Horticultural Exhibit Design (PLSC 367)
Spring, 2019 (2-credits)

Instructor Information

Instructor
Dr. Jules Bruck, PLA, ASLA
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610-662-2986

Course Location & Hours
002 Townsend Hall
Thursdays 5-8 PM

Additional Contacts:
Stefanie Hansen: Theater Design - shansen@udel.edu
Karen Gartley: Horticultural Club Advisor - kgartley@udel.edu
Jame McCray: Delaware Sea Grant - jmccray@udel.edu
Chris Bonura: Flower Show Club (Design & Articulture) President - cbonura@udel.edu
Erin Fogerty: Horticultural Club President - efogerty@udel.edu

General Information

Description
Welcome to a truly unique course that puts into practice the foundational design notion of “thinking with your hands” by engaging students in real-world design projects. In this multidisciplinary course, students engaged in all aspects of the design process. Student’s ideas are translated and applied as they learn how to integrate form and control space to create a unique user experience.

Students start the semester with an overview of the design process relative to the University of Delaware’s educational exhibit at the Philadelphia Flower Show. Finalizing the creative details including last minute construction, installation, and maintenance is a priority during the first half of the course. Following the show, students utilize lessons learned at the Philadelphia Convention Center to create conceptual designs for next year’s show. Each year brings a new flower show theme, the integration of which becomes a key factor in student design work. Also, students must design an educational and horticultural message for their displays. Design for user-experience, working in diverse teams, and learning from peers, are several of the key objectives of the course and prove to highlight the real-world nature of the design challenge!

Course Goals

Develop design thinking:
(a) seek to understand, and utilize, the user’s perspective to solve problems, (what will the audience experience?)
(b) pursue and engage multiple disciplines and perspectives, (who else can I ask for information?)
(c) consistently engage in divergent thinking, (what is the source of all creative ideas?) and
(d) understand and apply appropriate iteration. (how can I (and why should I) move beyond my first ideas?)

Extend the boundaries of the classroom
to include artistic and educational exhibitions as a forum for students to display socially conscious materials and messages that engage and inspire.

Engage in a cohesive multidisciplinary education experience
for students from diverse majors throughout the university.
Objectives

After taking this course, students will be able to:
1. More effectively explore and understand “design” as well as advanced design concepts, processes, and applications.
   a. Design: (n) proposed plan, solution, or product; (v) the process of originating and developing a plan; (adj) related characteristics of thinking and activity that improve or enhance
2. Effectively collaborate as a means to facilitate the creative design process
3. Work as a team to manage the logistics of a large and complex exhibit installation
4. Understand user experience (UX) design and the subtleties of designing for a public exhibition
5. Understand and engage in Craft and Critique
6. Apply design process, design principles and design elements to a unique design

Materials

Tools
Fieldbook - A sturdy blank unlined book used throughout the semester for documentation of problem-solving, reflections of concepts, and idea generating.

Educational Platform
CANVAS found here: http://www.udel.edu/canvas/
Communicate with me through email or Canvas.

Course Policies

• Be present, be on time, and be prepared to engage. Be courteous and willing to participate in class discussions and critiques.
• Communicate with the professor through email or Canvas.
• Late work accepted with an excused absence. Otherwise, if accepted, your grade will drop one letter grade for each day late.
• Submit all work on Canvas.
• No electronic devices needed for the course and cell phones and laptops limit creativity in the field and class; and therefore, are not allowed to be used during class unless the student provides proper written documentation of need. Cell phones should remain in silent mode while in class and only used at a break. Failure to adhere to this course policy will affect your grade for course contribution.
• Attendance is part of your course contribution grade. You cannot contribute if you don’t attend. Check the distribution of assignments to understand the importance of course contribution. You are expected to attend every class. If you must be absent, you are still responsible for the work due. If you know that you will be absent ahead of time, let me know, and make arrangements to get the work done ahead of time or to have it delivered to me on time. Consult the syllabus to see what is due to following the class, and communicate with classmates to find out what went on during class. Confirm excused absences in writing. For example, if serious illness, family emergencies, or other crises occur during the term, you should contact the Dean of your college as soon as possible. This person can assist you in notifying all your faculty and validating for your instructors what has happened. If you have more than three unexcused absences, I will meet with you to discuss the situation. You should understand that your in-class grade will suffer as a result of unexcused absences, and of course, it will also impair your ability to do required work, so your grade on that work will naturally be lower.
• There are group assignments and frequent group discussions. You are responsible for engaging with your peers to increase everyone’s ability to participate. If I notice you are not joining in during group time you are at risk of losing points on course contribution and relevant assignment.
Course Assessment

- A point system is used to calculate grades and each assignment, project, quiz, and design challenge has an assigned a point total.
- Some of the assignments require students to give brief oral presentations.
- There is no dropping of low grades. At times I give extra credit. Do not count on extra credit raising your grade significantly. If you start to struggle with assignments, see me as soon as possible to develop a plan. If you do receive a low grade on an individual assignment you may repeat the project/assignment if it is turned in within a one-week time frame. No need to discuss with me, just resubmit your work to me in person.

Assignments (and the percentage of your grade based on each activity):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creative detail</td>
<td>35</td>
<td>Due dates assigned in class</td>
</tr>
<tr>
<td>2. Conceptual Design</td>
<td>35</td>
<td>Last day of class</td>
</tr>
<tr>
<td>3. Engagement hours for construction, installation, community outreach and maintenance</td>
<td>20</td>
<td>All the time!</td>
</tr>
<tr>
<td>4. Class contribution, attendance, participation</td>
<td>10</td>
<td>All the time!</td>
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1. Creative detail (35% of final grade): Whether working on signage, the engagement app, construction, or props, there are many creative projects to complete. You will keep the class apprised of your work by providing a quick project update. All of these projects are self-selected by the students and they each comprise individual activities to enhance a skillset. Additional work outside of class time is expected. All assignments leading up to the show require your creative design mind and are strengthened through observations and notes collected in your field book in and out of class. A brief reflection is due following the show including, but not limited to, a description of:
   1. What you did (what concept you explored, what new media you tried, what new techniques you attempted)
   2. What you did well or what went well,
   3. What you would like to improve upon or would do differently

Your work will be assigned a point value based on assignment criteria presented in class.

2. Conceptual Design (35% of grade) You will work in small groups to create a design for the 2020 flower show. The design must include a statement of overall intent, educational statement, horticultural statement, scaled drawing and image gallery.

3. Engagement hours (20%) You are required to spend time on all aspects of the exhibit including construction, installation, community outreach, and maintenance. Recommended time = 18 hours. You will have to fill out shared google forms to track your participation. This project only works if the team is 100% committed and working together. The lessons you will learn in the class are enhanced through independent problem solving required to complete each engagement task.

4. Class Contribution, attendance and participation (10%) As adults responsible for your own learning, your attendance and participation are your decisions. However, you will learn more and contribute more to the learning of others, if you are present, involved, and engaged. Attendance and participation are expected in all facets of this course. Be present and be engaged. There are 7 classes so attendance and participation is critical. Show up and be prepared to work.

Additional Information

- Warehouse - STAR Campus, Enter off Rt. 4
- Woodshop - 401 Wyoming Rd. Newark
- Fischer Greenhouse - S.Campus
- Philadelphia Convention Center - 1101 Arch St. Phila, PA 19107
Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading distributed/read for following week</th>
<th>Exercises/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/14</td>
<td>Intro &amp; Project Overview</td>
<td>Major Exhibitor Guide</td>
<td>Creative Detail Assignment</td>
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<tr>
<td></td>
<td>Shared Vision/Team Values</td>
<td>Judging Criteria</td>
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<td></td>
<td>Creative Problem Solving</td>
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<td></td>
<td>Team assignments</td>
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<td></td>
<td>Greenhouse Tour</td>
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<tr>
<td></td>
<td>Warehouse</td>
<td></td>
<td></td>
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<tr>
<td>2/21</td>
<td>Presentation of Creative Details</td>
<td></td>
<td>Sign up for Engagement Hours</td>
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<tr>
<td></td>
<td>Work on Creative Details at Woodshop, Warehouse, Greenhouse or in classroom</td>
<td></td>
<td>Sign up for carpool to PA Conv. Center for set up week and 2/28</td>
</tr>
<tr>
<td>2/28</td>
<td>Class meets at Philadelphia Convention Center. Plan to arrive as early in the day as possible.</td>
<td></td>
<td>Work on show in Philadelphia</td>
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<tr>
<td>3/7</td>
<td>Community Engagement - Class meets at Philadelphia Convention Center</td>
<td></td>
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<tr>
<td>3/14</td>
<td>Studio Class - Scale &amp; Messaging</td>
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<td>Sign up for Group Transportation to the Philadelphia Convention Center</td>
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<td>3/21</td>
<td>Studio Class - Desk Critiques</td>
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<td></td>
<td>Principles of Design</td>
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<tr>
<td>3/28</td>
<td>Presentation of Design Concepts</td>
<td></td>
<td>Conceptual Design</td>
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Letter Grade Percentage Points: A: 100 - 94, A-: 93.9 - 90, B+: 89.9 - 87, B: 86.9 - 84,
B-: 83.9 - 80, C+: 79.9 - 77, C: 76.9 - 74, C-: 73.9 - 70, D+: 69.9 - 67, D: 66.9 - 64, D-: 63.9 - 60, F:Below 60

Flower Show Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Feb 22, Fri</td>
<td>Early Drop off - Convention Center - Construction Elements</td>
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<tr>
<td>Feb 25-28</td>
<td>Set Up Convention Center</td>
</tr>
<tr>
<td>Feb 27, Wed</td>
<td>Plant Delivery to Convention Center</td>
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<tr>
<td>March 1, 6:00 am, Fri</td>
<td>Final Touches before judging</td>
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<tr>
<td>March 1, 7:30 am, Fri</td>
<td>Judging</td>
</tr>
<tr>
<td>March 2-10 Sat - Sun</td>
<td>Show is Open</td>
</tr>
<tr>
<td>March 10 Sun</td>
<td>Move out - 7 PM - 11:30 PM</td>
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2019 Flower Show
Title: Herban Apotheka
Overall Design Concept: 25 words
The design aims to recreate a modern pop-up urban garden and apothecary that one might find in abandoned lots or city centers across the country.

Horticultural Concept: 25 words
The horticultural aim is to utilize plants that have historical associations with herbal medicine in a context suitable for urban environments, and the home gardener.

Visitor Impact: 25 words
Visitors will learn about the socio-ecological benefits gardens can have in urban environments and will take away tools for building a 'healing' garden at home.

Group Design Critique
It may be difficult to look at someone else's design work and offer critical feedback. However, learning how to do so is a valuable skill that will assist in building your understanding and articulation of the design principles as well developing the disposition to question and push a design to a more finalized form. Always work on offering respectful valuable critical feedback and graciously receiving constructive criticism. Defensiveness is not helpful in a creative environment.

Giving Advice and Opinions
Remember that you are stating an opinion about 'the design' and not about the person who created the design. Follow some of the guidelines listed below to make sure that your critique is well received:
 Start with a positive statement before launching into the negative
 Keep your critique short, don’t belabor your point
 Don’t be vague. Be as specific as possible so that the designer can relate to what you are saying.
 Listen to the designer’s reply and try to understand their work
 Don’t engage in a conflict with the designer. If someone does not receive criticism graciously while in a group setting, try to offer advice in private.

Receiving Constructive Criticism
To receive constructive criticism, you must remind yourself that the person who is looking at your design work is trying to help you or trying to understand your motives. Here are some tips for receiving constructive criticism.
 Welcome feedback.
 Listen to the criticism.
 Maintain eye contact and open body language as you listen.
 Restate the criticism to make sure you understand it.
 View the criticism as an attempt to fix or to understand, not a personal attack.
 Focus on possible solutions to each criticism.

Additional Information
❖ Inclusion of Diverse Learning Needs: http://www.udel.edu/DSS/. This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation based
on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Disability Support Services in Alison Hall 130 and will coordinate reasonable accommodations for students with documented disabilities. Please note: The University of Delaware is committed to diversity and welcomes students with disabilities. If you have a documented disability related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services located at 325 Academy St, Suite 161, Perkins Student Center, email: dssoffice@udel.edu or call 302-831-4643

❖ Harassment: It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of a person's race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion (http://www.udel.edu/oei/) if you believe a violation has occurred

❖ Center for Counseling and Student Development (CCSD): x2141 http://www.udel.edu/counseling/ At times, personal problems, stress, or life circumstances can interfere with your academic functioning. UD's Center for Counseling and Student Development provides a variety of services to support you in your academic work and be successful. The Center works with you on a confidential and individual basis; in addition, you may utilize assessment and counseling services, and referral to additional resources off campus. CCSD is funded by the student health fee and does not charge for services.

❖ Academic Integrity: http://www.udel.edu/studentconduct/ai.html Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work their own work and neither give or receive unauthorized assistance.

FAQ:

Can I miss class?

Attendance enhances your overall grade in this class. Fact: students who attend fewer classes receive lower grades. See Attendance and Course Contribution.

Do I need an excuse for missing class?

See Attendance and Course Contribution.

Do you give extra credit?

Sometimes, but don’t count on it. Focus on getting as many points as possible on the 4 measures outlined in the syllabus - Assignments; Field Book; Design and Creativity Application; Class Contribution and Attendance.

When are your office hours?

My office is located on South Campus. I don’t have set office hours, but am happy to meet to discuss assignments or course content. Email me to schedule a time to meet. jbruck@udel.edu.

For more information about Landscape Architecture at UD visit: http://canr.udel.edu/plsc/undergraduate-majors/landscape-architecture/