

## **LAND360 – Basic Landscape Design and Construction**

3 credits, Fall Semester, 9:00-11:50am, T-R NESB101

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LAND360 is a general introduction to the traditional medium, processes and practices used by professional Landscape Architects. The curriculum is basic in nature and is intended as an introduction to more detailed information presented in LAND363 Advanced Site Engineering and LAND365 Landscape Contract Drawing and Specifications. It is a studio / lecture course with in class assignments, projects and presentations. Students will attend all classes.

### **Required Texts and materials:**

- Site Engineering for Landscape Architects, fifth edition, by Steven Strom
- Three ring binder, 3 hole punch for handouts
- wire bound sketchbook, 8x8 min. black pens
- 12" and 24" white trace, 8 ½"x11" bond (from recycling)
- scales, drafting supplies, colored pencils, clay, model bldg. materials as required per project

### **Part 1: Landscape Space and Experience**

An important value of Landscape Architecture is to create rich and memorable life experiences. Landscape architects are experts in the application of their medium in defining useful outdoor space and in promoting meaningful experience. Landform, vegetation and water are three basic tools of landscape architects. Part one begins to explore their practical use in defining space and experience as well as parameters to be considered in their application.

Students will gain an awareness of the following:

- Using landform, vegetation, water to create a variety of spatial experience
- Sequential space, choreographed experience, scale
- Contour plans and models
- Design graphics, character sketches, spatial diagrams
- Basic grading concerns: slope, erosion, access, ADA, soils, maintenance, noise control, visibility, safety, microclimates, surface drainage
- Basic vegetation concerns: slope, aspect, water requirements, soils, maintenance, temporal considerations, light effects, wind, weed control, native landscape establishment, health
- Basic water concerns: watersheds, slope, safety, maintenance, natural systems, mechanical systems, overland flow, ground water, wetlands.

### **Part 2: People, Program and Problem Solving**

The practice of landscape architecture presents many complex challenges. Not only are we designers of artful environments but we are also experts in serving the needs of our clients. We are versed in the appropriate **use** of landscape as well as its workings. Creative problem solving within the context of the site, a clients program, and standards of construction are minimum skills required of the professional designer. This **service** is the baseline on which we make our living.

Part two applies the design process introduced in LAND240, LAND241 to a local park design project.

Students will gain an awareness of the following:

- Programmed goals and objectives
- Issues based site analysis
- Site character and context studies
- Site organizational strategies
- Space planning, facilities siting and conceptual alternatives
- Plan evaluations

- Parking and roadway standards
- Storm water detention, lakes and ponds
- Wildlife Habitat
- Water conservation
- Site utility concerns
- Professional interface / collaboration
- Earthwork / drainage
- Site lighting
- Noise mitigation
- Site access
- Site visibility
- Land use/adjacency issues
- Sports field requirements / standards
- Sustainable practices
- Irrigation concepts
- User safety
- ADA considerations
- Conceptual planting
- Thematic detailing
- Maintenance

**Course Grading:**

Criteria to be determined at project initiation. Attendance and constructive class participation are always important.

Score    Grade

- 90 – 100    A    Accurate, creative and professional solution that is well justified.  
 80 – 89    B    Professional quality with minor changes, good understanding of material  
 70 – 79    C    Professional quality with moderate changes, general understanding of material  
 60 – 69    D    Professional school work with major changes, poor understanding of material  
 0 - 59    F    Incomplete or missing assignment, without redeeming qualities or unintelligible

Late policy

Should a student elect not to participate in project due dates, grades will be reduced by 20 percent unless prior arrangement with the instructor. Missing or incomplete in-class exercises will receive a zero grade unless prior arrangement with the instructor. A final course grade of INCOMPLETE will only be considered in the case of a documented medical emergency or as specified in the University Code.

Academic Integrity

All student drawing, photography and writing must be the original work of the student. If it is directly copied or inserted from another source, that source must be documented.

It is our expectation that you will honor the following statement throughout this course: I pledge on my honor that I have not received or given any unauthorized assistance on this academic work.

## Tentative Schedule

### Week

1. in class/field – memory, drawing, archetypes
2. P1 - diagrams - landscape experience, sequence,
3. P1 - perspective, Photoshop color - landscape experience, sequence,
4. P2 - diagrams, clay models – landscape experience, grading, planting, water
5. P2 - diagrams, clay models – landscape experience, grading, planting, water
6. P2 - contour plan, sections – ADA, grading parameters
7. P2 - contour model, photoshop – project image
8. P3 – template exercise - program, adjacencies, circulation
9. P3 – Power point, web research- precedents
10. P3 – diagram - analysis, research image, work plan, project formatting
11. P3 – diagram - conceptual alternatives, site organization, grading, water features
12. P3 - preliminary plan, grading plan
13. P3 – Master Plan graphics
14. P3 – Thanksgiving
15. P3 - character sketches – layout, composition, detail, use
16. P3- Last chance for input
17. P3 – Finals – Project booklet

### Schedule

1 What do landscape architects do, core values, project types

2 The medium: earth, plants, and water. Archetypes, Landscape experience  
Translate into plan, elevation, section; diagram lecture landform need diagram examples

3 studio work – lecture vegetation, water

4 exercise due

5. Sequence, landscape experience – lecture spatial programming, enclosure, light and dark, compression release, hide reveal, anticipation, rhythm, movement, enframing, climb, descent, reflection, - landscape emotional response. Happy, serious, carefree, focused, humble – video Travelers down under, children's garden drawings, Grubs drawings **Field Trip, walk about campus**

6. Diagram sequence, music, ritual, story, drive, progression through time. Should be abstract and involve an emotional response in plan, put form to it 11x17. relate to experience gestural graphic on blackboard in class, bring music or be prepared to diagram on board – see landforum 12 disneyland for diagrams

7 Clay model – translate into 3d using landform, vegetation and water. Should be a designed space not a literal recreation of the grand canyon use elements of design, emphasis, balance, rhythm, contrast, harmony, scale contrasts. Its about experiencing space not just an object

8. studio work

9. exercise due Translate model into site, contour plan lecture: graphic standards, max slopes, ada, characteristics of contours,

10. studio work

11. exercise due. Translate to contour model, white, paper walk, simple trees
- 12 studio work
- 13 model due
- 14 Project 2 landscape organization based on program and lay of the land. in class exercise 3 sites Site organization lecture
- 15 Ft. CollinsField trip: lay of the land, site organization
- 16 inclass analysis, lay of the land
- 17 Site programming, requirements research
- 18 [Thanksgiving](#)
- 19 [Thanksgiving](#)
- 20 Goals and objectives, site analysis, Conceptual organization – alternatives
- 21 Preliminary plan and experience sketches
- 23,24,25 Final Master plan