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**Course Title:** Landscape Architecture Exit Studio

**Instructor:** Dr. Mary G. Padua, ASLA, RLA (CA HK SC)

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Office Hours: set appointment via email

Course modes of instructor communications are via e-mail and during class meeting times. Canvas will be used for attendance and the depository of files.

**Course Catalogue Description:**

*Studio work on student-selected professional level exit project including design-build project or substantive research project. Exit studio synthesizes and builds on skills developed throughout the landscape architecture program.*

**Course Overview:**

This final semester-long project allows each student to demonstrate they are prepared to enter the professional work force. The learning goal is for you to undergo a rigorous research-based design process while expanding personal interests and talents, refining your decision-making abilities, and sharpening professional skills. This semester-long investigation of your "Exit Studio Project" (capstone) involves a thorough process of completing a well-rounded, comprehensive individual project. The studio emphasizes independent learning and independent decision-making processes within the context of a cooperative design studio environment in Lee Hall

Additionally, each student must meet the typical expectations of a design studio including strong conceptual thinking, technical competence, effective graphic and verbal communication, appropriate analytic and design skills, and sound professional ethics.

The scope of your Exit Studio Project scope is somewhat flexible. However, it should encompass a key issue(s), questions you seek answers to, some form of design inquiry, or a clearly defined design problem that you are seeking solutions for. This will involve **research** (understanding of context – site, regional, watershed; rural, suburban, urban, among other contextual dimensions) **analysis** of the various and typical factors pertaining to existing conditions (climate, microclimate, solar/shade orientation, hydrology, soils, socio-cultural issues, social activities and user groups, terrain, stormwater management, grading and drainage, materiality-mineral, vegetal, artificial; access, circulation, various modes of transportation, among others); strengths, weaknesses, opportunities, constraints and potential; **synthesis and design process** involving concept development, scope of your project, planning and design and design development.

Underlying the foundation of all students work should incorporate **sustainable** principles. Project emphasis and products will vary by individual and the student's personal and professional priorities. The overall goals of the Exit Studio project are to demonstrate: (1) competency in landscape architecture, (2) mastery in one or more focus areas of the profession, and (3) readiness for professional opportunities in landscape architecture.

**Course Objectives:**

- To demonstrate a complete understanding of the process of design and landscape architecture including the relationship and adaptation to the student's particular project
- To develop a project program that identifies a relevant design problem and details a reasonable process leading to design resolution
- To ground the project in current research, design precedents, theory, and one or more key issues associated with landscape architecture
- To consider historical and cultural elements of the project including relationships to contemporary practice
- To respond to environmental, micro-climatic and natural forces that act upon and influence the physical form and spatial characteristics associated with the project investigation.
- To develop a conceptual framework for investigating a critical topic, key issues (or resolve identified problem or answer proposed research questions that are part of design inquiry) that references exemplary built works (design precedents) as appropriate
- To explore and express design alternatives in ways that help with each students' design investigation.
- To effectively represent and communicate a design solution through professionally appropriate methods and means

**Learning Platform (face to face, but might shift with any university changes due to COVID-19)**

The course is designed as an independent investigation within a compatible studio environment. Class meetings will be held as scheduled MW 1:30 to 5:30 pm and F 1:30 to 4:30.

The final review is scheduled for Friday, April 28th and final deliverables (including two essays: 200 word maximum written narrative describing your project; and a 300 word maximum essay written after the final review that reflects on your learning experience, lessons learned, etc.) due on Wed, May 3<sup>rd</sup> at 12 noon via email. Like my previous classes, please check email for course communications. Canvas will be used as a depository for files, and to track attendance.

Note tremendous educational value and support is gained when learning from each other during group presentations and discussions. This is not unlike a professional "design-oriented" practice. The attached schedule lays out the intentional stages of the expectations of your investigation with related project activities and tasks.

Informal Group Pin-up's (Status reports, Analysis-Findings), Presentations (Interim - concept/schematic; Mid-term; and Final Review), generally scheduled on Weds, are also called out. More details for expectations for milestone presentation dates will be discussed during class.

It is vital for you to participate and engage during class time especially during pin-ups and presentations. Your efforts are appreciated. A lot can be accomplished during a four-hour period of concentrated efforts during studio time at your individual work space in Lee 3. As a learning/educational goal, it's important that each student meets with the instructor at least once a week, on Mondays or Wednesdays. The instructor will also review students' work during one-on-one tutorials (so-called desk crits) after scheduled pin-up's and major milestone Presentations. Sign-up sheets will be created at the beginning of each class.

As an independent project investigation, Fridays are generally dedicated to self-study and independent work (research – library or field research for site visits or visiting design precedents; and individual studio work). Self-study Fridays are indicated on the schedule. If you expect to be away from your desk (field research, library, 3D printing, workshop, etc.) on these days, please e-mail/notify me in advance to let me know your whereabouts, so I can keep track in Canvas.

#### Student Learning Outcomes:

- Demonstrates effective conceptual thinking and conceptual development
- Demonstrates effective use of research, analytical thinking and application of research and theory
- Articulates clearly the goals and objectives for his/her/their project verbally
- Articulates a clear argument for the planning and design rationale verbally and in terms of graphic representation and communication: i.e., spatial organization of program, integrated with access and circulation among other factors.
- Demonstrates verbally a clear logic for his/her/their research and design/planning process
- Demonstrates effective visualization of ideation and graphic communication
- Demonstrates readiness to enter the profession of landscape architecture

For use of the School of Architecture Digital Lab for 3-D printing and similar needs, refer to:

<https://www.clemson.edu/caah/departments/architecture/campuses/cusa-dds/open-hours.html>

#### **Required/Recommended Texts:**

Case Study Method for Landscape Architects by Mark Francis (uploaded to Canvas-folder labelled Background materials). However, readings may be provided and uploaded to Canvas to enrich your learning experience and address project-related needs.

*Landscape Architecture Magazine* is published monthly and I can encourage you to read throughout the semester. I also recommend Useful websites:

ASLA <https://www.asla.org/>

Landscape Architecture Foundation <https://www.lafoundation.org/>

The Cultural Landscape Foundation <https://tclf.org/>

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

It is expected that each student will:

- Attend all scheduled classes
- Acquire the specified tools required for completion of class projects
- Actively participate in associated discussions, crits, pin-up's, presentations, etc.
- Complete all assignments on time and with a high degree of quality
- Engage with your professor(s), external reviewers, and classmates in thoughtful, productive dialogue

#### *General Assessment Criteria*

- *Understanding:* the ability to perceive and explain the meaning or the nature of an issue
- *Process + effort:* Diligent, creative, and self-directed in performing assigned tasks and demonstrating progress
- *Craftsmanship:* Care, interest, and skill in learning various mediums/tools and their effective application
- *Attitude:* Overall willingness to perform the required work and a respect for other people's knowledge and experience

*Course Requirements and Grade Points (see attached rubric for the final)*

|                                                 |     |
|-------------------------------------------------|-----|
| Participation<br>(Attendance, desk crits, etc.) | 10% |
| Pin-ups                                         | 10% |
| Interim Presentation                            | 20% |

|              |      |
|--------------|------|
| Mid-term     | 25%  |
| Final Review | 35%  |
|              | 100% |

#### University Grading System

Clemson University's grading system is described in the 2019-2020 Undergraduate Announcements. Grades of A, B, C, D, F, I, P, NP and W may be given in accordance with academic regulations. For more information on this grading system, please see the Registrar's web site at [www.registrar.clemson.edu](http://www.registrar.clemson.edu).

#### Performance Based Assessment Criteria

The performance-based criteria below provide guidelines for determining grades. Primarily, the instructor considers the quality and accuracy of the work when determining grades. Secondly, the instructor considers outstanding effort, improvement, student participation, interest, attitude, diligence, and contributions.

A = 90-100 - Excellent or Superior

"A" work must be of the highest quality. The work must be completed on time, accurate, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication (where applicable). Typically, the student's effort, improvement, and contributions are also outstanding. The student's performance and learning are outstanding.

B = 80-89 - Good

"B" work is of above average quality. The work must be completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication (where applicable); however, it is *not* holistically and clearly excellent. Typically, the student's effort, improvement, and contributions are also above average. The student's performance and learning are good.

C = 70-79 - Satisfactory/Fair or Average

"C" work is of average to fair quality. The work may be completed on time but may also have some incompleteness, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is *not* holistically and clearly above average. Typically, the student's effort, improvement, and contributions are also minimal. The student's performance and learning are satisfactory.

D = 60-69 - Poor

F = 59 or less - Failure

#### Mid-term Grades.

Once, near mid-term, but no later than five days before the last day students can drop courses without receiving final grades, instructors of every undergraduate course shall make available and communicate via email the student's numerical course grade or (b) that student's letter ranking to date in that course (A-F or P/F). More frequent feedback is strongly encouraged. Both student and instructor are to recognize that this feedback reflects the student's performance up to that point in time, and as such, that student's final course grade may change based upon subsequent coursework performance(s). The policy includes all undergraduate courses and applies to all terms, including summer sessions.

#### Final Review (Examination)

The standing of a student in his/her work at the end of a semester is based upon daily classwork, pin-ups, milestone presentations, and the final review or final examination for Exit Studio. Since this course is considered a "laboratory", the final exam will be given at the last scheduled class meeting.

#### Submitting Grades

Faculty submit final grades through I Roar at the end of each term as specified in the academic calendar.

#### Posting of Grades

The United States Family Educational Rights and Privacy Act (FERPA) prohibit the public distribution of grades or graded work. This is commonly understood to include posting grades by student names, initials, or student number. It is also understood to include placing of graded material in a public place where students go through the material to find their own graded work.

#### **Additional Course and University Policies**

##### Syllabus Changes

The professors reserve the right to change the syllabus and schedule throughout the course as necessary. Changes in assignments, point values, due dates are also at the discretion of the professor and will be announced in advance of due dates.

##### Assignments

All works are to be presented at the scheduled dates and times. Digital copies of the interim, mid-term and final will also be due and the dates will be discussed prior to the presentation dates. Late work will be penalized by 10% for each day it is late. Lateness due to campus printing and plotting problems will be excused only if problems are university-wide rather than student's lack of organization or management.

##### Student Work Documentation (Accreditation)

You are expected to keep all work throughout the semester. A few selected projects may be stored for use in future accreditation visits. At the end of the semester, you will be required to document, keep an archive and submit digital files to the Instructor.

##### Copyright Statement

Materials in some of the courses are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of this course. Copyrighted materials may not

be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information: <http://www.lib.clemson.edu/copyright/>.

#### Attendance

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student's responsibility to secure documentation of emergencies, if required. Excessive absences may suggest the need for academic or medical help. As such, students with excessive absences will be reported to the Dean of Students Office, 656-0935. Additionally, the Dean of Students Office will be notified if a student has not withdrawn from the course and misses the first exam or assignment without notification.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments and examinations. While course instructors should seek to make reasonable accommodations for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.

**Excessive Absences Penalty.** *A full reduction in the student's semester grade will be incurred for three unexcused absences.* Absence from class is detrimental to the learning process. Hence, if you know you will be absent, please contact me via e-mail so that I can evaluate whether your absence is excusable. Missing pin-up's, major presentations leading up to the Final Review on April 28th is an automatic "failure"; and missing these presentations (unexcused absences) means you will not be allowed to present at the Final Review on Friday, April 29th. Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services.

#### **Inclement weather**

Any scheduled pin-up or presentation that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will take place at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email within 48 hrs. hours of the weather-related cancellation.

#### **Specific COVID-19 related information:**

Clemson University's website for Resources and Updates has the most current information and protocols <https://www.clemson.edu/covid-19/index.html>

#### Clemson Academic 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."

When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, that person must make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. The reporting person may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In cases of plagiarism (I.B.2.) instructors may use, as an option, the Plagiarism Resolution Form available from the Office of Undergraduate Studies. Instructors suspecting a violation of the academic integrity policy should not assign a grade penalty until the process is complete. For suspected academic dishonesty outside the course setting, please consult with the Associate Dean of Undergraduate Studies. Please call 656-3022 with any questions about academic integrity.

#### Clemson Disability Access 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 this class should let the professor 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, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments.

Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors 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/student-access>.

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. This Title IX 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).

Emergency Procedures – Clemson Alerts

Emergency procedures for attendance and inclement weather are noted above. Additionally, Clemson has instituted “alerts” via SMS and email. Be sure you are currently registered for these electronic communications.