URBAN TREES AND FORESTS

Lecture: Tuesday 12:35 PM - 1:55 BL-233
Studio: Tuesday 2:15 PM - 5:15 BL-233
Studio: Thursday 2:15 PM - 5:15 BL-233
Common Lecture: Wednesday 3:55 PM - 5:15 CDL-110
Office Hours: By Arrangement or Drop in; Room 119 Blake
Contact: jhartman@sebs.rutgers.edu

Learning Goals

Goal 1: Students will be able to analyze ecological and other landscape processes in order to substantively inform their design decisions.

Goal 2: Students will be able to craft designs at the regional scale that facilitate or enable desired ecological and social scenarios at multiple scales.

Goal 3: Students will understand and apply policies and planning recommendations that regulate the use and design of the landscape in order to develop more sustainable and implementable designs.

Goal 4: Students will be able to effectively communicate their designs and design principles.
Course Content and Structure

This semester we use the tools and theories of GeoDesign to conduct an inventory of the urban forest in the Raritan River Watershed.

Geo Design: What is it and how does it fit in the discipline Landscape Architecture?

Urban forest: What is it and how does it fit in discipline of Landscape Architecture?
https://www.fs.fed.us/managing-land/urban-forests/ucf/nucfac

Raritan River Watershed: What is it, where is it, and how do we develop designs for it?
http://raritan.rutgers.edu/2016-state-of-the-raritan-report/

This schedule of lectures and studio work will be changed in order accommodate guests and to schedule field days.

<table>
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<th>DATE</th>
<th>Activity</th>
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| Tu 9/3  | L: Introduction to the topics  
Read: “Design as a verb”  
S: Exploration of the region via GIS (Map Assignment 1) |
| Th 9/5  | S: Discussion and questions about the region |
| Tu 9/10 | L: Exploring the watershed  
Read: The Living Landscape Chapter 1  
S: Exploration of topics (Urban Forestry, GeoDesign, Upper Raritan, Lower Raritan, Stony Brook Millstone, Sustainable Raritan, UNESCO Sustainable Development) |
| Th 9/12 | S: Exploration of GIS Data (Map Assignment 2) |
| Tu 9/17 | L: The Urban Forest – background and characterization approaches  
Read: The Living Landscape Chapter 2  
S: in the field |
| Th 9/19 | S: Sense of Place documentation (Map Assignment 3) |
| Tu 9/24 | L: Regional Inventory to Analysis and deliverables  
Read: “A framework for theory”  
S: MAPS: Vegetation, Waterways, Human Population, Geology and Physical Geography, Cultural Geography, Political Landscape, Soils (Map Assignment 4) |
| Th 9/26 | S: Review of maps from Assignment 4; Collaborative Site Inventory and Analysis |
| Tu 10/1 | L: Presentation of Site Inventory and Analysis  
Read: “Designing our future”  
S: Focusing in – developing the questions |
Th 10/3  S: Working session on questions and approaches (Map Assignment 5)
Tu 10/8  L: DIKW and Finding the right scale
         Read: John Naisbitt
         S: Working session on questions and approaches
Th 10/10 S: Testing questions
Tu 10/15 L: Property Rights
         S: Social Issues in Urban Forests
         (John Leonard on Wednesday)
Th 10/17 S: Refining questions
Tu 10/22 L: Measuring Impact - I-Tree Introduction
         S: Fitting place and questions together
Th 10/24 S: Municipal Site Inventory and Analysis (Map Assignment 6)
Tu 10/29 L: Urban Ecosystems (processes and functions)
         S: Developing your municipal study
Th 10/31 S: Clarifying your inventory and analysis of your municipality
Tu 11/5  L: In class or In field for municipal contacts
         S: In class or In field for municipal contacts
Th 11/7  S: Report on municipal contacts and finish inventory and analysis
Tu 11/12 L: Design process and theory
         S: Develop measurable goals for your designs and start designing
Th 11/14 S: Continue developing designs
Tu 11/19 L: Site visits
         S: In the field
Th 11/21 S: Present and discuss progress and goals
Tu 11/26 Thursday Classes (no Lecture)
         S: Develop story board
Th 11/28 HAPPY THANKSGIVING
Tu 12/3  L: Top Tens, etc.
         S: Final push
Th 12/5  S: Final push
Tu 12/10 L: Practice Presentation
         S: Polish deliverables and presentation
POLICIES

Academic Integrity Policy and Copyright:

Please read and review the resources available at:
http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

It is expected that you give proper credit to all sources (text and image) quoted in every drawing or text. That includes the use of photography taken by others. Rutgers has an academic integrity policy that emphasizes the importance of staying beyond reproach. You should never take inappropriate credit for the work of others, either your classmates, roommates, siblings, famous authors or obscure Internet sources. A huge percentage of academic integrity cases could simply be resolved by giving credit to the source of the data, idea or wording. (That is why quotation marks are so valuable)

Since some of the work in this class will almost certainly end up being published online or in print, your personal reputation and that of the program both depend on giving proper credit for the basis of any work. They also depend on not using photos, data, or other materials for which you do not have permission. Use of copyrighted materials on a publicly posted publication, without permission, is both a violation of the class rules and violation Federal and International law. Any project that is turned in that uses photography or images from outside sources without giving credit will be penalized.

Based on University Policies, there are consequences to ignoring the Academic Integrity Policy. The consequences can be as mild as required attendance in workshops and severe as expulsion from school. In team based projects and a studio community, academic integrity is essential. If one team member fails to contribute why should their grade be the same? If a creative person comes up with an excellent solution, but another student uses it to create the best design, who should get credit? We will discuss these issues repeatedly during the semester because they will be part of your career.

Use of Facilities

Studio cannot be taught without reliable facilities. But your use of the facilities is dependent upon responsible use 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_SectI.pdf

These rules cover access to studio and vandalism, table assignments, personalization of workspace, smoking and drinking, use of the lockers, access to the reference collection, and basic rules governing the use of the computer lab. Failure to observe rules may result in loss of access. Access to the fabrication lab is granted after successfully passing the safety instructions. Access is monitored and can be revoked if students use tools they are not qualified for or if students do not clean after themselves.

Equipment

The student handbook also includes a section governing the use of equipment
http://landarch.rutgers.edu/current_students/student%20handbook/StudentHandbook_web_SectII.pdf
Disabilities

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.

Work Becomes Department Property

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, you will be given the opportunity to obtain a print or photographic record of your work. Department files are OFF LIMITS to students.

Attendance

Studio attendance is mandatory. The Department of Landscape Architecture requires attendance in all of its classes. The individual student’s development as a landscape architect is largely dependent upon two aspects of education. First is the exposure to and assimilation of a body of information which relates to the field. Second is 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. Unless a more strict policy is in place by the individual instructor, more than three unexcused absences will result in a step reduction in your semester grade. Each additional three absences will result in another step reduction. Since the common lecture is part of the studio, missing that would count as an additional absence.

A minimum level of participation is defined as being in attendance for the entire duration of a class session. It is the student’s responsibility to be in attendance at all required classes and all personal plans should be made in accordance with the schedule.

Your attendance at juries or special seminars scheduled in your design course is mandatory for the entire duration of the session.

Tardiness is absence. If class starts at 12:35, it does not mean that 12:45 is close enough. Since Common Lecture is part of studio, we meet 4 times a week – that means that skipping a week of school is sufficient cause for lowering a grade. Rutgers does not count extended family vacations, work (which pays for school), lunch, or the Tuesday before Thanksgiving as excused absences. If you have questions about the policy, please refer to the online handbook: http://landarch.rutgers.edu/current_students/policies_st.html
**Studio Expectations:**

Studio time is very limited, so you are expected to be here for the whole thing unless we are working in the field or doing library work, etc.

Keeping Up is Key. As we teach you new skills/techniques, we expect you to know them and be able to use them. A GIS lab today might lead to a GIS project on Friday. If you fall behind, you will drag down others.

**Course Materials and Communication**

A sakai site has been established for announcements, exchange of reading materials, assignments, discussions, and questions. Please check it regularly and read the emails generated through this platform.

**Readings**

Assigned and recommended readings will be mentioned during lectures. Most will be available on the sakai site.

**Learning Objectives**

Each assignment is based on learning objectives. Some objectives involve strengthening or expanding skills introduced in another class. Other objectives involve the introduction and application of new knowledge and skills. Learning objectives and assessment methods are listed at the end of this document.

**Due Dates**

Except for circumstances truly beyond the student’s control, all assignments are due at the dates and times specified throughout the semester. Projects that are incomplete on the due date should still be submitted on the date it is due to receive at least partial credit. Any work submitted late will be penalized a letter grade for each day past due. Working beyond a due date is both unrealistic in a professional setting and unfair to your classmates in this course.

**Ownership of design work**

The Rutgers Department of Landscape Architecture maintains a permanent archive of student work. While you will retain authorship and intellectual property rights, all completed and submitted assignments belong to the department with full permission for the department to publish and publicize the work.
Assignments and Grades

This class will employ a wide variety of techniques for evaluating your work and assimilation of the material. Since projects like this evolve with new opportunities and problems, please be flexible as we adjust the schedule and grading to fit both the work and the learning. Grading will be distributed approximately with these weights:

- Assignments: 40%
- Quizzes, pop quizzes, class discussion Q & A: 10%
- Intermediate Presentations: 20%
- Final Design: 30%

The department suggests the following guideline for understanding appropriate grading in its courses. I have added the scale (as %) that I usually use, along with the Department descriptions.

**A – Outstanding – 94-100%**
This not only means fulfilling the requirements, but also 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+ -Outstanding to Very Good – 93-89%)

**B – Very Good – 82-88%**
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+ Good to Acceptable 78-81%)

**C – Acceptable – 70-77%**
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 display a basic familiarity with the relevant literature and techniques.

**D – Unacceptable – 60-70%**
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 – <60%**
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.

**ALSO NOTE:** Graduate students must re-take classes where they earn less than a B (see Graduate Handbook).
HOW TO DO WELL IN THIS CLASS

Be Respectful.
Seriously! Be respectful of each other, of the facilities, of the staff, of other classes, of the computer lab, and, most of all, of your work and yourself.

Be Prepared.
Bring your laptop and have your drawing equipment at the ready. I like surprise drawing or rapid research projects.

Time is precious.
When I suggest that your team should look into something, I don’t mean that you should wait a few weeks until I tell you who to call. I mean that you should immediately send emails, make calls, drive to that county’s library, or ask me exactly who to contact.

Time is precious.
In order to squeeze in as much information about regional analysis and design as possible, I am going to move fast. That means that when I go TOO fast, you have to be willing to let me know, and you sometimes you may have to be willing to do a little extra work to keep up.

Stay until the end!
10 minutes before studio ends is a great time for wrap up or reassessment…unless you’ve already left. In which case it is a great time for the world’s easiest pop-quiz.

Reviews are Special.
As new design students, just getting something done in time for a review was a challenge. You probably faced the review with dread and hoped no one caught (or mentioned) all of your shortcuts and problems. Now, as more advanced design students, I want to encourage you to look forward to design reviews and pin-ups. These are unique opportunities for you to grow as a designer, and you should really work towards them as a moment of triumph. I encourage you to come in with work that you simply can’t imagine improving on. Think to yourself, “I dare you to find something wrong with this design.” And then savor the moment when the critics point out things that you didn’t think of. Don’t bother saying, “But, they told us that wasn’t part of the problem” or “We haven’t covered that yet.” Just spend every minute of the review trying to learn as much as you can about what you didn’t see before and milk any visitors for every ounce of information and advice.

Deadlines Matter:
I want you to learn about how to make good decisions when time is limited. So, we are strictly enforcing deadlines. Late projects and assignments will be docked, generally 10%, when turned in late. An hour late is late.