

Rutgers—The State University of New Jersey,  
School of Environmental and Biological Sciences  
Department of Landscape Architecture  
**Studio II Urban/Suburban Design**  
11:550:532

## **COURSE SYLLABUS**

### **Spring 2017**

**Instructors:** Rich Bartolone, LLA  
Blake Hall Room 223  
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848 - 932 - 9036 (office)  
732 - 710 - 9976 (cell)

**Credits:** Five (5)

**Schedule:** Tuesday/Thursday 2:15 p.m. - 5:15 p.m. Blake 246  
Wednesday: 2:15 p.m. - 3:35 p.m. Blake 246  
Common Lecture: Wednesday 3:55 p.m. – 5:15 p.m. CDL 101

**Office Hours:** Before and after studio and by appointment

### **Learning Objectives**

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

- Explore the design process – inventory, analysis, concept development and design refinement as an iterative process.
- Understand the principles and standards of pedestrian and vehicular circulation and vehicular parking.
- Facilitate student professional development through drawing, model making, research and recording through a sequence of projects with an increase in complexity.
- Develop a working knowledge of the Sustainable Sites Initiative and apply the criteria to a variety of design and site conditions.
- Introduce students to the process of documenting data, thoughts and design solutions through semester long sketching activities that engage their drawing and diagraming skills.

### **Overview**

The goal of the studio is to continue to advance the understanding and use of the foundation principles utilized in Studio I Fundamentals. The class will continue to explore the possibilities of landscape design that can shape purposefully, productively, and (when at our best) provocatively, the built environment. Assignments will concentrate on the aesthetic and practical applications of landscape architecture. Students will work to refine their design process and graphic skills through a series of projects at a variety of scales and project program complexity. The selected projects will address site, residential and park planning, accessibility, sustainable development, principles of vehicular and pedestrian circulation issues as well as basic landform manipulation.

The course is composed of lectures and studios. Lecture topics will introduce theories and methods relating to the assigned design projects 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, spatial and material articulation and the communication of design intent through sketching, model making and drawing techniques.

### **Expectations of Student Participation**

Full participation in the studio.

Be prepared for each class and be open to the ideas and challenges that unfold.

Read the syllabus and the project schedules carefully and be aware of required readings, upcoming lectures, and due dates.

Studio assignments will be due at the start of the studio.

Each student shall be prepared to present his/her thoughts on their work, and contribute to conversations about the work of others.

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 provide general knowledge needed to complete the assigned work. You are expected to take notes in your design journal and to explore topics independently introduced by the suggested readings and professional work. 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. 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: Each project 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 explanation of your process and design intent).

sakai and email: The class sakai website serves as the clearinghouse for materials. Please make sure to check it regularly as additional announcements may be made.

## Project Descriptions

[Project 1]

**Cook College Master Plan:** The class will explore design alternatives for the redesign of the campus with an emphasis on public space and pedestrian and vehicular circulation. The exercise will require a review an inventory of campus public spaces and a circulation and parking analysis with an emphasis on pedestrian and vehicular conflicts. 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, pedestrian and vehicular circulation and parking lot design.

[Project 2]

**Residential Design:** The design exercise will focus on a single-family house that will become an example of ecologically responsible residential design. We will begin by preparing a critical analysis of the past ASLA residential design winners and selected winners of the James Rose Center's Suburbia Transformed Residential Design Exhibition. Research will focus on sustainable landscape design with a goal of producing a property that can be beautiful, inspiring, and serve as an example for public education.

[Project 3]

**Van Horne Park:** We will take a critical look at the development of a 90-acre park designed for both passive and active recreation. It is located within two separate communities, which developed two completely different programs for its use. The class will evaluate the success of the passive area of the park and develop a new master plan design for that portion of the park. The project will reinforce the semester's emphasis on the design process and supply ample opportunities to advance the development of representational skills in two and three-dimensions.

## Schedule

| <u>Date</u> | <u>Activity</u>   |
|-------------|---|
| Jan. 17     | Course/Project Introduction Charette #1: Blake Hall Accessible Entrance Accessible design lecture, site measurement, design development in studio |
| Jan. 18     | Accessible entrance design, studio work session   |
| Jan. 19     | Presentation of accessible entrance   |
| Project #1  | <b>Cook Campus Master Plan</b> Project Introduction, Site Visit   |
| Jan. 24     | Introduce Site Inventory, Site Analysis   |
| Jan. 25     | Site Inventory, Site Analysis studio session  |
| Jan. 26     | Presentation of Site Inventory, Site Analysis, Start Concept Design   |
| Jan. 31     | Concept Design Development studio session   |
| Feb. 1      | Charette #2: Transportation Hub. Lecture: Green Parking Lots, Parking Garages, Parking Layout/Turning Radii                                       |
| Feb. 2      | Present Transportation Hub  |
| Feb. 7      | Present Campus Concepts (minimum 3), Select preferred alternate   |
| Feb. 8      | Develop Selected Design in Plan/Sections  |
| Feb. 9      | Present Campus Redesign; Introduce Residential Design Project   |
| Project #2  | <b>Residential Design</b>   |
| Feb. 14     | Lecture: Sustainable Sites Initiative/Rose Center Suburbia Transformed  |

- Feb. 15 Research: Residential Scale Sustainable Sites Initiative Criteria  
Feb. 16 Site Visit
- Feb. 21 Lecture: Residential Design; Site Inventory and Site Analysis  
Feb. 22 Develop Bubble/Functional Diagrams/Concept Design Alternates (3)  
Feb. 23 Design Alternative Development, Select one by the end of studio
- Feb. 28 Research Presentations:  
Mar. 1 Studio work session, table critiques  
Mar. 2 Design Development, studio work session
- Mar. 7 Lecture: Rendering Techniques  
Mar. 8 Final Critique of drawings and model Studio working session  
Mar. 9 Project Presentation
- Mar. 11 - 19 Spring Break
- Project #3 Van Horne Park**
- Mar. 21 Project Introduction and Site Visit  
Mar. 22 Review site information/opportunities and constraints; prepare project program  
Mar. 23 Start Inventory and Analysis in studio
- Mar. 28 Site Inventory and Site Analysis Presentation  
Mar. 29 Develop Project Bubble/Functional Diagrams and Design Concept Diagrams  
Mar. 30 Present Bubble/Functional Diagrams, Develop Concept Alternatives (3)
- Apr. 4 Refine Design Alternates (minimum 3); Develop Design Diagrams  
Apr. 5 Ecological Design: Jean Marie Hartman  
Apr. 6 Refine Selected Design Alternate; Begin construction of study models
- Apr. 11 Design Development, start sections, refine study models  
Apr. 12 Studio Work Session; desk critiques  
Apr. 13 Studio Work Session; desk critiques
- Apr. 18 Present site sections and study models  
Apr. 19 Studio Work Session; desk critiques  
Apr. 20 Studio Work Session
- Apr. 25 Practice Presentation  
Apr. 26 Studio work session: desk critiques  
Apr. 27 Presentation

Dates and assignments may be modified. Please check course sakai site for modification to the schedule.

### **Materials and Supplies**

The drafting and model making equipment utilized last semester should remain available for all class meetings. Additional material may 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.

## 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.

Each project will receive two grades: one for design concept and development (how well you developed 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 final drawings and model).

Course Grades will be calculated on the following:

|                                    |     |
|------------------------------------|-----|
| Blake Entrance Charette #1         | 5%  |
| Project 1: Cook Campus Master Plan | 25% |
| Transportation Hub Charette #2     | 5%  |
| Project 2: Residential Design      | 30% |
| Research Presentation              | 5%  |
| Project 3: Van Horne Park          | 30% |

Letter grades will be assigned using the following scale:

|           |    |
|-----------|----|
| > 90      | A  |
| > 87 < 90 | B+ |
| > 80 < 87 | B  |
| > 77 < 80 | C+ |
| > 70 < 77 | C  |
| >60 < 70  | D  |
| < 60      | F  |

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 (simply re-drawing the design rather than applying the suggested modifications to a revised design) will negatively impact your project grade.

### **Suggested Readings**

Lynch, Kevin; Hack, Gary: *Site Planning*, Maple-Vail Inc., Third Edition (1984)  
Booth, Norman K.; James E. Hess: *Residential Landscape Architecture, Design Process for the Private Residence*, Pierson Prentice Hall, any addition is valuable.

Grant Reid: *Landscape Graphics*, Crown Publishing Group (2002)  
Sustainable Sites Initiative, available as a downloadable pdf at [sustainablesites.org](http://sustainablesites.org)

### **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/StudentHandbook\\_web\\_SectII.pdf](http://landarch.rutgers.edu/current_students/student%20handbook/StudentHandbook_web_SectII.pdf)

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 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.

### **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>.