STUDIO TWO: Graduate Design Fundamentals Studio
11:550:532

COURSE SYLLABUS
Spring 2014

Instructor: Rich Bartolone
Blake Hall Room 223
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(848) 932-9036

Credits: Five (5)

Schedule:
Studio: Tuesday/Thursday 2:15 a.m. - 5:15 p.m. Blake 228
Lecture: Wednesday: 2:15 p.m. - 3:35 p.m. Blake 228
Common Lecture: Wednesday 3:55 p.m. – 5:15 p.m. CDL 101

Office Hours: Before and after studio on Monday/Thursday and by appointment

Overview:
Studio Two will concentrate on both the aesthetic and the practical applications of landscape architecture. You will work to refine your design process and graphic skills through a series of projects of an increased site and program complexity. The projects will address site planning, sustainability, principles of vehicular and pedestrian circulation as well as basic landform manipulation. The goal of the studio is to continue to advance the understanding and use of the foundation principles utilized in Studio One and to further explore the possibilities of landscape design to shape purposefully, productively, and (when at our best) provocatively, the built environment. The studio will continue your development of investigation rigor and the language of the landscape design process - the tools, techniques, and creative speculation needed to move through the various stages of that process.

The course is composed of lectures and studios. Lecture topics will introduce theories and methods relating to the assigned design studies with an emphasis placed on the research and the practice of Landscape Architecture. Students will research topical issues as they relate to varying scales of the Sustainable Sites Initiative. Projects and associated assignments are intended to engage students in an investigation of graphic language and representation, form and proportion, spatial and material articulation and the communication of design intent through 3-dimensional models and drawing techniques.

LEARNING OBJECTIVES

Studio and lecture activities have been developed to accommodate the following objectives:

- Explore the design process – inventory, analysis, concept development and refinement.
- Understand the principles and standards of pedestrian and vehicular circulation and vehicular parking.
- Create space with landform, structures and plants.
- Facilitate student professional development through drawing, model making, research and recording.
- Refine your design process graphic and model making skills through a sequence of projects of increasing complexity.
• Engage the practice of design as an iterative process and to foster experimentation in the making of form.
• Develop a working knowledge of the Sustainable Sites Initiative and apply the criteria to a variety of design and site conditions.

EXPECTATIONS OF STUDENT PARTICIPATION

Students are expected to participate fully in the studio by being prepared for each class and open to the ideas and challenges that unfold. You should read the syllabus carefully and be aware of required readings, upcoming lectures, and due dates.

Readings: You are expected to read selected materials prior to class. Required readings will be posted on the class Sakai website.

Lectures: The studio lectures are both project-specific and topic-based to equip you with general knowledge needed in the field. You are expected to take notes in your design journal and to explore topics independently by looking at some of the suggested readings and the designers’ works (this also can be documented in your design journal). This also applies to the Common Lecture and to the spring Cekada lecture.

Studio: Much of your learning will occur through your active engagement in studio – both during the actual class and while working at your studio desk during non-class time. The distinction between studio as a class and studio as a space and community is quickly blurred as you get focused on projects and rely on your peers for perspective and support. You are expected to engage in all activities, including site visits and site analysis, design exercises, individual desk critiques, group pin-ups, and project reviews. Project development will occur over a series of weeks, but continued development of your design work is expected to occur on a daily basis. For the studio to be an engaged learning experience, you are expected not only to present thoughts/processes of your own design, but also to contribute to the learning of your peers through conversations and critiques during and outside of studio time. You should plan a minimum of 10 hours per week outside of class to read, develop designs, prepare for desk critiques, and presentations.

Project Reviews: Project reviews are opportunities to present your work, respond to questions, consider other interpretations, and gather feedback. You are expected to be at all reviews for the entire period.

Project Evaluation: For each project you will receive two sub-grades:
(1) Design Concept Development (how well did you develop your design ideas over the duration of the assignment to meet the stated project goals and provide a creative expression).
(2) Presentation of Final Design (quality of your final drawings, model and an explanation of your process and design intent).

Design Journal: Your journal should include a mixture of assigned and self-directed work—an approximately equal amount of text, diagrams, and drawings. Accompany drawings should include explanatory notes as necessary. This will be graded several times during the semester.
PROJECT DESCRIPTIONS:

[Project 1]
**Douglass College Entrance and Chapel Plaza:** We will explore design alternatives for the redesign of the campus main entrance and chapel plaza area. The study will require a circulation and parking analysis of the historic campus area with an emphasis on pedestrian and vehicular conflicts and parking and service/loading area locations. Site data will be collected and compiled as a studio effort to assist individual student efforts to complete detailed design alternates. The project will explore spatial delineation, vehicular and pedestrian circulation and parking lot design.

[Project 2]
**Residential Design:** The design exercise will focus on a residential property after we complete a critical analysis of the past award winners of the James Rose Center’s Suburbia Transformed Residential Design Competition/Exhibition. The design exercise will follow the design competition criteria (students are encouraged to submit their work into the competition). The project (and the competition/exhibition) will celebrate and promote residential works that go beyond “green” to address the aesthetic quality of human experience in the process. The project will focus on the competitions’ emphasis “of how sustainable landscapes can be beautiful, inspiring, perhaps profound; and serve as examples for transforming the suburban residential fabric.”

[Project 3]
**Edison Memorial Tower:** The class will explore alternate master plan solutions for the Edison Memorial Tower site, a 36 acre National Historic Site and State Park located in Edison, New Jersey. The memorial tower is presently under an extensive restoration effort with an expected completion date of June 2015. The site receives 10,000 to 12,000 visitors per year; the vast majority from middle school science class field trips. We will also investigate both detailed and large scale Sustainable Sites Initiative criteria relating to the project. Each student will produce their own master plan with an emphasis on the sustainable criteria. The project will reinforce the semester’s emphasis on the design process and supply ample opportunity to investigate “green” site development and advance the development of representational skills in two and three-dimensions. Each student will develop a site design for the area adjacent to the memorial tower and historic building sites and a master plan for the future expansion of the current visitor center and adjoining walking/nature trail. The design work will be carried out through plan, section drawings and 3-dimension study models. The project demands an increasing level of design and technical skills to create a site respectful of its historic significance while providing a unique educational experience to both old and young visitors. Particular attention will be paid to the relationship between representation, form and meaning, standards for site design of public spaces, and the effective communication of design intent.

**LECTURE/PROJECT SCHEDULE**
Lecture time will be used to present basic theories and concepts as they relate to the studio exercises.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Studio</th>
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<tbody>
<tr>
<td><strong>Project #1</strong></td>
<td><strong>Douglass Campus Entrance and Chapel Plaza</strong></td>
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<tr>
<td>Jan. 20</td>
<td>Course/Project Introduction, Site Visit</td>
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<td>Jan. 21</td>
<td>Site Inventory, Site Analysis Drawings</td>
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<td>Jan. 22</td>
<td>Presentation of Site Inventory, Site Analysis Information, Start Concept Design Development</td>
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<tr>
<td>Jan. 27</td>
<td>NJASLA Annual Meeting in Atlantic City (No class meeting)</td>
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<td>Jan. 28</td>
<td>Concept Design Development</td>
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<td>Jan. 39</td>
<td>Present Design Concepts (minimum 3), Select preferred alternate</td>
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<tr>
<td>Feb. 3</td>
<td>Lecture: Green Parking Lots, Parking Layout, Truck Turning Radii</td>
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<td>Feb. 4</td>
<td>Design Development, studio working session</td>
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<td>Feb. 5</td>
<td>Develop Selected Design in Plan/Sections</td>
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<td>Feb. 10</td>
<td>Project Presentation; Introduce Residential Design Project</td>
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<tr>
<td><strong>Project #2</strong></td>
<td><strong>Residential Design</strong></td>
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<tr>
<td>Feb. 11</td>
<td>Overview of Suburbia Transformed Competition; Review Selected Submissions</td>
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<td>Start Research: Residential Scale Sustainable Sites Initiative Criteria</td>
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<td>Feb. 12</td>
<td>Research: Residential Scale Sustainable Sites Initiative Criteria</td>
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<td>Feb. 17</td>
<td>Site Inventory and Site Analysis, Bubble/Functional Diagrams</td>
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<td>Feb. 18</td>
<td>Lecture: Residential Design and Diagram as a Design Tool</td>
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<td>Feb. 19</td>
<td>Develop Concept Design Alternates (3)</td>
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<td>Feb. 24</td>
<td>Design Alternative Development, Select one by the end of studio</td>
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<tr>
<td>Feb. 25</td>
<td>Research Presentations: Residential Scale Sustainable Sites Initiative Criteria</td>
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<td>Feb. 26</td>
<td>Studio work session, table critiques, start models</td>
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<td>Mar. 3</td>
<td>Design Development, studio working session</td>
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<td>Mar. 4</td>
<td>Lecture: Rendering Techniques</td>
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<td>Mar. 5</td>
<td>Studio working session</td>
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<td>Mar. 10</td>
<td>Studio working session</td>
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<td>Mar. 11</td>
<td>Final Critique of drawings and model</td>
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<td>Mar. 12</td>
<td>Project Presentation</td>
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<td>Mar. 14 - 22</td>
<td>Spring Break</td>
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<td><strong>Project #3</strong></td>
<td><strong>Edison Memorial Tower</strong></td>
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<tr>
<td>Mar. 24</td>
<td>Project Introduction and Site Visit</td>
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<td>Mar. 25</td>
<td>Review site information/opportunities and constraints; prepare project program</td>
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<td>Mar. 26</td>
<td>Review appropriate Sustainable Sites Initiative Criteria, select research topic</td>
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<td>Mar. 31</td>
<td>Site Inventory and Site Analysis</td>
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<td>Apr. 1</td>
<td>Develop Project Functional Diagrams and Design Concept Diagrams</td>
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<td>Bubble/Functional Diagrams, Develop Concept Alternatives (minimum 3)</td>
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<td>Apr. 2</td>
<td>Refine Design Alternates (minimum 3); Develop Design Diagrams</td>
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<td>Apr. 7</td>
<td>Design Alternate Development, Select one alternate by the end of studio</td>
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<td>Apr. 8</td>
<td>Refine Selected Design Alternate; Begin construction of site model</td>
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<td>Apr. 9</td>
<td>Design Development, working studio session, plans, sections &amp; model</td>
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<tr>
<td>Apr. 14</td>
<td>Studio Work Session; desk critiques</td>
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<tr>
<td>Apr. 15</td>
<td>Present Sustainable Sites Initiative Criteria of selected design topic</td>
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<td>Apr. 16</td>
<td>Incorporate Sustainable Sites Initiative Criteria into project design</td>
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April 21 Start Design Development for Tower Memorial area
April 22 Studio Work Session; desk critiques
April 23 Present Tower Memorial Alternatives (drawings on trace, rough models)

April 28 Studio work session: desk critiques
April 29 Studio work session: desk critiques
April 30 Preliminary Presentation

Date and Time of Final Project Presentation to be announced

MATERIALS AND SUPPLIES
A list of drafting and model making equipment will be distributed during the first studio meeting. Additional material will be required throughout the semester. It is imperative that each student be prepared with the necessary equipment and materials for each studio period. It is not acceptable for students to take time from studio to purchase materials for the Cook – Douglass Bookstore.

GRADING
All studio assignments and exercises are due at the beginning of the studio period unless otherwise specified. 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.

The grading in this course will be based upon the individual 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.

For each project you will receive two grades: one for your design concept and development (how well did you develop your design ideas over the duration of the assignment to meet the stated project goals and provide a creative expression); second: drawing craft (the quality of your final drawings and when applicable, model craft (the quality of your study and final model). Unless otherwise specified in the project description statement, each component will be weighted equally.

The individual break down of your cumulative semester grade is as follows:
- Attendance and Participation 10%
- Project 1: Farmers Market Redesign 20%
- Project 2: Residential Design 30%
- Project 3: Rutgers Gardens Master Plan 30%
- Design Journal 10%

Final Letter grades will be assigned using the following scale:
- > 90 A
- > 87 < 90 B+
- > 80 < 87 B
- > 77 < 80 C+
- > 70 < 77 C
The Department of Architecture uses the following guidelines for understanding appropriate grading in its courses:

A – Outstanding – This not only means fulfilling the requirements, but impressing and going beyond the initial expectations and assigned elements of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, individual initiative, and a 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 techniques, issues and related theories, with some additional work completed.

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. The 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.

F – Failure – The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance which may indicate that the student is not in the proper field of study. It will be the responsibility of each student to track their own academic process throughout the semester. Interim grades will be available to students on an individual basis. Students should make an appointment with the instructor to review interim grades.

HOMEWORK

Homework will be assigned at the end of each studio meeting. Typical assignments will ask you to make drawings, models or prepare research papers/presentations. Failing to complete any assignment (for example, developing one alternative design when three were assigned) or not demonstrating progress in design development (for example, simply redrawing what was discussed the day before rather than applying the critique to a revised design) will negatively impact your project grade.

READINGS

Selected reading for the following required books will be assigned throughout the semester.

Required:

Suggested:


Sustainable Sites Initiative is available as a downloadable pdf at sustainablesites.org
JOURNAL
Weekly design Journal assignments intended to complement design project development and to introduce questions about what it means to shape the environment. Suggest journal itself is the 5.5” x 8” Nobel (the brand name) Sketchbook. It is in landscape format (binding on short edge) and is available in the Cook/Douglas Bookstore. Design Journal(s) will be due the last day of classes. Remember: you will need to pace yourself and keep up with your journal entries; they will be checked on a regular basis.

ATTENDANCE
The Department of Landscape Architecture requires attendance in all course meetings including Lecture, Studio and the Common Lecture Series. If a circumstance arises which prohibits your attendance at any class session, please notify the instructor 24 hours prior to the class and an alternative arrangement may be made. The individual student’s development as a landscape architect is largely dependent upon two aspects of education. First, the exposure to and the assimilation of a body of information which relates to the field. Second, the application of this knowledge through studio projects and problem-solving skills developed through critiques, reviews and interactions during each project. The Rutgers Landscape Architecture curriculum is designed to develop both areas. 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 (for example, a B down to a C). Each additional three absences will result in another step reduction.

Please note that attendance will be taken at the start of each class and late arrivals of more than ten [10] minutes will be marked as an absence.

OWNERSHIP OF STUDENT WORK
It is the intent of this course to return as much work as possible to each student; however, examples of work may be kept by the Department for its professional accreditation and for purposes of exhibition. Submitted drawings, models, photographs, or written papers for any project assigned in Landscape Architecture courses are considered the property of the Department and may be retained in its archives for exhibition and accreditation purposes. All projects will be graded and returned to the student at a location designated by the instructor. Should your drawings be retained by the Department for its professional accreditation or for purposes of exhibition, you will be given the opportunity to obtain a print, scan, or photographic record of your work. Department files are OFF LIMITS to students.

FACILITIES
Studio cannot be taught without reliable facilities. The student is expected to use the facilities responsibly with particular regard to the clearly established rules about their use as specified in the student handbook: http://landarch.rutgers.edu/current_students/student%20handbook/Stude
These rules cover access to the building, vandalism, personalization of working spaces, smoking and drinking, use of lockers, use of department equipment, access to the reference collection, and basic rules governing the use of the studios.

PERSONAL CIRCUMSTANCES
If you encounter any personal circumstances that inhibit your ability to fulfill the requirements of this course, you should contact the Instructor immediately. Likewise, any student with a special need, circumstance or disability should make an appointment with the Instructor during the first week of class. Please strive to maintain a clean workspace by keeping all desks and floors cleaned and undamaged. All spraying of adhesives or paint must take place outside the building.

Students may use any one of the lockers located within Blake Hall to store their supplies and equipment; you must supply your own combination lock. Thefts occur, please secure all your valuables.

ACADEMIC INTEGRITY
The intentional copying of another student’s work or a portion of work and representation of the work as your own work is in direct violation of the University Integrity Policy:

Plagiarism: Plagiarism is the representation of the words or ideas of another as one’s own in any academic work.

Facilitating Violations of Academic Integrity:
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, homework assignments, and projects will be treated as Level 2 violations and subject to the sanctions as outline in the Integrity Policy:

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

Repeat violations will be treated as separable Level Three violations and referred to the AIF of the school for adjudication. Please refer to the complete Integrity Policy at: http://academicintegrity.rutgers.edu/integrity.shtml.