



UNIVERSITY OF CALGARY

SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

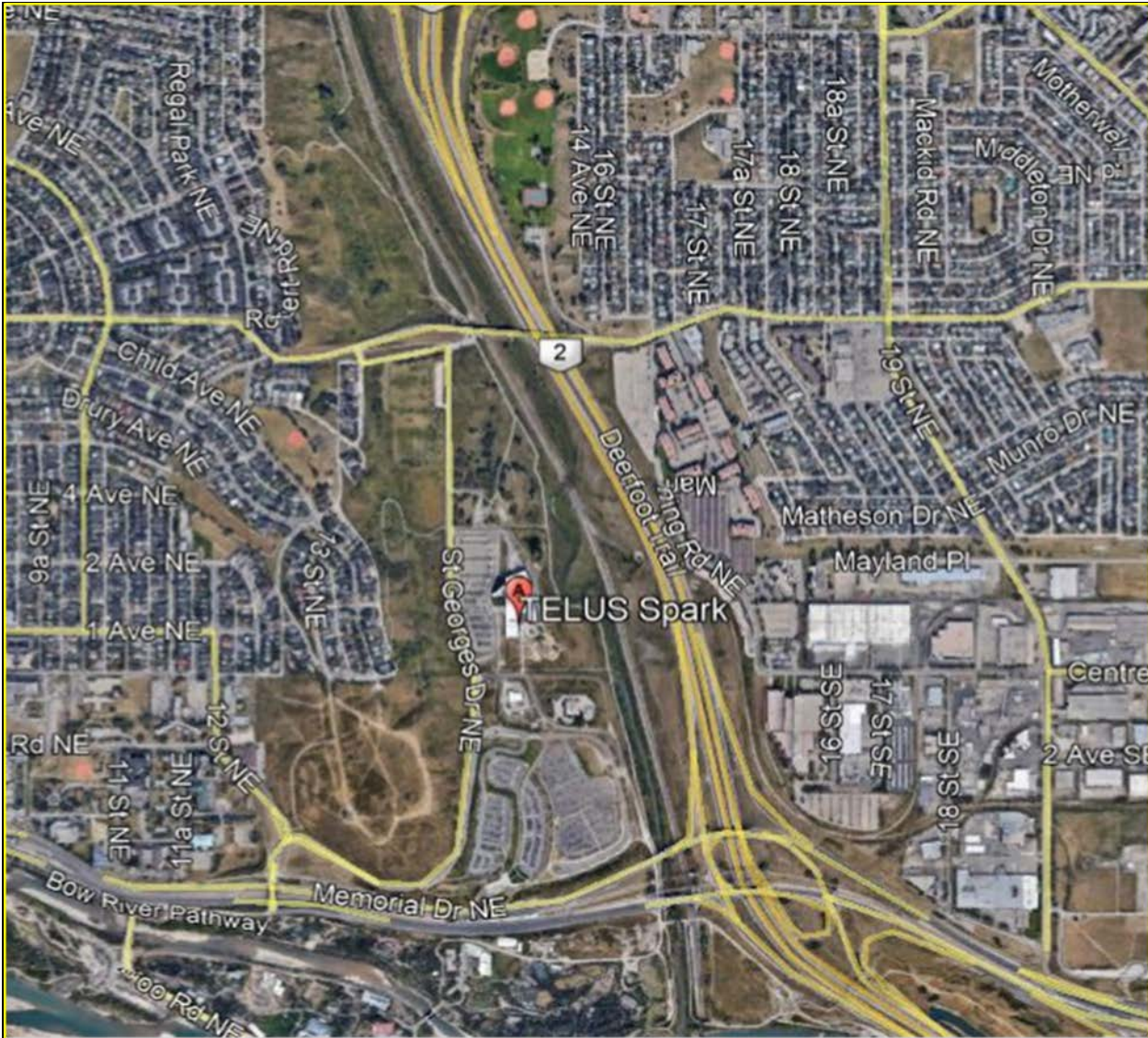
Landscape Architecture Studio II

Course Number	EVDL 668; 6 units; F(08)		
Pre/Co-Requisites	Landscape Architecture Studio I		
Instructor Name	Mary-Ellen Tyler Jamie Johnson	tyler@ucalgary.ca jamie@818studio.ca	403-804-9252 587-434-5431
Office Location	Mary-Ellen Tyler	PF2105	
TA Name	N/A		
Class Dates	Mon-Tues-Wed-Friday		
Class Times	2:00pm – 6:00pm		
Class Location	PF 2140		

This required MLA design studio continues with the development of design thinking and skills development and integration in a site-based complex problem-solving context. Knowledge from previous studios and courses in the MLA degree program sequence will be incorporated into critical design thinking about abandoned urban spaces. Professional practitioners will be engaged in the studio process and contribute to a research-action approach involving design problem framing, field studies, design program development and design critiques.

This studio is part of a national studio initiative (Thinking Critically about Canadian Landscapes) involving seven Canadian University MLA programs the results of final studio work projects will be displayed nationally online through a CSLA web link and at the CSLA Annual Congress in June 2020.

The national studio problematique addresses the complexity of landscape issues associated with abandoned spaces in different regional contexts across the country. How do we understand the abandoned spaces and how does this understanding inform a landscape architecture approach and thematic design responses. The area that will be the focus of the Studio is the Nose Creek Valley on the east side of Calgary, west of Deerfoot Trail, and north of the Calgary Zoo to McKnight Blvd. Please see the Google Earth Image below



Learning Resources

Learning Materials will be posted for access on the Course D2L site. For purposes of accessing D2L you must make sure you are registered in the course and with your U of C email address. Please use your U of C email address to receive course communications from Instructors and access D2L readings and resources.

Course Learning Outcomes

At the end of this course, students will be able to:

1. uncover natural and cultural processes affecting current functions and attributes in the selected studio site area in the Nose Creek Corridor of NE Calgary.
2. develop skills to work collaboratively in the collection and presentation of critical thinking and design knowledge in a research-practice process.
3. develop an understanding of the different phases off a planning and design process involving cultural influences, physical landscape dynamics, ecological, and technological systems.
4. develop and articulate a design proposal and give physical form to this proposal for a specific studio site.
5. further develop existing skills to effectively communicate design thinking in appropriate graphic, written, verbal, and other representational media.

Course Learning Outcomes

At the end of this course, students will be able to:

6. uncover natural and cultural processes affecting current functions and and attributes in the selected studio site area in the Nose Creek Corridor of NE Calgary.
7. develop skills to work collaboratively in the collection and presentation of critical thinking and design knowledge in a research-practice process.
8. develop an understanding of the different phases off a planning and design process involving cultural influences, physical landscape dynamics, ecological, and technological systems.
9. develop and articulate a design proposal and give physical form to this proposal for a specific studio site.
10. further develop existing skills to effectively communicate design thinking in appropriate graphic, written, verbal, and other representational media.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment #1	Design Probe/Found Objects	20%	1,2,3,5
Assignment #2	Site Analysis/Themed	25%	1,2,3,4,5
Assignment #3	Objectives, Strategies, and Design Criteria	25%	2,3,4,5
Assignment #4	Concept Development	30%	1,2,3,4,5

Assessment and Evaluation Information

Attendance at classes and in course field trips is expected and required unless there are medical or accommodation situations that arise. If you know you are not going to be able to attend a class or go on a field trip due to unexpected circumstances, please contact the Instructors by phone/text/email preferably in advance of your absence if possible. If you are absent from two consecutive classes or field trips or fail to submit two consecutive assignments without contacting and advising the Instructors of your situation you may be required to withdraw from the course.

Digital submission of assignments by email, D2L, or USB are accepted unless the Instructors have explicitly requested that assignments be submitted in hard copy or verbally presented with a power point presentation.

There is no single final examination. Participants will be evaluated on the basis of a series of course assignments as outlined in the course schedule. Written assignments are expected to be at the graduate level of written English consistent with Faculty of Graduate Studies (FGS) guidelines available through the following link:

<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Late assignments will not be accepted except on medical or compassionate grounds (such as a death in the family or a sick child) or unless there is a formal accommodation letter provided to the Instructors at the beginning of the term.

Course assignments are progressive – meaning each assignment is sequentially more complex and worth more. The grade assigned to each participant for the course will be based on the cumulative results of all assignments.

Please note that FGS academic regulations state that a final course grade of "C" or lower will result in required withdrawal from your degree program regardless of your overall grade point average (GPA) unless the program recommends otherwise. If the program permits a 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 your official transcript.

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	
F	0.00	0-0.49	0-44.99	

***NOTE: Please see the following Assignments**

**** Schedule may change due to circumstances but will be discussed first**

Topic Areas & Detailed Class Schedule

Course Schedule Date	Topic	Assignments/Due Dates
January 13	Studio Overview	
January 14,15,	Open studio work time	
January 17	Field Trip 1	
January 20, 21	Open studio work time	
January 22	Field Trip 2	
January 24	Assignment 1	
January 27, 28	Open studio work time	
January 29	Presentation	

January 31	Assignment 2	
February 3 NOTE in PF 2110	Tutorials	
February 4,5	Open studio work time	
February 7	Tutorials	
February 10	Tutorials	
February 11, 14	Open studio work time	
February .12		
FEBRUARY 17-21	No classes Mid-Term Break	
February 24, 25	Open studio work time	
February 26	Assignment 2 Presentation	
February 28	Assignment 3	
March 2	Tutorials	
March 4	Tutorials	
March 3, 6	Open studio work time	
MARCH 9 – 13	SAPL BLOCK WEEK no regular classes	
March 16, 17	Open studio work time	
March 18, 20	Tutorials	
March 23, 24	Open studio work time	
March 25	Tutorials	
March 27	Assignment 3 presentations	
March 30, 31	Open studio work time	
April 1	Final Studio Review Preparation	
April 3	Tutorials	
April 6		
April 7	Tutorials	
April 8	Open studio work time	
April 10	Good Friday University Closed	
April 13	Easter Monday University Closed	
April 14	Open studio work time	
April 15	Last Day of Class	
APRIL 22	FINAL STUDIO REVIEW 1:30-5:30pm	

Assignment #1

This assignment will engage students in developing a spatial and critical understanding of the urban landscape mosaic in the Southern Nose Creek Corridor east of the Community of Bridgeland in Calgary (AB, Canada). Diverse and complex **interfaces** between the City Center, the Bow River, mobility infrastructures, brownfields and industrial areas can be recognized in the corridor which presents additional urban values in future urban and transportation development plans.

Students will define the boundaries of the study area in the context of the following framework for awareness: *“In the landscape, there is not a hard limit, so closed that it does not crack and open on adjacent spaces. [...] The elements of a landscape are always characterized by their faculty of overflowing, by the diversity and the complexity of pacts that link them to the next element”* (Corajoud, M., 2000. *Aux étudiants des écoles de Paysage*)

This awareness/analysis process will focus on **identifying and creatively mapping both structural/morphological systems and more intangible (or ephemeral) conditions that make the landscape unique.**

This (Assignment #1) spatial, sensory, and conceptual investigation of study area’s landscape identity will be used as the basis for identifying the design problem objectives, strategies and design criteria through which landscape identity can be preserved, revealed or enhanced in Assignment #2.

Assignment #2

Design Probe

The Nose Creek Corridor has been in a dynamic state of transition from its initial occupation to its current diverse conditions. It has multiple past, present conditions and future potentials linked to its ecological processes, physical morphology, land use activities, infrastructure components, and human experiences.

“When a work offers a multitude of intentions, a plurality of meaning and above all a wide variety of different ways of being understood and appreciated, then under these conditions we can only conclude that it is of vital interest and that is a pure expression of personality”

- Umberto Eco (The Open Work, 1989)

In the process of engaging with our perceptions, experiences, and documentation of the Corridors multiple conditions it is important to probe the corridors conditions and complexity using a ‘design probe’ approach to discover and explore.

The first probe is a cognitive mapping exercise which maps the following:

- relationships
- surprise
- unexpected
- conflict
- scale
- interface
- edge
- flow
- memory
- character
- communication
- investment
- trust
- challenge

“The fragmentation of our contemporary condition inevitably suggests new and unforeseen re-groupings of its fragments. No longer linked in a coherent whole, independent from their past, these autonomous fragments can be recombined through a series of permutations”

- Bernard Tschumi (Architecture and Disjunction)

The second probe is to create a ‘Heat Map’ by overlaying all map markings to determine if there are concentrations or valued places. A Heat Map has the potential to act as what Rem Koolhaas (1989) has referred to as a *“social condenser of contemporary pleasures”*

“Programmatic layering upon vacant terrain to encourage dynamic co-existence of activities and to generate through their inferences, unprecedented events.”

ASSIGNMENT #3:

OBJECTIVES, STRATEGIES, AND DESIGN CRITERIA

By bringing the effects of time back to life and appearance, the designer may both restore and prepare sites for often unforeseeable futures. Thus, there is also invoked an attitude of incompleteness; rather than building a final solution, seeds are sown, questions raised, and potential structured. In so doing, a designer may also highlight the stages of implementation and the measures required to sustain or develop it.

- Sébastien Marot, 1999

Following on from your site investigation results as presented in Assignment #1 and #2, the purpose of this Assignment is to clearly demonstrate how you have taken your findings from the first two Assignments **and moved them forward** to create a foundation for identifying 1) what you want to do (Objectives), 2) how you want to do it and what your best options are for thematically and physically for achieving your objectives (strategies) and 3) what are the primary components of your design concept and what are the design criteria that are needed to realize its performance in your site context. (design criteria).

This Assignment is the transition between your initial site information and analysis and the design themes, concepts, and program that you will develop in Assignment #4.

Assignment #4

Synthesis and Communication

The Assignment continues the work from the previous three Assignments and focuses on the final development of your design concept and its primary or key components. This final design work should communicate your entire design process starting with the Studio Theme (Abandoned) and follow through Assignments 1-3. This final synthesis should tell the story of your design process and clearly communicate your final products to include key elements your design program, masterplan, and the most significant components of your project.

Final Studio Review April 22 (Tuesday, 1:30-5:30pm)

- 10-12 minute project presentation
- Visual Presentation using digital PDF file
- When organizing your visual and narrative presentation please make sure to identify the sequence of key messages per slide/image that you can script in point form and speak to in your visual narrative and rehearse for time.
- There will be 2 external reviewers familiar with our study area and the national studio theme with professional design education/practice experience.

Final studio products and National Studio Competition

- Your final proposed design on Digital PDF for 2 boards (A0 size) + a 300 word (maximum) text of your project "proposition". These files will ultimately be printed onto display boards for exhibition.
- The design files will need to be suitable for Instagram display and for website display as the National Studio group plans to put all the Schools final work on Instagram and CSLA linked website.

Media and Recording in Learning Environments

Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

Part 2

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

Special Budgetary Requirements

Mandatory:

The University has approved a 2019/2020 supplemental fee of \$150.00 for this course.

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://ucalgary.ca/student-appeals/>

More student support and resources (e.g. safety and wellness) can be found here:
<https://www.ucalgary.ca/registrar/registration/course-outlines>

NOTES: