UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Faculty of the Built Environment
Landscape Architecture Program

Course Outline
[Draft as of 31 July 2009]

LAND 1302
Landscape Design 6:
Design with a Complex Program

Session 2/2009

Class meeting times: Fridays, 9am-4pm
Commencing Friday, 31 July 2009
Red Centre Room 3030

Assoc. Prof. Linda Corkery
course authority/studio leader

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LAND1302 Landscape Design 6:
Design with a Complex Program

handbook description
In this studio students apply knowledge and skills acquired in previous studios (LAND1102, 1201, 1202, 1301) and courses to a design project involving the consideration and resolution of complex issues. Projects may have an environmental, social, and aesthetic focus and may include competitions and be interdisciplinary in nature. Students will refine their professional skills through application of their knowledge and skills to teamwork. Presentation skills are extended to a professional level and incorporate a range of media, including models and InDesign. A personal design portfolio forms part of this studio, and a satisfactory portfolio is a requirement for completion of this studio.

Note: Successful completion of this course, including a satisfactory portfolio, is a prerequisite for entry into LAND1401 Urban Landscape Design Studio. *See separate notes on this requirement.*

course aims
This course is a core requirement for third year students in the Bachelor of Landscape Architecture curriculum and has been designed:

- to engage students with contemporary urban landscape design issues to better understand how, when, and where landscape architects become involved in the urban development and redevelopment process

- to provide a basis for critical examination of planning visions, strategies, and development proposals, learning to weigh up alternative options and make value judgments about various proposals

- to introduce the process of designing to accommodate a complex program of site uses, as well as the site context, physical characteristics and/or natural qualities, and to work in parallel or in collaboration with other disciplines, eg architecture, planning, industrial design, etc.

- to consolidate skills in conducting site analysis and generating a design brief for a project; then to resolve landscape design concepts that respond to specific programmatic requirements

- to further extend an understanding of design thinking through mapping, design generation and modes of representation, eg sketching, CADD, model making, etc.

learning and teaching approach
Landscape Design 6 will be taught in a studio format with a total of six (6) hours of contact time each week. This is not a lot of time, so we will need to be sure we are making the most of this time together. Each week you will need to come to class with all your materials, eg. base plans, yellow trace, pencils and a variety of pens, tape, scale rule, etc. prepared to work in studio.

There will be a series of assignments throughout the semester of varying lengths and complexity. These are described under the "assessment" section.

The project work in this studio will employ individual and group design thinking, practice and representation. We will also be working in parallel with Architecture and Industrial Design studios focused on the Sydney Metro public transportation project. (More details on how this parallel work will unfold will be forthcoming.)

The final project will require you to be self-directed in terms of developing an individual design project, and then in keeping up with the studio program and producing the work that is required to get feedback during the time we have together in studio. To facilitate independent learning and study activities, students are encouraged to work collaboratively and discuss their work with each other. From time to time, you will be asked to present interim "work-in-progress" presentations during the class as your projects are evolving. This may be to the class as a whole, or to smaller group settings.

learning outcomes

You will be bringing to this studio all that you have learned in previous design studios since first year, as well as the knowledge from the other courses you've undertaken. In particular, the material we covered in LAND1222 People:Place:Design will be particularly valuable.

Having completed this course, you should be able to:

- critically review and comment on strategic planning documents and background studies to extract relevant information

- compare and analyse urban public spaces at different scales and in different locales

- generate and test a range of design ideas relative to your proposed project and present your ideas graphically and verbally in a highly confident manner.

- generate and consider alternative scenarios for design proposals and make value judgments on which ones might be preferable, and why

- work collaboratively with your landscape colleagues and convincingly share ideas with colleagues in other programs.

attendance and participation

Working in studio and being prepared with material to discuss with the studio tutors will be essential to your progress in the studio.

The class meets all day Fridays in RC3030. Attendance will be taken periodically throughout the day to monitor individual participation and involvement with the studio process.

NOTE: There is a plan to hold at least one all-day charrette on a Saturday mid-way through the semester during which all the studios working on aspects of the Sydney Metro project will have a day to share their design concepts with each other in an interdisciplinary design studio setting. Specific details on the date will be forthcoming in Week 1. We will also be using a UNSW wiki to facilitate communications between the various design studios throughout the semester. Your participation in this will also be factored into your overall assessment for the course.

assessment

The Program Assessment Policy as spelled out in the *Landscape Architecture Program Charter* (rev. 2009) will apply to all projects and assignments. Each project will have specific assessment criteria in addition to the following indicators of achievement:

- understanding of design and design theory and has applied this knowledge to the resolution of projects
- high standard of graphic and verbal communication skills
- active participation in studio sessions
- genuine collaboration and equal contribution to achieving resolution of group design problems. *N.B. Assessment of group work will be done through peer assessment, through the studio leader's observation of group processes, and a review of the final presentations.*

To pass this course…
- all assignments must be submitted – individual and group work
- each separate assignment must be passed,
- a portfolio must be submitted for review and assessed as "Satisfactory"
- 80% attendance achieved through the 12 weeks of session.
  N.B. This is a compulsory requirement, in accordance with the UNSW Assessment Policy. If you do not achieve this level of attendance, it is possible to fail the course even though all assignments may have been passed. Please review the information on Special Consideration in relation to absences.

Your final mark for the course will be based on the following assessment tasks:

Assignments	value
1: Document Review/Summary+Lecture Notes	10 %
2: Station Analysis + Assessment	15 %
3: Expressive Response: Public Transport Experience	10%
4: Metro Precedent	20%
5: Individual Design Project	45%
6: Project Folder/Sketchbook/wiki participation	S/NS
7: Progress Portfolio*	S/NS

An expanded handout will be developed for the Individual Design Project that specifically outlines the criteria to be used in assessing and evaluating this major project for the semester.

The portfolio must be assessed as Satisfactory in order to progress into Year 4. More details about this requirement in the separate handout.

administrative matters

>>special consideration

If you believe your performance in the course, either during the session or during a quiz, has been adversely affected by sickness or for any other reason, you should notify the Academic Registrar and ask for special consideration in the determination of your results. Such requests should be made as soon as practicable after the problem occurs.

When submitting a request for special consideration you should provide all possible supporting evidence, eg medical certificates, together with your registration number and enrolment details. Consideration request forms are available from the Student Centre in the Chancellery and from the Faculty's Student Centre. Consideration is usually given for the specific number of days itemised in the medical certificate. Assessment of assignments submitted late, but seeking special consideration, may not be able to be provided until the end of the Session. For more information, see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

>>expectations of students

For a **9 UoC** course, students are expected to spend 18-25 hours per week outside of class working on this course. This time will be made up in reading, research, working on specific projects and problems, group consultation, discussions, peer review, performing computer tasks, and online participation.

>>submission of assignments and late submission

Failure to submit for assessment at the scheduled date and time will result in in a penalty as per the Student Charter. Details of each submission will be outlined within the Project Brief. In exceptional circumstances approval for an extension from the lecturer may be sought, but no later than the scheduled date of assessment,

Note: Assignments that are submitted without the correctly signed Plagiarism Declaration Forms attached will not be accepted.

>>equity and diversity

UNSW strives to provide a work and study environment for students and staff that fosters fairness, equity, respect for social and cultural diversity and one that is free from unlawful discrimination, harassment and vilification. The UNSW Equity and Diversity Unit (9385 4734) www.equity.unsw.edu.au/help.html#infstud provides information for students on anti – discrimination legislation, policies and practices, harassment and grievance procedures: support for ACCESS students and students with disabilities whether hearing or vision impaired, learning, chronic medical conditions or physical disabilities. Additionally, there are specific support services for Indigenous Students www.aep.unsw.edu.au/ and International students www.international.unsw.edu.au/

>>other UNSW support
The Learning Centre, located in Building G23 near the campus Post Office, provides a wide range of academic support services to UNSW students. Assistance is available through workshops in academic skills, individual consultations, discipline-based learning and language problems, and the resources of the Independent Learning Centre - an academic skills resource library. All services and programs are provided free of charge. Refer to www.lc.unsw.edu.au/

Students experiencing problems of an academic or personal nature are encouraged to contact the **Counselling Service at UNSW**. The Counselling Service offers a broad ranging support service for students at the University. Through the COMPASS program students can access services including individual counselling, skills development courses and self-help resources. Refer to http://www.counselling.unsw.edu.au

continual course improvement
Periodically student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements will be made to the course based in part on such feedback. Students are invited to discuss concerns they may have about the course content and/or delivery **at anytime during the session** with us.

communications
During the session, I may need to contact you individually, or the entire class, between class meeting times. Your UNSW student email will be the point of contact for those communications, so it is your responsibility to check that regularly and keep you email box clear. If you need to discuss any aspect of the course, please see me after class or email me to make an appointment. You can also ring my phone extension and leave a voice message.

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So – welcome to Landscape Design 6: Design with a Complex Program. I am looking forward to getting to know each one of you throughout the semester as *designers* and anticipate a productive and exciting presentation of well-developed ideas and expanding design skills.

Assoc Prof Linda Corkery,
Course Authority/Studio Leader
Landscape Architecture Program

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graduate attributes

UNSW has adopted a series of 12 "graduate attributes" to which our learning and teaching activities are directed. These broadly refer to the knowledge, skills, personal qualities and attitudes that we, as a University, aspire to instill in students during the time they are undertaking their studies with us. These attributes include acquisition of:

1. the skills involved in scholarly inquiry
2. **an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context**
3. **the capacity for analytical and critical thinking and for creative problem solving**
4. **the ability to engage in independent and reflective learning**
5. **the skills to locate, evaluate, and use relevant information**
6. **the capacity for enterprise, initiative, and creativity**
7. an appreciation of, and respect for, diversity
8. a capacity to contribute to, and work within, the international community
9. **the skills required for collaborative and multidisciplinary work**
10. an appreciation of, and responsiveness to, change
11. **a respect for ethical practice and social responsibility**
12. **the skills of effective communication.**

This semester, LAND1302 emphasises attributes 2, 3, 4, 5, 6, 9, 11, and 12.

In addition to the University's Graduate Attributes, the Landscape Architecture Program has identified a series of capabilities deemed to be expected of 3rd year BLArch students:

synthesize	1. decide what information to research. 2. apply other information to new situations and test consequences. 3. integrate research and prioritize degree of relevance. 4. make defendable decisions.
communicate	5. personal presentation to a professional level. 6. present verbal communication that is well structured & relevant and to the level that matches the type of presentation being made. 7. apply freehand, computer graphic and layout skills at a professional level.
prioritize	8. determine limits to generation of options. 9. prioritize suitability of options. 10 link time constraints with option suitability.
design philosophy	11 decide what knowledge is needed and apply that knowledge to particular situations. 12 expand range and depth of knowledge. 13 evaluate appropriateness of a range of opinions. 14 develop a defendable opinion. 15 derive a design philosophy to suit project requirements, and develop a defendable opinion to substantiate the design philosophy.
apply knowledge	16 decide what knowledge is needed and apply that knowledge to particular situations. 17 evaluate appropriateness of applied knowledge. 18 expand range and depth of knowledge.

continue learning, positive attitude	19	know how the Landscape Architecture profession relates to other allied professions.
	20	compare knowledge & skills learned with the expectations of the Landscape Architecture profession.
	21	reflect on the link between the positive achievements to date and their link with the Landscape Architecture profession.
environmental literacy	22	evaluate design decisions against environmental issues.
	23	appraise appropriateness of environmental & site analysis.
undertake & manage	24	participate in an equal capacity with students from other disciplines.
	25	establish appropriate methods for maximising an individual's contribution to group project
	26	work
		demonstrate the ability to establish clear project outcomes and to achieve them.
critical thinking	27	evaluate appropriateness of a range of opinions.
	28	develop a defendable opinion.
ethics	29	(Item 22 above)
	30	critically appraise the work of others.
	31	gain experience in the profession & determine the expectations of a professional Landscape Architect.

academic honesty and plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism…on *your* part.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarized material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

Please note: **It is compulsory that ALL students attach a signed Plagiarism Declaration Form to each assignment, at the time of submission. Individual and Group Plagiarism Declaration forms can be downloaded from the UNSW FBE website under the "current students" menu item.**

PORTFOLIO REQUIREMENTS
for progression from LAND1302 to LAND1401

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What is a "portfolio"?
A portfolio is a document showcasing your achievements at university in design studio and other examples of your design and technical capabilities. It can also be a unique presentation of what has interested and inspired you in your approach design studio projects.

Most importantly, at this stage in the BLArch program, the portfolio submission will be used to assess your readiness for undertaking the final year of the Program. Fourth year is an intensive learning experience that requires rigorous design thinking and highly capable design skills. Your portfolio must, therefore, demonstrate that you have mastered the conceptual ideas, design thinking, graphic and communication skills taught in the first three years and that you are ready to undertake and successfully complete the final graduating studio.

Things to include
Your portfolio should include the best examples of completed design work to demonstrate your range of capabilities. As a minimum, we require at least one example of each of the following:

- final presentation boards from design studio projects
- freehand sketches, which might include sample pages from your visual diary
- technical drawings, e.g. construction plan drawings and details, both in CAD and hand drawn/lettered
- photographs of models generated in the design process and/or for final presentation
- examples of images created for presentations in other computer programs, eg PhotoShop or Illustrator, InDesign, GIS analysis, etc. that demonstrate landscape architectural skills
- work completed individually and as a member of a group (where group work is included, you must clearly identify your personal contribution.)
- personal artwork or design explorations of e.g. project precedents, may be included that you believe further demonstrate your interest in and commitment to being a student of landscape design.

The above is not a simple checklist of things to include, but examples of the types and range of work we will expect to see in your portfolio.

With every example you include, you should provide a +150-200-word description to explain the work and, in the case of group projects, your role in it. This explanation must also include the context within which the work was done, ie. an assignment for a particular subject or design studio, your individual role as part of a group project, etc.

Organizing the content

Carefully consider how you will organize your portfolio, especially the order in which the work is presented so that it best presents the development of your capabilities. Whatever arrangement you choose, it must be clear to the reader by the inclusion of a Table of Contents, use of separation sheets, dividers, or some other method.

Graphic presentation

The graphic presentation of your portfolio should be considered a design exercise in itself. The format should be A4 or A3, portrait or landscape orientation. Keep in mind that the assessors will typically spend about 10-15 minutes looking at each one so your presentation needs to be clear, comprehensive and engaging.

This year, rather than have you all produce a hard copy portfolio, we are considering a submission into a LAND8LOUNGE web-based group. This means that all portfolios will need to be submitted in pdf format only to prevent unauthorised changes and to limit their size. Details on this process will be forthcoming later in the semester.

As with all your submissions, we expect everyone to present their work in a professional manner, reflecting your individual achievements and capabilities. To this end, you will want to rework some of your examples to put them into a consistent graphic format. **We will have a workshop session in LAND1302 in Week 9 during which you will have an opportunity to look at some examples of outstanding portfolios from last year and begin thinking about how you want to organise your own document.**

Personal resume

A 1-2 page professional résumé is required which includes a summary of information about your educational achievements, study trips, awards, work experience and any unique things undertaken that relate to Landscape Architecture. We will also review resume preparation in class to assist you with this item. The resumes will submitted in hardcopy only and not form part of the LAND8LOUNGE submission.

Portfolio Assessment

To receive a result for LAND1302, you must submit a portfolio that is assessed as SATISFACTORY. If you do not submit a suitable portfolio, you will get a WD for the course. If you do not submit a satisfactory portfolio, the WD will convert to an NC and you will not be able to enrol in LAND1401**.**

The portfolio will be submitted by 5pm on the Friday of Week 14.

All of the Landscape Architecture Program academic staff will review the portfolios. To be deemed "Satisfactory", your portfolio must demonstrate that you have included all of the requirements listed above and demonstrated that you have acquired the skills expected of students by completion of 3rd year of the program and are ready to proceed to the final year.

Tract Portfolio Prize

All third year students' portfolios are eligible for the annual prize sponsored by Tract Consultants. Following assessment, Landscape Architecture academic staff will nominate a number of outstanding portfolios for consideration by Tract Sydney's office, from which they will select one to receive the Tract Portfolio prize which includes a $1,000 cash award.