



Course Number	LAND 614	Classroom	Zoom platform
Course Name	Landscape Architecture Studio II		
Pre/Co-Requisites			
Instructor	Dr. Enrica Dall'Ara	Office Hours/Location	by appointment / via Zoom
	Email: enrica.dallara@ucalgary.ca		Phone: /
Class Dates	Mo, Tu, Th, and Fr, Jan 11 – April 15, 14:00 - 18:10 Mandatory real-time Zoom classes: see Section 'Topic Areas & Detailed Class Schedule' Asynchronous assignments due dates: see Section 'Topic Areas & Detailed Class Schedule'		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours		
Name and Email of Teaching Assistant(s)	N/A		

Course Description

An integration of skills and processes developed to this point in the program through an investigation into a topical, issue-based problem, and development of solution(s) in a landscape context. Builds on skills and knowledge from previous studios and is a progression in terms of complexity and design process.

(https://sapl.ucalgary.ca/evds_info/courses/w21/LAND614?destination=profiles%2F1-7432804)

In particular, through the studio activities, student should be able to demonstrate and apply previous knowledge and skills in landscape architecture matters, and develop them further into a comprehensive and confident design capability.

Teaching Approach

The course is divided into the following **four broad topic areas**: 1) **Landscape's identity**, i.e. what makes a landscape unique (analysis and interpretation); 2) **Master planning and concept design**,

definition of objectives, strategies and design concepts through which the Landscape's identity can be preserved, revealed or enhanced; 3) **Design development**; 4) **Synthesis** and communication. Each topic area will be presented through an introductory lecture by the course instructor or a guest speaker, and corresponds to a studio phase.

During the course, particular emphasis will be given to the **relationships between morphological systems and cultural and perceptual aspects** that determine the landscape identity.

Students will work on the **Inglewood-Ramsay area in Calgary** (AB, Canada), whose open spaces have an extraordinary potential for landscape architecture projects as diverse and complex **interfaces** between the City Center, the Bow and Elbow rivers, mobility infrastructures, brownfields and industrial areas coexist. The current implementation of a new Light Rail Transit (LRT) line and a Bus Rapid Transit (BRT) along 17 Avenue SE will generate additional urban values. In particular, the construction of the new LRT line, the Green Line, and its Ramsay/Inglewood station offer a fascinating context to address important topics in the field of landscape design, such as *intermodal landscapes*, landscape perception at different speed of experience, the human scale of urban infrastructures, bodies' movements and flows and their relevance in shaping the landscape and place making.

Course Hours: 6 units; F(0-8)

Online Delivery

This course will take place **online** via Desire2Learn (D2L) and Zoom. Students are required to participate in both synchronous and asynchronous activities. Synchronous activities will include lectures, class reviews, virtual desk reviews and guest critics, held via Zoom platform during the course class time. Students will base the asynchronous learning on readings and assignments' development. D2L will be the platform used for sharing teaching material, submission of assignment works, evaluation, etc.

If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity.

Course Learning Outcomes

By the completion of the course, successful students will be able to

1. Identify and analyze the main components that characterize a specific landscape context by means of mapping either structural/morphological systems and more ephemeral and intangible conditions (i.e. cultural and perceptual aspects)
2. Interpret and represent the interrelationship between the various landscape components/systems
3. Define constraints and opportunities for a landscape architecture project in a specific context
4. Develop a cross-scalar design proposal in the field of Landscape Architecture
5. Represent effectively analysis findings and design solutions through drawings and relative legends, labels, texts, etc.
6. Write a brief report on the design concept and solutions
7. Summarize the design process within a project dossier

Learning Resources

General Bibliography

Urban Landscape Infrastructures

Dall'Ara, E., Maino, E., Gatta, G., Torreggiani, D., Tassinari, P. (2019). 'Green Mobility Infrastructures. A landscape approach for roundabouts' gardens applied to an Italian case study', *Urban Forestry & Urban Greening*, Vol. 37, Special Issue "Green Infrastructures: Nature Based Solutions for sustainable and resilient cities", pp.109-125. Available at <https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S1618866717304673>

Kullmann, K. (2011), 'Thin parks / thick edges: towards a linear park typology for (post)infrastructural sites', *Journal of landscape architecture*, Vol. 6(2), pp.70-81. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/18626033.2011.9723456>

Nijhuis, S. and Jauslin, D. (2015) 'Urban Landscape Infrastructures: Designing Operative Landscapes for the Built Environment', *Research in Urbanism Series*, Vol. 3(1), pp. 13-34. Available at <https://doi.org/10.7480/rius.3.874>

Temporality

Halprin, L. (1965) 'Motation', *Progressive Architecture*, 46, pp. 126-133. Available at <https://usmodernist.org/PA/PA-1965-07.pdf>

Kamvasinou, K. (2010) 'Notation timelines and the aesthetics of disappearance', *The Journal of Architecture*, 15(4), pp. 397-423. Available at <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13602365.2010.507517>

Landscape Representation

Amoroso, N. (Ed.) *Representing Landscapes: Digital*. Taylor and Francis. Available at <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1975298> *E-book license permits only one online user at a time; per day, a user may print to PDF up to 74 pages.

Foley, D. and Tynan, E. (2012). 'The relationship between landscape representation and landscape design', *The Journal of Architecture*, 17(1), pp. 119-129. Available at <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13602365.2012.659916>

Zamagni, M. (2013). 'Representación y proyecto/Representation and Project'. *PAISEA - Landscape Architecture Magazine* #27, Representación 2, pp. 92-99. (Posted on D2L)

Notes

Other texts, articles and references will be provided by the lecturer(s) to help with specific topics. A link to any required textbooks and/or readings will be provided in the course D2L site.

Technology requirements (D2L etc.):

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment #1	Landscape's identity	20	1-2 and 5
Assignment #2	Master Planning and Concept Design	25	2-3-4 and 5
Assignment #3	Design Development	40	
	<i>PART 1</i>	25	4 and 5
	<i>PART 2</i>	15	5
Assignment #4	Communication	15	6-7

Assessment and Evaluation Information

Attendance and Participation Expectations:

Students are expected to be in attendance (via Zoom) for the entirety of class activities, and are required to attend all assignment reviews.

Examinations:

The course evaluation will be based on the assignments completed during the term. There will be no final examination.

Assessment will be done on the basis of day-to-day performance as well as on the quality of work presented at reviews. While the product of studio work is important, equally important is the student's ability to develop a practical, appropriate and coherent planning and design process. This

design process is developed and evaluated on a class-to-class basis during virtual desk critiques.

Guidelines for Submitting Assignments:

Because the studio work is discussed and evaluated during the interim and final reviews, all work must be completed on time, and all students must take part in the presentations and reviews. Student are expected to submit a digital copy of the work on D2L on the day reported in the Detailed Schedule unless otherwise directed by the instructor.

Late Assignments:

Late submission of material to be presented is not acceptable (grades will be deducted for work submitted later than the deadline specified in the course/assignment brief or as discussed in class).

Group work:

Work will be assigned individually or in groups. Normally, students will receive a common grade for work done in groups; but the instructor reserves the right to evaluate students individually, if it appears that the work has been distributed unequally. In this case, the instructor will have a conversation with the group to discuss the distribution of work.

Criteria that must be met to pass:

Students must obtain an overall passing grade (i.e. minimum B-) to pass this course, however, if a student fails any phase of the course worth 25% or more they will fail the course. A student who feels that a piece of graded term work (term paper, essay, test, drawings/panels etc.) has been unfairly graded may have the work re-graded. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. More information can be found in the Graduate Calendar: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course

				requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Topic Areas & Detailed Class Schedule		
Course Schedule Date	Topic and Lectures	Assignments/ Class activities and Due Dates
UNIT 1 – Introduction + LANDSCAPE’S IDENTITY		
Week 1		
M Jan 11	<ul style="list-style-type: none"> Course Introduction Lecture: <i>Landscape’s Identity. Structure(s) and ephemeral conditions</i> 	<ul style="list-style-type: none"> Assignment #1 presentation and guidelines Class Reading from <i>Espèces d’Espace / Species of Space</i> by Georges Perec
T Jan 12		<ul style="list-style-type: none"> Work day on Assignment #1
R Jan 14		<ul style="list-style-type: none"> Virtual site visit (class activity) Studio: work day + virtual desk review
F Jan 15		<ul style="list-style-type: none"> Work day on Assignment #1
Week 2		
M Jan 18	<ul style="list-style-type: none"> Lecture: <i>History of Inglewood and Ramsay</i> – Guest speaker 	<ul style="list-style-type: none"> <u>Studio: Class review</u>
T Jan 19		<ul style="list-style-type: none"> Work day on Assignment #1
R Jan 21		<ul style="list-style-type: none"> Studio: work day + virtual desk review
F Jan 22		<ul style="list-style-type: none"> Work day on Assignment #1
Week 3		
M Jan 25		<ul style="list-style-type: none"> <u>Assignment #1 submission + presentation and critics</u>
UNIT 2 – MASTER PLANNING AND CONCEPT DESIGN		
T Jan 26	<ul style="list-style-type: none"> Lecture: <i>Master Planning and Concept Design. Principles, Methods, and Representation</i> 	<ul style="list-style-type: none"> Assignment #2 presentation Studio: work day on Assignment #2
R Jan 28	<ul style="list-style-type: none"> Lecture: Future Plans for the case-study area. <i>The LRT Green Line. Plans and projects</i> – Guest 	<ul style="list-style-type: none"> Studio: work day + virtual desk review

	speakers • Lecture: <i>Mobility gardens</i>	
F Jan 29		• Studio: work day on Assignment #2
Week 4		
M Feb 01	• Lecture: 9th Avenue Main Street Streetscape Master Plan project – Guest speaker	• Studio: work day + virtual desk review
T Feb 02		• Studio: work day on Assignment #2
R Feb 04		• <u>Studio: Class review</u>
F Feb 05		• Studio: work day on Assignment #2
Week 5		
M Feb 08		• Studio: work day + virtual desk review
T Feb 09		• Studio: work day on Assignment #2
R Feb 11		• Studio: work day + virtual desk review
F Feb 12		• <u>Assignment #2 submission + presentation and critics</u>
Feb 14-20 Term Break – No classes		
Week 6		
M Feb 22	• Lecture: <i>Site-specific landscape architecture projects</i>	• Assignment #3 presentation (PART 1 and PART 2)
T Feb 23		• Studio: work day on Assignment #3.1
R Feb 25		• Studio: work day + virtual desk review
F Feb 26		• Studio: work day on Assignment #3.1
Week 7		
M Mar 01	• Lecture: <i>Designing with plants</i>	• Studio: work day + virtual desk review
T Mar 02		• Studio: work day on Assignment #3.1
R Mar 04		• <u>Studio: Class review</u>
F Mar 05		• Studio: work day on Assignment #3.1
Week 8		
M Mar 09		• Studio: work day + virtual desk review
T Mar 10		• Studio: work day on Assignment #3.1
R Mar 11		• Studio: work day + virtual desk review
F Mar 12		• <u>Studio: Assignment #3.1 submission + presentation and critics</u>
Mar 15-19 SAPL Block Week		

Week 9		
M Mar 22	<ul style="list-style-type: none"> Lecture – <i>Project Scenarios. Perspective Views</i> 	
T Mar 23		<ul style="list-style-type: none"> Studio: work day on Assignment #3.2 (Modeling & Perspective Views)
R Mar 25		<ul style="list-style-type: none"> Studio: work day + virtual desk review
F Mar 26		<ul style="list-style-type: none"> Studio: work day on Assignment #3.2 (Modeling & Perspective Views)
Week 10		
M Mar 29		<ul style="list-style-type: none"> Studio: work day + virtual desk review
T Mar 30		<ul style="list-style-type: none"> Studio: work day
R Apr 01		<ul style="list-style-type: none"> <u>Studio: Assignment #3.2 submission + presentation and critics</u>
F April 02	Holyday (Good Friday) – No classes	
	UNIT 4 – SYNTHESIS AND COMMUNICATION: PROJECT DOSSIER	
Week 11		
M Apr 05	Holyday (Easter Monday) – No classes	
T Apr 06		<ul style="list-style-type: none"> Assignment #4 presentation Studio: work day
R Apr 08		<ul style="list-style-type: none"> Studio: work day
F Apr 09		<ul style="list-style-type: none"> <u>Studio: class review</u>
Week 12		
M Apr 12		<ul style="list-style-type: none"> Studio: work day + virtual desk review
T Apr 13		<ul style="list-style-type: none"> Studio: work day
R Apr 15		<ul style="list-style-type: none"> <u>Studio: Assignment #4 submission + Final Presentation and critics</u>

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Special Budgetary Requirements

N/A

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: <https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website

at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an

academic appeal, which normally begins with the Faculty.

<https://www.ucalgary.ca/secretariat/student-appeals>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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