

Comp 1

UO Landscape Architecture 490
Fall 2015 – Anne C Godfrey
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Preparation for Comprehensive Project
W 9-12 Room 222

Who do you want to be as a designer? What values guide your design choices? Where do you want to be a year from now, five years from now, 15 years from now? Comprehensive Project is the culmination of your design education. You have the opportunity to formulate, research, manage and finish a design project of your total making.

Preparation for Comprehensive Project (Comp 1) is the first of a two-term independently formed design experience. Successful completion of Comp 1 is required to enroll in the Winter Term Comp Studio, taught this year by Professor Liska Chan. Comp 1 expects that you have a project in hand on Day 1 of Fall term.

Comp 1 is conducted so that each student 1) reaches a set of benchmarks in clearly formulating a Comprehensive Project; 2) creates a clear statement and set of outcomes for his/her Comprehensive Project; 3) will walk into Comp Studio ready to design starting Day 1.

Stated another way, in Comp 1 we will go through the design development phases of the project. You will learn and take part in this development through a set of homework exercises, in-class presentations and discussions, through the development of a written project statement and a final “state-of-the-project” presentation.

Comp 1 requires that each student work in a self directed and dedicated manner in order to pass Comp 1 and gain entry into Comp Studio. Simple participation in Comp 1 is not a given guarantee for entry into Comp Studio.

REQUIREMENTS/EXPECTATIONS

It is **imperative** that you:

- a) **attend every class**
- b) **do all the assignments ON TIME**
- c) **offer and receive constructive criticism to and from your peers; and**
- d) **be receptive to criticism offered by your instructor and peers.**

Critique

The offering and receiving of criticism involves a balance between taking ownership of your own thought processes (and its products) while being able to receive and incorporate critical commentary that will improve your work. Critical commentary will be a given throughout the entirety of your professional career. Part of your design education, therefore, is oriented toward sharpening your own critical thinking capabilities and teaching you how to accept and use criticism to refine and expand your ideas.

Critical commentary in Comp 1 will be offered in one of three venues: one-on-one critique of work in progress by your peers and instructor; informal presentations during idea generation; and formal presentation of completed works.

Work

A LOT is expected of you this term. Comp 1 is the synthesis of all of the skills you have gained, pursued and developed thus far. You will need to take charge in ascertaining the tasks presented to you and figure out how to proceed based on the unique requirements of your chosen project.

I will not spoon feed assignments to you or explicitly outline all the details of what is entailed in particular assignments. Part of the development of your comprehensive project is about being self-directed in how you figure something out.

I DO expect you to ask lots of questions, fill in the blanks, look hard for answers, take initiative and BE SMART. This is your project. I expect you to give 100% to this course and invest smart time and energy into your work. During the term I will expect you to research and pursue unexpected questions that come up.

Comp 1 requires a significant amount of work outside of class. This course meets once a week to give guidance and direction. You are expected to structure your time outside of class thoughtfully, intentionally and efficiently.

Research is design!

The research you do this term is an integral part of the design process.

PERFORMANCE OBJECTIVES FOR STUDENTS

By the end of Fall quarter 2015, students in COMP 1 will be able to:

1. articulate their goals and objectives for their projects
2. take initiative on asking and pursuing design related questions
3. converse intelligently about the project ethos – your own values, aspirations and stance for your design
4. have intelligent discourse about the issues surrounding your site analysis – you will have data such as air photos, topography, soils, zoning, vegetation, ecosystems etc...
5. have intelligent discourse about the precedents for your site
6. give thoughtful and clear visual presentations
7. understand and describe the clientele and human factors related to your project – including culture, values and perceptions of clients/people your project serve and legal and economic constraints effecting the project.
8. layout maps expressing the essential spatial character and problem analysis of your project site.

I expect you to demonstrate these skills and knowledge both in the class discussions and in your prospectus. I also expect you to work hard to obtain or improve any shortcomings in your skills needed to do the project. Please take the initiative on this and **ask** for help and I will direct you to the person or place who will be of most help to you.

Processes and Tools:

Notebook: You will keep a notebook/sketchbook to do assignments in and to record thoughts, feelings, ideas

Pinned up Assignments: Some assignments will be created to pin up for review. These assignments should be thoughtful in their design as well as their content.

Gathering Information: Ongoing gathering of info is essential this term. We will check in three times about the info you have.

Organizing information: You will create a file protocol for all of your digital and physical documents.

Self Reflection: Use your notebook to let your ideas evolve. Take risks. Try things on. Fail. Learn. Innovate. DON'T play it SAFE.

Workshop sharing: Almost every class will have time devoted to small group sharing and feedback with your colleagues.

Instructor check in: A rotating schedule of meetings with Anne will be set up after week 1. These meeting will occur between 11-12 on Wednesdays.

Grading Policy

This course is graded. Students must complete all assignments on time. Each assignment will be graded. The final course grade will also be based upon attendance, effort, attitude, and quality of work especially in relation to the above outlined performance objectives. Please note that all work for this course must be completed during this quarter -- it is University policy that an "I" or Incomplete be given only by prior arrangement with the instructor, and then only when **very special circumstances** warrant that mark. An "I" is an instructor-initiated mark -- do not assume that you can finish your work over the break.

Final Grade

The grades from the weekly assignments will be averaged to a single grade. This will be $\frac{1}{2}$ your final grade.

The Last assignment will be $\frac{1}{4}$ your final grade.

The remaining $\frac{1}{4}$ of your grade will be based upon attendance, effort, and participation.

Course Folder

A course folder has been created for comp 1. Each of you can and should create your own folder. There is also an assignment folder and a Drop Box for some assignments.

Policy Statement on Academic Honesty

All work submitted in this course must be your own and originally produced for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. While there will be times when students are encouraged to work together and assist one another, unless specifically assigned as a group project, each student is expected to complete their own work individually.

For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt as to the requirements or the nature of specific projects in this regard, please do not hesitate to contact me before you complete the project/activity in question.

Information for Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with disabilities send a letter verifying your disability