

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
 School of Environmental and Biological Sciences  
 Department of Landscape Architecture

**FUNDAMENTALS OF LANDSCAPE DESIGN**  
**16:550:531 | 5 credits | Fall 2019**

Instructor: Arianna Lindberg  
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 Office hours by appointment, Blake Hall 219  
 Studio sessions: Monday 9:15-12:15 + Wednesday 10:55-1:55 (Blake Hall, 233)  
 Lecture: Monday 12:35-1:55 (Blake Hall, 233)  
 Common Lecture: Wednesday 3:55-5:15 (IFNH, 101)

**fundamental** of, affecting, or serving as a base or foundation; essential; primary; original (Oxford)

**Course Description**

This first studio in the graduate sequence seeks to provide a foundation in the possibilities of landscape design, and investigates how landscape design can purposefully, productively and provocatively shape the built environment. Achieving fluency of expression in the fundamentals of landscape design is essential in all landscape design, from the most intimate gardens, to the most complex regional landscape challenges. This studio is an introduction to the rigor and language of the landscape design process, as well as the tools, techniques, and creative speculation needed to move through the various stages of that process.

Space is the essence of landscape, governed and determined by physical processes as well as political, cultural and spiritual will. Landscape is the human habitat – whether urban, suburban, rural or wild. The design of this habitat – the manipulation of landscape’s elements – is what shapes our experience of place. This studio will consider these elements of the landscape – landform, water, plants, and structures – and how they can be used as media with which to define and sculpt spaces that have the ability to provide for both our mundane needs and our sublime desires.

The course is composed of weekly lectures and twice-weekly studio sessions. Lectures introduce theories and methods relating to design; studio facilitates expression of the student’s design intentions and provides guidance and opportunity to develop critical thinking and creative skills. Studio sessions include design and grading exercises, site visits, individual desk critiques, group pin-ups and project reviews. Students are expected to present thoughts on their own designs, as well as contribute to the conversations related to the work of others.

**Learning Objectives**

Studio sessions and lectures are structured and developed in order to meet the following goals:

1. To understand the spatial nature of landscape design, thereby providing a conceptual framework to be used as a foundation in future landscape design explorations
2. To understand the implications of applying this framework to the design of small-scale public and private spaces

**Project Descriptions**

Four projects of increasing complexity introduce students to **design as a process**, wherein a concept is refined and developed through iterative exploration and revision. Projects and associated exercises are intended to engage students in an investigation of graphic language and representation.

### Project 1 | Form and Composition Studies

This series of two-dimensional compositions and three-dimensional interpretation will explore design fundamentals – balance, form, composition, and basic color theory. A three-dimensional interpretation of the two-dimensional compositions will be constructed to explore spatial delineation, scale and form. This first project introduces basic design theory, organization and craftsmanship.

### Project 2 | Materials and Time

This project focuses on the notion of flux inherent in the landscape and introduces the forces that shape the landscape through natural processes and time. After viewing *Rivers and Tides*, a documentary about the work of Andy Goldsworthy, students will construct full-scale sculptures within Rutgers Gardens from found materials and document their work with drawings and photographs. Students will also be asked to describe the anticipated changes the sculptures will endure over time.

### Project 3 | Landform and Plants

This two-part project is a three-dimensional exploration of how landform and plants create social space. The model(s) produced will implement the fundamental characteristics of human scale and primary personal activities such as seeing, walking, resting, playing and meeting. They will also include spatial concepts of the private and public, the personal and the social, with an awareness of how these are influenced by the surrounding context. Design decisions will also take consider how climate affects the comfort of human spaces.

### Project 4 | Rutgers University Inn and Conference Center

This final project will apply design fundamentals and green infrastructure to a real project for a real client at human scale. It will explore the following questions: What happens when abstract design thinking and form-giving must accommodate the realities of people and places? How does one understand an existing landscape so that the proposed design reflects an awareness of its geophysical, biological and cultural character? What is the nature of the designer-client relationship? How does one address consumption of resources, management of stormwater, ecology, connectivity and sustainability in a beautifully executed campus design?

### **Expectations of Student Participation, Attendance and Grading**

Students are expected to participate fully in the class by being prepared for each class and open to the ideas and challenges that unfold.

Field Trips and Site Visits: Field trips and site visits are required. Students will carpool in small groups or take NJ Transit. Travel time is built into the class meetings. As such, it is essential that all students are ready to depart promptly at the start of class time.

Readings: Weekly readings will be posted to Sakai. It is expected that students read required selections and post a brief response on Sakai Forums prior to the following Monday's meeting. Suggested readings do not mandate a forum posting. All readings can be found in digital format on Sakai.

Attendance and participation in all lectures and studios are essential if the student is to achieve his/her maximum potential. It is the policy of the Department that more than three unexcused absences will result in a step reduction of the final course grade. Each additional three absences will result in another step reduction. Late arrivals of more than ten minutes will be marked as an absence.

There will be no opportunity to make up a missed jury, in-class exercise or lecture.

All studio exercises and projects are due at the beginning of class unless otherwise noted. Late projects will be accepted up to a maximum of one week after due date with a loss of one full letter grade. No credit will be given for work more than one week late.

Course grading is based upon each student's personal performance and improvement on studio projects and exercises throughout the semester. Attendance, attitude, participation and overall contribution to the studio environment will also be considered.

Individual breakdown of the cumulative semester grade is as follows:

Project 1 Form and Composition Studies	15%
Project 2 Materials and Time	10%
Project 3 Landform and Plants Models	25%
Project 4 Inn and Conference Center Design	35%
Site Engineering/Grading Assignments	10%
Reading Responses	5%

### **Departmental Grading Guidelines**

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

**A – Outstanding** – This not only means fulfilling the requirements, but impressing and going beyond the initial expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and strong ability to present these ideas in an organized and analytical manner.

**B – Very Good** – The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the issues and related theories or literature.

**C – Acceptable** – The student has shown a moderate ability to grasp concepts and theories for the class, producing work that, while basically adequate, is not in any way exceptional. This performance in class displays a basic familiarity with the relevant literature and techniques.

**D – Unacceptable** – The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively. Students cannot graduate from the Landscape Architecture program with 2 D's in required 550 classes.

### **Required Materials**

A list of drafting and model making materials should have been received and purchased prior to the start of class. You are required to have these materials available during each studio session. Additional materials may be required as the course goes on.

### **Sketchbook**

Each student is required to have a sketchbook dedicated to studio. This is a tool in which to record design development, observations and lecture notes (including Common Lecture).

### **Student Work**

It is highly recommended that students keep and store all of the work produced during the semester – including drawing exercises, design development sketches and study models – in a safe place. Please remember to keep your own records (photographs, etc.) of your projects as you go along.

Submitted drawings, models, photographs, or written papers for any project assigned in Landscape Architecture are considered the property of the Department and may be retained in its archives for exhibition and accreditation purposes. Should your work be retained by the Department, you will be given the opportunity to obtain a print, scan or photographic record of your work.

### **Facilities**

Studio cannot be taught without reliable facilities. Students are expected to use the facilities responsibly with particular regard to the clearly established rules about their use as specified on the Department website [http://landarch.rutgers.edu/documents/StudentHandbook\\_web.pdf](http://landarch.rutgers.edu/documents/StudentHandbook_web.pdf). These rules cover access to the building, vandalism, personalization of working spaces, smoking and drinking, use of lockers, use of departmental equipment, access to the reference collection, and basic rules governing the use of the studios.

Our studio is a shared space. Please strive to maintain a clean workspace by keeping all desks and floors clean and undamaged. All spraying of adhesives or paint must take place outside of the building.

### **Academic Integrity**

The University's policy on Academic Integrity is available at <http://academicintegrity.rutger.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- Properly acknowledge and cite all use of the ideas, results, or words of others
- Properly acknowledge all contributors to a given piece of work
- Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for his or her ideas, words, results and other scholarly accomplishments
- All student work is fairly evaluated and no student has an inappropriate advantage over other
- The academic and ethical development of all students is fostered
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

It is a violation of academic integrity for a student to aid others in violating academic integrity. A student who knowingly or negligently facilitates a violation of academic integrity is as culpable as the student who receives the impermissible aid, even if the former student does not benefit from the violation. As a result, any copying and/or sharing of exercises or projects will be treated as Level 2 violations and is subject to the sanctions as outlined in the integrity policy:

1. A failing grade on the assignment
2. A failing grade for the course
3. Disciplinary warning or probation

### **Accommodations for Students with Disabilities**

#### Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **Student Wellness Services**

Just In Case Web App: <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Share A Concern: <http://studentconduct.rutgers.edu/do-something-to-help-share-a-concern/why-share-a-concern/>

There are times when people may observe a behavior and feel concerned. These concerns may be part of a larger story for a student facing challenges. Thus, it is important to **Do Something** and share your concerns so that the student can get assistance as soon as possible before the issues grow too large. If the concern is immediate, call 9-1-1.

#### Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

#### Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

#### Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.