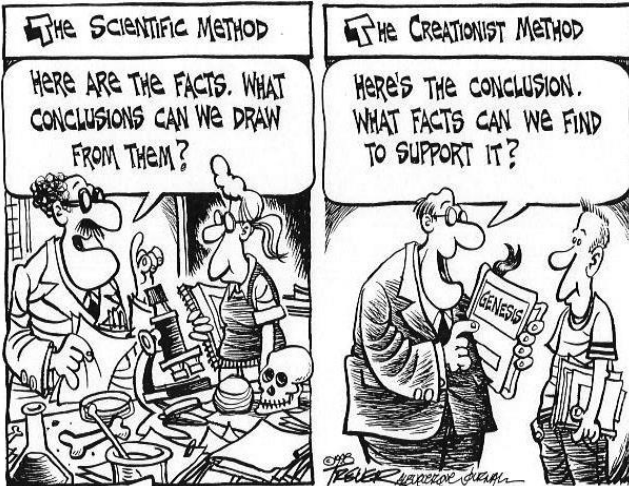


LARC 8500 Graduate Colloquium 3credits



Instructor: Hyejung Chang, MLA Ph.D. P.E.
Class Meeting Times: **W 6:00-8:30** Aug 19 – Dec 11
Class Room: on-line only
Office Hours: Lee Hall 3-120 by appointment
hyejunc@clermson.edu

■ Course Description:

“Series of lectures and presentations by graduating students, faculty members and guest designers and scholars. Students offer reviews and critiques of the various presentations.”

■ Course Objectives:

This seminar course is designed to assist students in preparing for their terminal project, Master’s Thesis Project, from defining a topic, place-based issues/problems, examining related literature/precedents, developing/applying appropriate research and implementation strategies, through relevant cases toward a comprehensive and rigorous document. Students are expected to acquire:

■ Learning Outcomes:

- Ability to define/formulate a topic/problems/needs/questions and the significance of the research proposal.
- Ability to identify/review resources/literature/precedents and to outline research proposal.
- Ability to organize, analyze, and synthesize them into a “place-based” research proposal.
- Ability to analyze/apply/evaluate different research strategies to set their “project types/scope/goals.”
- Ability to develop tools/techniques through the design parameters/spatial programs for the project.
- Ability to construct/test conceptual or theoretical positions, logical-defensible arguments in solving the issues/problems and/or answering hypothetical questions of the project.
- Ability to write/present a professional project report as work in progress.

■ Course Format:

- The vehicles for this course will be discussions, exercises, presentations, final project document (work in progress) along with literature review and preliminary site survey and background data analysis.
- Class times will be used for lectures, individual presentations, class discussions, guest lectures.

■ References:

The following references are useful resources for beginning researchers and academic writers (e-books available):

- Deming, M. Elen and Simon Swaffield. 2011. Landscape Architecture Research: Inquiry, Strategy, and Design. New York: John Wiley & Sons.
- Groat, Linda and David Wang. 2013. Architectural Research Methods. New York: John Wiley & Sons.
- Yin, Robert K. 2013. Case Study Research: Design and Methods. Merrill Publishing Company.
- Zeisel, John. 1984. Inquiry by Design. Cambridge: Cambridge University Press.

■ Course Requirements:

A. (Thesis) Project Documentation

Throughout the semester, each student should complete a preliminary master's thesis project document, following a series of developmental steps/assignments as an accumulative process:

(I) Thesis statement (combination of your interest area and topic statement)

This assignment is a 2-3 page statement as the “most important, introductory part” of the document.

- You need to choose an interest area within the discipline of landscape architecture. This is the general direction that your topic intends to take, and your research aims to contribute. For example, your general area of interest might be sustainable landscapes, historic landscapes and preservation, urban ecology, landscape reclamation, landscape and health, cultural/regional landscape, materials and technology, or education in landscape architecture.
- While the area of interest situates a topic in a general area of research, the topic statement narrows down the focus of the study to the specific issues and research needs that you intend to examine.
- The clear identification of a topic directs you to establish the theoretical framework of the topic, and to develop a structure of argument as a process, and finally it will allow you to begin to “design” research strategy.
- The suggested terms (below) will help develop a topic and the thesis statement. Try to understand and state a topic area of study, the research problem or need, a hypothesis, a series of questions you wish to explore, the purpose and significance of the study, etc. in a logical, consistent manner.

(Table I) Some useful terms in master's thesis development

Problems/Needs	- What is at stake? What seems to be happening, interesting, missing or wrong? - What are the issues, the causes, challenges or the needs? - What is your motivation for this study? What needs to be done to improve the situation?
The Purpose/Goal (Objectives cf.)	- What is the goal your study aims to achieve? - What do you wish to find out? - What is the reason you are aiming toward this goal? - What is a good/proper/reasonable goal to achieve? (in order to solve or prevent the problem or improve the condition, or prove the truth?)
Questions/Hypotheses (Sub-questions cf.)	- What positions and questions do you want to take/explore? - What should be answered to achieve the goal? - What are possible answers for your research question? - Organize some provisional questions, propositions, and hypotheses you aim to answer, argue for, test, and (dis)prove throughout the research.
Methodology/Strategy (Methods, techniques cf.)	- How do you (plan to) carry out your research? - What is a best strategy for the development of a procedure in order to solve the problem/find out/answer the questions? - What are useful tools and techniques to answer the question? How do you analyze and utilize them? Why is it a good way to do it?
Significance & limit	- Why your study is worth knowing or doing? - Why do you think the research is important to the areas of...? - To what areas and disciplines do you seek to contribute?

- The draft of this statement should be written first, and gradually revised, edited, and polished into the final document while you develop a project for following semesters. Keep it concise and straightforward. Do not jump around or go further for detail than your grasp of the subject related to your design thesis/project.

(2) Proposed outline & Identification of references and the document structure

- The next should be first to identify the various sources and literature (body of knowledge) where the materials for your topic and interest areas can fit and be found. In this step, you will establish the basic structure of knowledge and points of reference that may set directions and concepts and cover your topical issues and review of the related literature.
- The document outline will be a draft format that allows you to organize the overall structure of your arguments in order. It will help you not only make a manageable plan for your research activity in a realistic schedule, but also enable in-depth discussion about selective methods with the instructor. It will also be useful to initiate a good conversation with your chair and members of the thesis advisory committee.

(3) Literature Review

- Once you decided a topic, framed tentative outlines, and identified related sources, you will review (read and examine) the existing body of knowledge that is necessary, substantial, and informative to your investigation, and write a review of the related literature.
- The review of literature should discuss the ideas and arguments that can constitute critical issues, positions, and debates in your topic area. It begins to help you to figure out how research direction fits into the larger perspective and what specific methods and techniques can be useful for your research.
- It will require a draft and will be revised/refined throughout the document. Here are some suggestions:
 - a. Carefully choose journal articles or chapters of books from references. The references of one article can lead to another reference. Organize key ideas by skimming through abstracts or main contents first before reading the entire paper or book, and take notes on what issues, purposes, contexts, and applications can parallel your investigation.
 - b. Explain (in writing or to yourself) what has been known or discussed about your topic, and how these would frame your position or arguments further and direction of your study. (Note: This is not an annotated bibliography or a summary paper of the articles you have accessed)
 - c. Try to tie the various ideas together in such a way that “synthesizes” the ideas and arguments that you are constructing. Include suggestions and criticism of what is yet unexplored, or well explored, and that you may be addressing in your work.
 - d. Be sure that you do not merely include or summarize the work that appears to be related to your topic per se, but that you should analyze and evaluate different points of view, hypotheses, assumptions, discussions, lessons, findings, and values.
- Do not use too much “direct citations” or “lengthy quotes” but critically discuss the ideas implied in the writings.

(4) Literature Map + Conceptual framework (diagramming/mapping)

- The conceptual framework aims to describe an overall conceptual structure in a visual and logical diagram and to explain why and how you are going to answer your research question(s) in a particular way. It serves as a guide map to the organization of your research design. You should develop a 1 page image and present it in class.
- This exercise helps you to:
 - a. Formulate your ‘theoretical position and the analytical basis’ on how you are going about the thesis statement, questions/hypotheses (or propositions), goals and values
 - b. Define, connect all ideas and their conceptual relationships understood and derived from the literature review (5C skills)
 - c. Construct ways in which your project takes place and how your design strategy is shaped
 - d. Guide readers to understand your research arguments, activities, and outcomes.

Note: While the review of the related literature is a survey map of existing thoughts and ideas in your focus area, the conceptual framework is like an itinerary map that marks desired or alternative paths of your research question (a point of departure) informing the research goal or expected outcome (destination). It is NOT a copy of existing diagrams or visual references you have collected from various sources.

(5) Research Strategy/methods

- Your topic and research questions can be answered through a number of strategies. A well-defined research topic and a series of questions, and the project site (scope, scale) guide you to develop a most effective strategy and related techniques. After presenting a comparative analysis of research strategies and reviewing the literature, you should be able to write about a strategy and tactics in the document.
- This assignment includes an analytic essay on research strategies that may be applicable to your topic/research design (a part of the document) and present in class.
- It should introduce the fundamental ideas, characters, and utilities that each strategy offers, and how these strategies can be a useful vehicle for your research questions and orderly investigation.

For instance, if you choose case study method as a most useful vehicle to answer the questions, include the overall outline of this strategy. For instance,

- a. Case Study (single or multiple cases? The rationale for the possible project site, type, etc.)
- b. Participatory Design (including qualitative strategy, the project site/ processes, applicable data collection techniques/ or outline for a pilot study, etc.)
- c. Interpretive Strategy (qualitative data collection)

Document Format

The formatting of the final project document will be discussed individually. This should be concise, comprehensive, logical and reader-friendly, and completed in the following semester, generally comprising the following:



- Thesis statement (Introduction)
- Literature review
- Conceptual / theoretical framework
- Research Strategy/methods (specific use of techniques, modes of investigation)
- Research findings/ design principles, parameters, etc.
- The Project Site (a "case" design)
- Site analyses, inventories, specifically informing your project goals/scope/scale.
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- Design processes (spring semester 2021)

B. Presentations

There will be four formal presentations as a form of the progress report. Students will be allowed 15-30 minutes for presentation, followed by discussion and feedback. All presentations should be accumulative but highlight the main content of each performance. It should be logical and concise, incorporating visual materials to support the ideas/arguments.

- (1) From Topic to Question
- (2) From Topic, Questions to Literature review
- (3) From Topic, Questions, Literature review to Research strategy to Conceptual framework, Project scope, scale, type, and Site selection

■ Evaluation Criteria

The evaluation of the project will be based on the following:

- (1) introduce the project context with the identification of an area of interest?
- (2) articulate the topical statement leading to a research question/hypothesis within the project context?
- (3) present clear evidence of an awareness of important and relevant literature to the research?
- (4) analyze/synthesize the existing body of knowledge leading to meaningful conclusions supporting the main arguments?

- (5) construct a conceptual/theoretical framework in which the research question or hypothesis, or proposition is to be properly answered, tested, and reasoned?
- (6) introduce the project site and describe good rationales and potentials for investigative design?
- (7) develop sound and persuasive arguments for the purpose, value or goal of the project?
- (8) likely to reach the (expected) outcome that is justifiable (reasonable or necessary) for the research question or hypothesis?
- (9) is reader friendly, concise, and convincing for the effective communication?
- (10) illustrate key ideas, concepts, context, methods, results, etc. with diagrams, pictures and other visual media?

■ Grading

A. Paper in progress	Topic Statement	5
	Identification of Literature	5
	Literature Review Map + Conceptual Diagram	10
	Literature Review Paper (Draft)	15
	Comparative Analysis on Research Strategies	10
B. Presentation	Presentation 1	10
	Presentation 2	10
Final Document		20
Final Presentation		15
		100

Grades of A, B, C, F, I, P, NP and W will be given in accordance with academic regulations.

A=85- 100 Excellent

“A” work must be of the highest quality. The work demonstrates excellent understanding, execution, and effective communication (where applicable) in both spoken and written quality and content. The student’s effort, performance, improvement, and contributions are also outstanding.

B=71- 84 Good/Very good

“B” work is of above average quality from good to very good. The work must be completed on time and demonstrate good understanding, execution, and effective communication (where applicable) in both spoken and written quality and content. The student’s effort, performance, improvement, and contributions are also good and respectable.

C=55-70 Satisfactory/Fair or Average

“C” work is of average to fair quality. The work suggests less than satisfactory effort, performance, improvement, and contributions, demonstrating less evidence of understanding, effort, or inadequate

D= is not awarded at the graduate level.

F = below 55 Failure

“F” is unacceptable work. It shows little interest, no commitment to the work, does not meet the minimum expectation of the work.

■ Course Schedule

Week 1	Aug 19	Introduction

		Peters, Robert L. 1997. “The Thesis Topic: Finding it.” In <i>Getting What You Came for</i> , 175-190. New York: Farrar, Straus and Giroux, 1997.
Week 2	Aug 26	Finding a Topic

		Turabian, Kate L. 2007. “Moving from a Topic to a Question to a Working Hypothesis.” In <i>A manual for Writers of Research papers, Theses, and Dissertations: Chicago style for Students and Researchers</i> , 12-23. Chicago: The University of Chicago Press
Week 3	Sep 2	Presentation 1 : From Topic to Questions Document Due : Topic Statement
Week 4	Sep 9	From Questions to Literature review Document Due : Identification of the related literature

		----- Creswell, John W. 2003. "Review of the Literature." In <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> , 27-48. Thousand Oaks, CA: Sage publications Groat, Linda and David Wang, 2013. "What Is Your Question? Literature Review, Architectural Research Methods" In <i>Architectural Research Methods</i> , edited by Linda Groat and David Wang, 45-71. New York: Wiley
Week 5	Sep 16	From Proposal writing to Thesis/Project structure ----- Locke, F. Lawrence, Waneen W. Spirduso and Stephen J. Siverman. 2007. "Content of the Proposal: Important Considerations." In <i>Proposals That Work</i> (5th ed.), 63-90. Thousand Oaks, CA: Sage Publications Peters, Robert L. "The Thesis Proposal." In <i>Getting What You Came for</i> , 191-207. New York: Farrar, Straus and Giroux, 1997.
Week 6	Sep 23	Individual meeting I Document Due: Literature review map (PDF)
Week 7	Sep 30	Presentation 2 (From Topic to Lit review) Document Due: Literature review paper (Draft, 8-10 pages)
Week 8	Oct 7	Positivistic Strategy (and quantitative methods) ----- Creswell, John. W. 2nd ed. 2003. "Quantitative Methods." In <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> , 153-178. Thousand Oaks, CA: Sage publications Deming, M. Elen and Simon Swaffield. 2011. "Modeling and Correlational Strategies." In <i>Landscape Architecture Research: Inquiry, Strategy, and Design</i> , 87-113. New York: John Wiley & Sons
Week 9	Oct 14	Interpretive Strategy (and qualitative methods) ----- Creswell, John. W. 2nd ed. 2003. "Qualitative Procedures." In <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> , 179-207. Thousand Oaks, CA: Sage publications Deming, M. Elen and Simon Swaffield. 2011. "Interpretive Strategies." In <i>Landscape Architecture Research: Inquiry, Strategy, and Design</i> , 152-173. New York: John Wiley & Sons
Week 10	Oct 21	Project Design as Case Study (and mixed methods) ----- Francis, Mark. 2001. "A Case Study Method for Landscape Architecture." <i>Landscape Journal</i> 20:115-29 Yin, Robert K. 1989. "Introduction" and "Designing Case studies." In <i>Case Study Research: Design and Methods</i> , 13-47. Thousand Oaks: Sage Yin, Robert K. 2009. "Introduction: How to Know Whether and When to Use Case Studies as a Research Method." In <i>Case Study Research: Design and Methods</i> , 3-23. Thousand Oaks: Sage
Week 11	Oct 28	From literature review to research strategy Document Due: Comparative essay on research strategies ----- Wang, David. 2002 "Design in Relation to Research" In <i>Architectural Research Methods</i> , ed. Linda Groat and David Wang, 99-131. New York: Wiley Downton, Peter. 2003. "Research for Design." In <i>Design Research</i> . Melbourne: RMIT University.
Week 12	Nov 4	Conceptual Framework -----

- Strauss, Anselm and Juliet Corbin (2nd ed). 1998. "Description, Conceptual Ordering, and Theorizing" and "The Interplay between Qualitative and Quantitative in Theorizing," In *Basics of Qualitative Research*, 15-34
- Groat, Linda and David Wang, 2013. "What is your purpose? From Theory Building to Design Application." In *Architectural Research Methods*, ed. Linda Groat and David Wang, 101-140. New York: Wiley

Week 13	Nov 11	Individual Meeting 2
Week 14	Nov 18	<i>Working day (or Guest Lecture)</i>
Week 15		<i>Thanksgiving Break (Nov.25-27)</i>
Week 16	Dec 2	Final Presentation (From topic, Lit rev, research strategies to project) Final Submission Due : Final PPT+ document

■ Policies

- Attendance (Specific COVID-19 related information)
 - Attendance at classes is mandatory. No more than TWO absences without a valid reason will be acceptable. An absence will be regarded as "excused" if it is for legitimate documented medical or personal emergencies.
 - Due to pandemic circumstances which may impact student attendance (such as quarantine), students should not receive grade penalties for unexcused absences. Instructors are encouraged to reallocate assessment grades for attendance to other engaged activities.
 - If the instructor is late for class due to unexpected events or emergencies, students must wait at least 30 minutes before leaving the classroom with a notification to the instructor via email.
 - Students who are consistently late will be dropped from the class.
- Assignments
 - All assignments are to be completed by the dates given, unless a medical certificate is supplied, or in the case of extenuating circumstances, as discussed with, and agreed upon by the instructor.
 - Please let the instructors know if you need special accommodation for a documented physical or learning issue.
- Syllabus Changes
 - The instructor 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 instructor and will be announced in advance of due dates. Minor changes will be announced in class, major ones provided in writing.
- Academic Integrity
 - "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. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity."
 - In order to promote an academic environment of integrity, all students, faculty and staff must commit to fostering the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility, and courage. Through our work with academic integrity, we have found that courage turns out to be indispensable in enacting the fundamental values, especially in the face of pressure to do otherwise.
- Any human subjects research should comply with campus IRB regulations, see:
<http://www.clemson.edu/research/compliance/irb/>
- Plagiarism

· Plagiarizing is theft of the work accomplished by someone else. It includes copying and pasting words, phrases, sentence structure, computer code or files, images, or ideas from any source, including the Internet, and attributing the work to one's own efforts. Blatant examples of plagiarism include failure to use quotation marks, to indent text of more than three lines and failure to cite consulted sources either in footnotes, endnotes or within the body of the text of a document. More subtle examples of plagiarism include paraphrasing or using others' conceptual frameworks for developing creative works without acknowledgment or permission or citing a source within the text but then directly quoting the materials without the use of quotations marks or text indentation

- Copyrighted Material Use

· Materials in some of the 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>

- Accessibility

· 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. 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/>."

- Sexual Harassment (Title IX)

· This 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). The statement is as follows: "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."

https://www.clemson.edu/graduate/files/pdfs/policyhandbook_2020-21.pdf