

**LANDSCAPE ARCHITECTURE
SCHOOL OF ARCHITECTURE
COLLEGE OF ARCHITECTURE, ART, AND CONSTRUCTION
CLEMSON UNIVERSITY**

LARC 8500

Fall 2023

Graduate Colloquium (3 credits)

M, W. 11:15 a.m.–12:15 p.m.

Class meets in LEE 3-101 and online as needed

<u>Professor</u>	<u>Office</u>	<u>E-mail</u>	<u>Phone</u>
Dr. Hala Nassar	3-104 Lee Hall	hnassar@clemson.edu	Off 656-2499

COURSE DESCRIPTION

This seminar course is designed to assist students in preparing for their terminal master's project, from defining a topic, identifying a place-based issue or a problem, examining related literature and relevant precedents, applying appropriate research methods, developing implementation strategies, through examining case studies, toward a comprehensive and rigorous terminal project research proposal.

COURSE BACKGROUND

Research is the at heart of scientific inquiry. In LARC 8210, we introduced a broad understanding of research design and research methods that are relevant to the design disciplines and to landscape architecture. Graduate colloquium is a seminar course that is formulated to help graduate student employ knowledge from LARC 8210 towards their own individual research proposal. This proposal will serve as foundation of the Graduate Terminal Project in the spring semester. Students will develop their research proposal and questions, identify their areas of literature reviews, examine precedents studies, apply research methods to data collection, present site analysis of their selected project site and deliver a written proposal and verbal presentation by the end of the academic semester.

COURSE LEARNING GOALS AND OUTCOMES

Research is about observing the world in mindful, organized, and disciplined ways. A primary goal of this course is to make mindful choices and decisions about research and design options. By the end of the class and completion of course requirements students will be to:

- Define and formulate a research topic, delineate a research problem with associated needs and articulate the research question/s.
- Explain the significance of the research topic and proposal.

- Identify and develop literature review based on literary sources and precedents.
- Organize, analyze, and synthesize the topic and literature into a “place-based” research proposal.
- Analyze, apply, and evaluate the suitability of different research methods and strategies to the terminal project scope and goals.
- Develop tools and techniques through the design parameters of spatial program for the project.
- Construct and test conceptual or theoretical positions as it relates to the research proposal.
- Develop and present a full research proposal of the terminal project both in writing as well as verbally.

COURSE FORMAT

The course will utilize group discussions, exercises, readings, guest lectures, and students' presentations. At times, individual meetings will be scheduled with students for feedback and/or to discuss individual research proposal progress.

COURSE ORGANIZATION AND REQUIREMENTS

In this semester, each student will complete a preliminary master's terminal project proposal. Like LARC 8210, your proposal will start with a brief project overview and will develop/grow throughout the semester into a full research-based project proposal. The development of the work will follow the following phases:

Phase 1	Proposal Overview	In this early phase students will develop a brief 2-3 pages proposal overview of their selected research field, area of interest, topic, research questions, and suggested project site within the discipline of landscape architecture. Working title and preliminary bibliography to be included.
Phase 2	Proposed outline, introduction, and Literature Review	In phase 2 students will further develop the research by expanding the proposal to include a working title, proposal outline, introduction, research questions and literature review, identified precedent studies, more site description. Detailed bibliography and evolving title.

Phase 3	Detailed Project background and Precedents	In this phase, student will further their proposal by expanding the proposed project site, detailed background, context, community, stakeholders' information, and other pertinent information. Students explore and present precedent studies that will further inform the development of their individual design project, proposed research design, and data collection methods.
Phase 4	Research Methods and Data Collection	In phase 4 students develop their research design, collect data pertaining to their research question and research site, work to acquire their firsthand data collection that will inform their final terminal project.
Phase 5	Final Presentation, Project Site Analysis	In this phase, students expand their work to include their selected project site, background information, context and site analysis that pertains to their research questions, site context and programmatic elements. In this phase, the students present their full and final terminal project proposal.

USEFUL 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: JohnWiley & 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.
- Punch, Keith (2014). Introduction to Social Research. Quantitative and Qualitative Approaches (second Edition). Sage Publications. Third Edition.

COURSE REQUIREMENTS AND GRADING:

Towards course learning goals and outcomes, students will complete and meet the different phases of their proposal development. Grades in this class are based on evaluation of the following phases with their respective percentage of the total final grade.

Phase 1:	10%
Phase 2:	15%
Phase 3:	20%
Phase 4:	20%
Final Presentation:	35%

GRADES WILL BE ASSIGNED ON THE FOLLOWING PERFORMANCE-BASED ASSESSMENT CRITERIA

- *A = Excellent or Superior*

“A” work must be of the highest quality. The work must be completed on time, accurately, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student’s effort, improvement, and contributions are also outstanding. The student’s performance and learning are outstanding. “A” work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.

- *B = Very Good or Above Average*

“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; however, it is not holistically and clearly excellent. The student’s effort, improvement, and contributions are also above average. The student’s performance and learning are good. “B” work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.

- *C = 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. “C” work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.

- *D = Poor*

- *F = Failure*

CLASS PARTICIPATION & POLICY:

As a graduate student, you are expected to exhibit and demonstrate self-motivation, excitement about your studies, and eagerness to learn. In graduate level studies, you learn from all possible sources and seek to broaden your horizons through learning from readings, class activities, peers, professor, and your own engagement in research. 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 helpful that we maintain a positive atmosphere of mutual respect that will be conducive to a pleasant 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. More than one absence that is not due to extra-ordinary emergency-type of situation will result in lowering the final course grade. Students need to communicate excused absence to the professor and make necessary arrangements prior to excused absence.

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. Your submitted assignments will go through the software Turnitin: a program that scans assignments for plagiarism.

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 graduate 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.

Please be advised that the course will be utilizing Plagiarism software Turn-it-in to check authenticity of the work submitted. Plagiarized work will be turned to University Plagiarism Committee which will in turn recommend final decisions on the student status as a member of Clemson University. *(Please see attached university plagiarism explanation).*

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. 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. Details on policies and procedures are available at 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.

CLASSROOM HEALTH AND WELLNESS

It is important that we all work to keep the class members healthy! In other words, if you do not 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 seminar class healthy. This applies to any sort of infectious disease including Covid, Flu and other illnesses.

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>.

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 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 as well as share with communities involved in research work.

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