal immediately—you will keep all your semester observations in the journal. The instructor will occasionally ask to review the journal and your documentation of the studio process. For information on this type of note taking see *Visual Notes* by Norman Crowe and Paul Laseau (1984).

### 3. *Field Trips:*

We will take at least one field trip to sites relevant to our studio project this year. Additional visits may be planned to other sites, public meetings, and professional offices. At each of the sites you will record your empirical and analytical observations, as well as your impressions in your journals for future use. You also are encouraged to use photographs, audio, and video as part of your documentation process.

### **Course Goal:**

To understand and effectively utilize the design process to investigate, analyze, conceptualize, synthesize, and represent a design solution that is appropriate for a specific place and program.

### **Course Objectives and Learning Outcomes:**

To achieve the course goal, the following objectives are essential. Upon completion of the course, students will be able to:

1. build upon skills and knowledge attained in previous design studios
2. develop an understanding and appreciation for place and sense of place
3. identify and effectively utilize the landscape architecture *design process*
4. clearly and creatively present design solutions using various methods and media
5. organize and effectively present design solutions and concepts, graphically, visually, and verbally

### **Course Requirements:**

Each requirement will be discussed in detail and an assessment rubric provided.

1. Design project multiple analysis phases
2. Design project final presentation
3. Seminars & Exercises
4. Journal

### **Evaluation Procedures and Criteria:**

You will get considerable feedback on how you stand in the course throughout the semester. Grades will be given for various parts of the project and for your work in seminars, research, and observation. Grades will be based according to the following percentages:

- |                                                 |     |
|-------------------------------------------------|-----|
| 1. Design project multiple analysis phases      | 55% |
| 2. Design project final presentation            | 30% |
| 3. Seminars & Exercises (including field trips) | 15% |

In addition, student participation, interest, and contributions to the quality of studio time (stud

### **Grading criteria are as follows:**

*A = 90-100 - Excellent or Outstanding*

"A" work must be outstanding in design, graphic, written and spoken quality and content, as applicable on a case-by-case basis. The work must demonstrate an effort to excel beyond simply fulfilling a particular assignment with evidence of having "pushed" to explore, improve personal skills, and to apply and understand essential and finer points of the given subject matter.

*B = 80-89 - Good*

"B" work is good to very good but does not demonstrate the extra push to excellence. Earning of a B requires going beyond fulfilling of the particular assignment. B level work at the graduate level reflects a respectable effort and achievement.

*C = 70-79 - Satisfactory/Fair*

"C" work is that which fulfills the minimum requirements of the course or assignment but shows inadequate evidence of exploration or personal challenging. To maintain good academic standing as a graduate student, an overall 3.0 or B average must be maintained.

*D = Poor*

*F = Failure*

## **Policies**

### **Clemson University Integrity Code**

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a high seminary of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

By taking this course you become a member of the academic community. Clemson University places high expectation on its academic community. University standards and expectations are designed to guarantee high academic integrity. As a student you are expected to be honest and respectful of the ethical standards of academia. Academic integrity will be enforced in this course. Do your own work, say what you want to say, if you use someone else's work/word provide proper citation.

### **Clemson University Accessibility Statement**

"Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the instructor know and make an

appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu). Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their instructors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>."

Students are encouraged to consult with the Accessibility Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Accessibility Services, Suite 239 in the Academic Success Center, 656-6848, [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu). Details on policies and procedures are available at [www.clemson.edu/academics/studentaccess/](http://www.clemson.edu/academics/studentaccess/).

### **Clemson University Title IX (Sexual Harassment) Statement**

"Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972." The Policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

### **Clemson University Social Justice Statement**

Clemson University is committed to social justice. I concur with that commitment and expect to foster and maintain a positive learning environment based upon communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions on how to further such positive and open environment in this class will be appreciated and given serious consideration.

### **My Classroom Covid-Policy**

Clemson University's COVID-19 mitigation strategy relies on individuals' awareness and commitment to their own health and to the health of all Tigers and the greater community. The following resources and recommendations, which are aligned with CDC guidelines, are provided to help each of us manage our own health and protect the health of others.

Please visit Clemson University Covid-19 Guidance and Campus resources

<https://www.clemson.edu/covid-19/index.html>

### ***First things first,***

Most importantly, if you don't feel well, don't come to class and seek a Covid test and a Doctor's visit as needed. Please know that I am ready to work with you in the event of illness or other extenuating circumstances. I simply ask that you remain in contact with me to the

extent that your situation allows. I shall do the same. We should all be conscientious about participating in measures to mitigate the spread of disease and keep our studio healthy. This applies to any sort of infectious disease including Covid, Flu and other illnesses.

### **Attendance**

You are expected to attend all classes and field trips unless you have an excused absence arranged by prior permission; have an illness, which can be verified by physician; or have a family emergency. Students need to communicate excused absence to the professor and make necessary arrangements prior to excused absence. More than one absence that is not due to extra-ordinary situation will result in lowering the final course grade.

If more than 3 unexcused absences occur, your final grade will be reduced by one letter grade and for each subsequent unexcused absence. Three arrivals to class late equate to 1 absence. If the Instructor has not arrived in class 20 minutes after the designated start time, without prior notification, students may leave or stay at their discretion.

### **Studio Policy**

Over the summer the University put a great deal of time and money into cleaning up the studios and making them ready for the new academic year. We need to work together to assure that the space stays clean and maintained. Please see Lee III's House Rules Posted in Design Studio Space. Each studio takes a turn to clean the common lounge and fridge. Schedule will be posted in Lee III at the beginning of the semester.

### **Class Participation Policy:**

As a student in the Landscape Architecture Program, you are expected to exhibit and demonstrate self-motivation, excitement about your studies, and eagerness to learn. You learn from all sources and seek to broaden your horizons through readings, class activities, peers, professor, and your own engagement in the design process. You are expected to fully participate in class discussions and provide insights whenever appropriate. This is important to enhance engagement and participation with fellow class members as well as the instructor.

It is important that we maintain a positive atmosphere of mutual respect that will be safe and conducive to a productive teaching and learning environment. The culture of this class, that I hope to foster, is a congenial one where students feel encouraged to express their thoughts and expect to have a positive feedback or critique from both peers and instructor. Students are expected to be punctual and are required to attend every class session.

### **Assignments**

All assignments should be turned in according to their respective due dates. **No Late Work is accepted.** Most class assignments will be submitted in Canvas unless indicated otherwise. Additionally, phases of the design process will be plotted and posted in studio and pin up space.

Lateness due to campus plotting problems will be excused only if problems are university-wide; in which there will be granted an extension of one day only, allowing the opportunity for students to make alternative arrangements. Plan and don't wait until the last minute to plot.

You are expected to keep all work throughout the semester. At the end of the semester, you are required to turn in all your work on a flash drive to the instructor.

### **Syllabus Change**

The professor reserves the right to make any changes in the syllabus throughout the course as necessary. Changes in assignments, point values, due dates are also discretion of the professor and will be announced prior to due dates. The professor also reserves the right to use work produced for this class for educational and accreditation purposes. If the project involves a real community, final design work will be shared with the community in reciprocation of allowing the studio to engage in designing their sites and communities.

### **Copyright Statement**

Materials in some courses are copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Tech Act. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website. Additional information is detailed at <http://libguides.clemson.edu/copyright>.

### **Important Dates**

|             |                                                |
|-------------|------------------------------------------------|
| August 23   | Classes begin                                  |
| August 29   | Last day to register or add a class            |
| September 6 | Last day to drop a class without a 'W'         |
| Oct 13      | Mid-Term                                       |
| Oct 16-17   | Fall break                                     |
| Nov 1       | Last day to drop a class without a final grade |
| Nov 22-24   | Thanksgiving Holiday                           |
| Dec 8       | Last Day of classes                            |
| Dec 11-15   | Final Exam Week                                |