

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

INTRODUCTION TO ENVIRONMENTAL DESIGN I **11:550:231 | 5 credits | Fall 2024**

Co-Instructors:

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Office hours: Before and after studio on Monday/Thursday and by appointment
Studio sessions: Monday 2-5pm + Thursday 10:20-3:20pm
Common Lecture: Wednesday 3:50 – 5:10pm

LEARNING OBJECTIVES

Studio and lecture activities have been developed to accommodate these objectives:

- Introduce core concepts and practices fundamental to Landscape Architecture and Landscape Planning
(Design process; interpretation of site; human scale and use of the landscape; form-making)
Engage the practice of design as an iterative process and foster experimentation in the making of form.
- Establish vocabularies to describe and analytical frameworks to assess formal aspects of the natural environments.
- Express design intentions through drawing, modeling, recording, and presentation.

PROGRAM GOALS

1. **Explore** space and spatial relationships in 2D and 3D (hand-crafted models).
2. **Apply** design principles at multiple small scales (drawings + models) .
3. **Communicate** design ideas (graphic + verbal).
4. Introduce environmental **analysis**.

Overview:

Introduction to Environmental Design I is the foundation studio for our 2 majors: Landscape Architecture, and Environmental Planning. The studio investigates how landscape design and planning can shape the built environment purposefully, productively, and provocatively. An introduction to the rigor and language of the environmental design process, as well as the tools, techniques, and creative speculation needed to move through the various stages of that process, it touches upon:

- aspects of human use of the landscape,
- plant material in the landscape,
- and landform (using topographic plans, sections, and contour models).

The course is composed of two weekly lectures (studio lecture and common lecture on Wednesday afternoons) and twice-weekly studios. Studio is structured to facilitate students in the expression of

their design intentions, providing guidance and opportunity to develop critical thinking and creative skills. Studio activities include site visits and site analysis, design exercises, individual desk critiques, group pin-ups, and project reviews. You will draw, craft models, and “make things” each day. In almost all cases, students have daily assignments due at the start of the next studio when it will be discussed with the instructor and among groups of classmates. You are expected not only to present thoughts on your own designs, but to contribute to conversations and critique about the work of others.

We progress through four projects of increasing complexity to introduce students to **design as a process**: a concept is refined and developed through iterative exploration and revision. Projects and associated assignments engage students in an investigation of:

- graphic language and representation
- the human body and its activities in the landscape
- generation of purposeful form
- communication of design intent and 3-dimensional form through both modeling and drawing techniques.

Each student keeps a design journal to complement the learning process; it becomes a record of progress and studio learning.

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 topographic 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 | 3 Landscapes

This project introduces students to the **site visit** and **seeing the landscape** through observation, documentation, analysis, and representation (i.e., the **design process**—you learn by doing). As a group, students ‘visit’ a series of landscapes with varying natural conditions. Site qualities are discussed as are methods of recording observations (sketching, photography, measurement, and writing). Three programmatic words characteristic of each of the sites are identified and become focal points for creative exploration. A coordinated set of architectural drawings will be prepared, including Plan and Section-Elevation.

Project 3 | Campus + Community Design

Students will explore landscape design through research and site exploration. This two-part project includes a case study presentation and campus design exercise. In small groups, students will research award winning, innovative, and creative built landscape designs and apply those lessons learnt to the Jones Avenue Urban Agriculture and Community Garden site. The project’s design component will cover the process and development of a site inventory and analysis map. After surveying the site conditions and limitations, as well as meeting with community and campus constituents, students will develop a concept plan that emphasizes form, function, and community connectivity for the Jones Avenue site. The final deliverables include a case study presentation, a site inventory and analysis map, and a design concept plan and section.

Project 4 | Performance Landscape

This project emphasizes the translation of an idea/concept (in this case, a painting) into a design. A

painting becomes your design diagram. As you analyze the artwork, incorporate the artist's ideas into your project as you develop a design concept through a series of three-dimensional study models, to conceptual and measured drawings, and three-dimensional models. The Section drawing is a powerful tool in the site design process, revealing moments of transformation as you develop 2-dimensional drawings that capture site information contained within the project models. Particular attention is paid to the relationship between form, meaning and the effective communication of design intention. The project demands an increasing level of technical skill in draftsmanship and craftsmanship and an understanding of the iterative process of 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.

It will be the responsibility of each student to track their own academic progress throughout the semester. Interim grades will be available to students on an individual basis. Students may make an appointment with the instructor to review interim grades. Appointments must be made at least one week in advance of any meeting.

PROJECTS

For each "major" project you will receive sub-grades: 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]; drawing craft [the quality of your final drawings]; and model craft [the quality of your final model]; readings and written assignments. Unless otherwise specified in the project description statement, each of the components will be weighted equally.

HOMEWORK

Homework will be assigned at the end of each studio meeting. Typical assignments ask you to make drawings or models. Failing to complete any assignment [for example, developing three alternative designs when four were assigned] or not demonstrating progress in design development [for example, simply re-drawing what was discussed the day before rather than applying the critique to a revised design] will negatively affect your project grades. Specifically, you risk failing the design concept and development component of your grade, and further, the lost opportunity to develop representational skills may contribute to poor drawing and model craft skills.

READINGS

Assigned and on Canvas.

JOURNAL

Design development (i.e. PROCESS) should be recorded in a design journal that will be handed in for evaluation at the end of each project. The journal should engage the processes of site observation and representation as well as lecture notes (including common lecture), your discoveries about design, and the design process. Remember: you will need to pace yourself and keep up with your journal entries. **You are expected to produce, over the semester, a minimum of 50 pages of thoughtful notes, sketches, diagrams, etc. You may print out photographs and glue them into your journal, but photographs must be annotated so that we understand what you are seeing with them—so that they communicate your thoughts & observations.**

ATTENDANCE

The Department of Landscape Architecture requires attendance in all of its classes. **All course**

meetings include Lecture, Studio and Common Lecture. Attendance at scheduled Studio, Reviews, and Lecture sessions is mandatory. 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. *You should also self-report your absence.* <https://sims.rutgers.edu/ssra/>

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

Grading is based upon the individual's 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. Beyond the above recommendations, this course utilizes the Department's policy on attendance that reads:

The individual student's development in studio is largely dependent upon:

- The exposure to and assimilation of a body of information which relates to the field.
- The application of this knowledge through studio projects and problem-solving skills developed through critiques, reviews and interactions during each project.

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 3 absences will result in another step reduction.

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.

Individual breakdown of the cumulative semester grade is as follows:

Project 1 Form and Composition Studies	10%
Project 2 3 Landscapes	20%
Project 3 Campus + Community	20%
Project 4 Performance Landscape	30%
Journal	10%
Attendance	10%

Departmental Grading Guidelines

While the assignment of grades is 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 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 sufficiently 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.

Required Materials

A list of drafting, drawing 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. It is not acceptable for students to take time from studio to purchase materials.

Journal/Sketchbook

Each student is encouraged to have a *sketchbook/journal dedicated to studio*. This is a tool in which to record design development, observations, and lecture notes, and studio assignments (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 the Department retain your work, you will be given the opportunity to obtain a print, scan, or photographic record of your work.

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/

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/

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.

DESIGN STUDIO CALENDAR 8.20.24 (subject to change)				
DATE	LECTURE	STUDIO	ASSIGNMENT	LEARNING OBJECTIVES
PR1 FORM AND COMPOSITION				
Th9.5	Form + Design Fundamentals	Working session	4 2D compositions	Fundamentals of design
M9.9	Basic landform principles and grading (slope, water flow, access)	Pin-up compositions Working session	4 landform models	Basic landform grading/understanding topography
9.12	Cutting a section	Working session	4 landform models	Technical skills (section)
M9.16	Working Session/ Exhibit		Dee Reading 1	
PR2 3 LANDSCAPES				
9.19	Site Visit	Working Session	3 words diagrams	Design Process
M9.23	Symbol, Sign & Iteration	Pinup Diagrams	3 study models	
9.26	Gehry video + question	3 study models	3 study models	
M9.30	Pinup 3 study models		1 composite model	
10.3	Student presentations	1 composite model	Sketch plan on trace	
M10.7	Healing Garden	Plan Drawing	Plan Drawing*	Design Drawings: Plan Section Sketches
10.10	NYC TRIP		Plan Drawing*, Dee Reading 2	
M10.14	How to present a project, curation	Section	Finalize Project Drawings/ Curation/ Presentation	
10.17	Morning Working Session, FINAL REVIEW 12:00		Dee Reading3, Reflection	
PR3 COMMUNITY DESIGN				
M10.21	Site Analysis	Site visit	Site inventory + analysis	Design Process: Site Analysis Community engagement
10.24	Community Design	Design Charette with campus and community constituents	Site inventory + analysis Case study	
M10.28	Case Study Presentations	Working session	Conceptual Design	Design Drawings: Plan Section
10.31	Working session	Pin-up conversations Working session – conceptual design	Conceptual Design	
M11.4	Working session	Working session	Finalize Project Drawings	
11.7	Morning Working Session, FINAL REVIEW 12:00		Dee Reading 4, Jones Avenue Exhibit	
PR4 PERFORMANCE LANDSCAPE				
M11.11	Russian Con. videos	Site Visit	Research painting 3 models	Project Research
11.14	Site Analysis	Group Site Analysis	3 models	Site Analysis
M11.18	Pinup 3 Models	Designing on trace	2 site plans on trace	Design Process Concept Development Details
11.21	Pinup site plan	Dee PPT	Revise, develop site plan Dee Reading 5	
M11.25	Working Session	Pinup old/new site plan	Revise, develop site plan Draft Design Details	
11.26	Design Details PPT	Desk Crits--details	Design Details Board	

THANKSGIVING				
M12.2	Diagrams PPT	1"=20' Plan Drawing on trace	1"=20' Plan Drawing on trace, Diagrams on trace	Design Drawings Site Plan Site Sections Detail Plan Detail Section Detail Images Sketches Final Rendering
12.5	1"=10' Plan Drawing: how	Quick Pinup Plan + Details Desk Crits	1"=10' Plan Drawing of detail area	
M12.9	Drawing Sections, Final Rendering PPT	1"=20' Site Sections	1"=10' Plan Section, Ink & Render Final Drawings	
12.19 FINAL REVIEW				