



**UNSW**  
SYDNEY

Australia's  
Global  
University

# Built Environment

LAND7311

Advanced Landscape Theory and Research



Course Outline – Term 1, 2020

## Disclaimer

Information within this document is subject to change. The full and most accurate course outline will be available in Moodle closer to the start of the term in which the course is offered.

## 1. COURSE STAFF

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## 2. COURSE DETAILS

<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Approx. 150 hours including class contact hours, weekly individual and group online learning activities, readings, class preparation, and assessment activities.
<b>Teaching Times and Location</b>	Find details in timetable <a href="http://www.timetable.unsw.edu.au">http://www.timetable.unsw.edu.au</a>

## Description

Students engage in a process of scholarly exploration through contemporary landscape architectural works and theories in relation to the design process and design research. Students develop skills in research design and methods, critical review, research by design, documentation and writing. Students prepare an achievable, theoretically-informed research proposal which forms the basis of the design work in the Capstone Studio.

## Aims

The aim of the course is for students to develop a comprehensive research-based design proposal to be tested and developed in the Capstone Studio. In this course students engage in research in preparation for a design project of greater depth and complexity than previously undertaken. This is the culmination of their design education and tests their accumulated skills.

## Course Learning Outcomes (CLOs)

At the successful completion of this course, you will be able to:

1. Prepare a well-researched and fully-developed landscape architecture design proposal which applies and integrates knowledge and understanding of site, theory, research, and the design process;
2. Undertake a self-directed major research project focused on landscape architecture;
3. Demonstrate personal accountability, cultural awareness, respect for diversity, and environmental and social responsibility in their design research process and practice; and
4. Communicate complex ideas with clarity, precision and coherence, in written, verbal and graphic format as appropriate to audience and circumstance.

### 3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Presentation – Major Presentation	50%	1, 2, 3, 4
2. Report – Capstone Context	20%	3, 4
3. Report – Interim Presentation	30%	2, 3, 4

### 4. COURSE IMPROVEMENT AND FEEDBACK

Feedback from students is an integral part of improving courses and teaching approaches. One of the primary mechanisms of feedback is myExperience, which we strongly urge all students to complete at the end of term. Course convenors use the feedback to make ongoing improvements to the course. This is communicated in Moodle in the myFeedback Matters page.