LARC 456: SENIOR DESIGN

Faculty: Jules Bruck
Email: jbruck@udel.edu
Office hours: by appointment
Class meetings: Tues. & Thur: 2:00 – 5:00 PM
Location: 125 TOWNSEND HALL

Course Description
Senior Design is the 4-credit capstone design course structured to imitate the scenario an emerging professional landscape architect working on a design in industry or provide foundation for students who want to enter graduate school. Students initiate a project after defining what problem they would like to solve. They work with community partners to define the project program and develop a design that meets the needs of the site and user. Individuals have flexibility to produce a senior project that will be included in their graduate school portfolio. Industry partners are consulted for project ideas and critiques.

Learning Objectives
By the end of the course, students will have a deeper understanding of the value of creative problem solving and will have an opportunity to apply concepts to an actual site.
Specifically, students will:
- complete a project that includes project initiation, project definition, conceptual designing and construction detailing
- learn to communicate effectively through oral presentations of their creative design works.
- learn to defend their creative works during public presentations.
- work independently to produce major design and planning documents.
- Apply proper reference techniques to their technical report

Required Textbooks:
None required

Required Tools and Materials
- Fieldbook – A sturdy blank unlined book used throughout the semester.

Additional Readings: Available on Canvas - CANVAS found here: http://www.udel.edu/canvas/
Readings and additional reference materials (videos, podcasts) support classroom learning. We periodically review readings in class. While reading each article, create a dated field book entry that includes 3 – takeaways (three things you learned from the text); 2 - two questions you still have about the material; and 1 – insight or potential use for the information/technique.
Educational Platform

CANVAS found here:  http://www.udel.edu/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 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. Mid-Review – presentation and product</td>
<td>20</td>
<td>4/10</td>
</tr>
</tbody>
</table>
1. **Design Assignments (90% of final grade):** In your capstone projects, you will work individually and independently to meet a challenge and solve a problem. This requires a divergent and iterative mindset. Each project milestone requires a brief reflection including, but not limited to, a description of:
   1. what concept(s) you were exploring,
   2. what went well and what you did well
   3. what you would like to improve upon or would do differently, and
   4. How you will iterate the current version in a new concept.

2. **Course Contribution (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. Thus, while there is no daily requirement/penalty for attendance, attendance and participation are expected in all facets and phases of this orientation, both in the meetings and in other experiences. A cost/benefit analysis of your overall contributions will determine your final contribution to our group. Group project efforts will also count toward your individual participation grade – welcome to the real world.

**Submission of Student Work:**

All student work may be retained and used by the Landscape Architecture Program. Digital copies of student work for this course must be turned in at the completion of each assignment. No grades will be computed into the final course grade until digital submissions have been turned in as requested.

Follow instructor directions as to how to submit work. Portfolio pages must be submitted as PDF. In cases of clay, built, and/or other 3-D models, digital JPG photographs should be submitted. All files must be named as follows:

(Course#)(Project+Description)(image number_total images submitted)(Student Last Name)(term + year).( jpg)

Example: 233Tinyhous1_3BruckSp2018.jpg  (3ch 8ch 8ch 2ch 4 ch)        (ch = letter characters)

- Use CAPS for Separation
- Save images in PDF or JPG format at a maximum 200 resolution
- Reduce the size of your PDF’s prior to submision
- No spaces or hyphens
- Drawings submitted incorrectly or in an incorrect file format will be rejected, and you will have one opportunity to resubmit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
<td>C</td>
<td>&lt;77-74</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;94-90</td>
<td>C-</td>
<td>&lt;74-70</td>
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<tr>
<td>B+</td>
<td>&lt;90-87</td>
<td>D+</td>
<td>&lt;70-67</td>
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</table>
### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Read/Watch/Do for this week or day if specified</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 12 &amp; 14</td>
<td>1</td>
<td>Intro and project updates</td>
<td>Review winter session work – including assigned: 1. Explanation of the overall problem related to your personal interests 2. Explanation of site specific project and how it relates to the overall problem. 3. Review of existing knowledge related to the problem (Literature review – min 5 references) and minimum 5 precedent projects. For each precedent project – define the big lessons</td>
<td>Winter work</td>
</tr>
<tr>
<td>Feb 19 &amp; 21</td>
<td>2</td>
<td>Understand – <strong>Site Analysis</strong> (includes site visits)</td>
<td>Set up site visits with your project contact</td>
<td>User Analysis</td>
</tr>
<tr>
<td>Feb 26 &amp; 28</td>
<td>3</td>
<td>Understand – <strong>User Analysis</strong> (includes community engagement process)</td>
<td></td>
<td>Site Analysis</td>
</tr>
<tr>
<td>Mar 5 &amp; 7</td>
<td>4</td>
<td>Develop a program</td>
<td><strong>NO CLASS MAR 7 – Professor at a Conference</strong></td>
<td>User Analysis</td>
</tr>
<tr>
<td>Mar 12 &amp; 14</td>
<td>5</td>
<td>Imagine</td>
<td>Work on Conceptual Designs</td>
<td>Program Development</td>
</tr>
<tr>
<td>Mar 19 &amp; 21</td>
<td>6</td>
<td>Imagine</td>
<td>Work on Conceptual Designs</td>
<td>Pin-Up – Informal Critique</td>
</tr>
<tr>
<td>Mar 26 &amp; 28</td>
<td>7</td>
<td>Imagine</td>
<td>Work on Conceptual Designs</td>
<td></td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>April 2 &amp; 4</td>
<td>8</td>
<td></td>
<td>Spring Break</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>April 9 &amp; 11</td>
<td>9</td>
<td></td>
<td>Mid-Review</td>
<td>Present Project work for critique</td>
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<td></td>
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<td></td>
<td>Formal Mid-Review (4/11)</td>
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<tr>
<td>April 16 &amp; 18</td>
<td>10</td>
<td></td>
<td>Iteration</td>
<td>Revisions to plans</td>
</tr>
<tr>
<td>April 23 &amp; 25</td>
<td>11</td>
<td></td>
<td>Iteration</td>
<td>Revisions to plans</td>
</tr>
<tr>
<td>April 30 &amp; May 2</td>
<td>12</td>
<td>¾ Review</td>
<td>Present Project work for critique</td>
<td>Pin-Up – Critique (5/2)</td>
</tr>
<tr>
<td>May 7 &amp; 9</td>
<td>13</td>
<td></td>
<td>Construction detailing</td>
<td></td>
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<tr>
<td>May 14 &amp; 16</td>
<td>14</td>
<td></td>
<td>Construction detailing</td>
<td></td>
</tr>
<tr>
<td>May 28 1-3PM</td>
<td>15</td>
<td>Final Review</td>
<td>Final Presentation and Final Project booklet due</td>
<td>Formal Final Review</td>
</tr>
</tbody>
</table>

*Schedule is subject to change*

**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 designers 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**

In order 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.

On Critique/Review Days
• Dress professionally
• Be prepared – with your work and with what you want to say
• Speak clearly
• Take notes on feedback you receive OR ask a peer to do so on your behalf

Additional Information
❖ **Inclusion of Diverse Learning Needs:** [http://www.udel.edu/DSS/](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/](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/](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](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 (pg 3) and Course Contribution (pg 5).

**Do I need an excuse for missing class?**

See Attendance (pg 3) and Course Contribution (pg 5).

**Can I use my laptop to take notes?**

Take all notes in a design fieldbook. Working in a fieldbook is part of your overall habit of creativity. If you have an official document from Disability Support Services in Alison Hall 130 documenting the need for a laptop, please inform the professor.

**Do you give extra credit?**

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

**When are your office hours?**

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

**I am taking this as an elective, and I really want an A – will I get an A in this class?**

You **earn** your grade in this and every class so do what is required to earn the grade you want. An A-grade is all in your hands! The course is based on 100 points. Your fieldbook and course contribution contribute 35% of your grade (35/100 points). Make sure you understand the fieldbook requirements and keep up with the fieldbook from day one leaving a few pages blank at the beginning for a table of contents. Each week, add page numbers and add broad topics to the table of contents. Come to class and contribute while you are there.