

Landscape Architecture Programme

2012

Trimester 2

COURSE OUTLINE

LAND 312

LANDSCAPE ARCHITECTURE DESIGN STUDIO: REGIONAL LANDSCAPES

GENERAL:

Core; trimester two; 30 points

ASSESSMENT:

100% by internal assignment

CLASSTIMES AND LOCATIONS: TUESDAYS (9:30 – 1:20) AND FRIDAYS (11:30 - 3:20)

LECTURES:	Tuesdays	9:30 – 11:30	Room: VS 236
	Fridays	11:30 – 12:30	Room VS 234
TUTORIALS & SEMINARS:	Tuesdays	11:30 – 1:20	Room: VS 236
	Fridays	12:30 - 3:20	Room: VS 234/236
GIS SEMINARS	TBA	TBA	Room: VS 226

COORDINATOR AND TUTORS

Coordinators

Clive Anstey
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Tutor

Jamie Roberts
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COURSE SYNOPSIS

This course is concerned with the planning, management and design of regional landscapes. It encourages students to take a proactive approach to design research, situating a specific design investigation within the discourse and practice of landscape architecture and move confidently between scales and processes to provide planning and design solutions. The emphasis is on speculative and strategic approaches to contemporary political, economic, social and environmental issues, often in conjunction with government authorities and local communities. A central theme in the course will be 'integrated planning and design' to align 'landscape' objectives with other land use objectives.

Topics covered include Landscape planning, urban ecology, environmental policy, resource management, visual assessment and community planning and design.

AIMS OF THE COURSE

This course provides an understanding of natural systems and how they shape the landscape and influence land use decisions. It will require familiarity with government regulatory procedures and engage the views of multiple constituent groups.

COURSE LEARNING OBJECTIVES

Student learning objectives for LAND 312 will:

1. Understand how natural, social, and legislative site generators influence land use decisions.
2. Use digital and analogue methods to analyse site character and generate a planning framework for design.
3. Synthesise complex information from disparate sources to generate and test integrated design solutions
4. Take a position, speak confidently and persuasively and for a variety of professional and public audiences

GRADUATE SKILLS

<i>Graduate Skills</i>	<i>Taught</i>	<i>Practised</i>	<i>Assessed</i>
Knowledge			
• Information literacy	✓	✓	✓
Creative and Critical Thinking			
• Problem solving	✓	✓	✓
• Critical evaluation	✓	✓	✓
• Work autonomously	✓	✓	✓
• Creativity and innovation	✓	✓	✓
Communication			
• Effective communication (written)	✓	✓	✓
• Effective communication (oral)	✓	✓	✓
• Effective communication (graphic)	✓	✓	✓
• Work effectively in a team setting	✓	✓	✓
Leadership			
• Ethical behaviour in social / professional / work environments		✓	
• Responsible, effective citizenship		✓	
• Commitment to responsibilities under the Treaty of Waitangi	✓	✓	✓

COURSE CONTENT

This course will allow students to develop knowledge and skills required to engage in landscape planning, environmental policy and community issues at multiple scales, from regional to site specific. The course

introduces the role of government agencies in regulating and administering land use activities and embraces the idea of balancing human interests and natural and cultural resources. In particular, students will work within the framework of New Zealand's Resource Management Act and other governmental processes. The course also allows students to engage in landscape planning decision making from the various constituent perspectives generally engaged in the consent processes, in particular, to develop an understanding of the roles of other "experts" in developing integrated approaches to land use.

COURSE DELIVERY

The course is organized as a studio with periodic lectures from lecturers and other experts with specific technical knowledge related to various types of landscape planning activities. There will be a series of projects and seminars (noted below) that include both team and individual work.

ASSESSMENT REQUIREMENTS

Students will be required to hand in projects on scheduled dates. There will be no concessions unless a student is unable to meet a deadline as a result of illness. Student work will be graded as follows:

Project	Description	Duration	Weight	CLOs
Project 1	Site Analysis and Concept Plan (Group)	5 weeks	15%	2-4
Project 2	Focal Conceptual Plan with Evaluation of Effects and Mitigation Strategies (Individual)	4 weeks	30%	1-4
Project 3	Site Development Plan - Revision and Refinement (Individual)	5 weeks	35%	1-4
Seminar Assignments (GIS and Reading assignments)		5 weeks	20%	1-2
<i>Total</i>			<i>100%</i>	

Outline of Project Submissions

All of the project work will be focused on the rural landscapes of Porirua City. The objective will be to engage students in developing an overview of the landscape, its values and current uses, and then exploring a range of developments and their appropriate integration. In general terms the projects will involve:

Project 1.

Gathering information to build the various resource layers as a digital data base. Each group will be allocated the task of developing particular data sets to be shared with the rest of the class.

Exploring opportunities to accommodate various developments and providing a conceptual 'best fit' that avoids, remedies or mitigates any likely adverse effects. Each group will choose one of the several development options and report back to the rest of the class.

Assessment Criteria:

Clear structure (report follows systematic presentation of ideas)
Clarity of graphics and text (various graphical techniques are used including plan, sectional and perspective graphics. Photographs should be used sparingly)
Accuracy of maps – across scales (Google Earth maps and hand drawings should be spatially relevant and to scale)
Rigour of site analysis (multiple tools and techniques are used in the site analysis – eg. Solar analysis, soil sampling, etc.) Analysis shows an intimacy with the site.
Rigour of research (report actively uses external peer reviewed literature and text material which are referenced correctly) applying ecological theory.
Overall landscape character is well described.
Plan graphics and text are aligned to inform design (not too complex, nor too simple). The important story is told well.
Student presented key ideas within time limits given (presentation feels relaxed and not rushed).
Clarity of graphics and text (Images presented are paired with essential text and comments).

Land-use criteria are well defended using scientific literature, precedents or legislation.
The analysis informs design through easy to read, well-presented opportunities and constraints maps and a clear conceptual plan.
Multiple media types are used including two of section, plan and perspective graphics to identify relationships (qualitative and quantitative)

Project 2. Each student will undertake a 'landscape and visual assessment' of a chosen catchment or coastal landscape and develop a conceptual proposal that responds to the values as identified.

Assessment Criteria:

The purpose of document is clearly stated. The various landscape issues and all key stakeholders are introduced.
Key pieces of policy (and non- binding documents) are outlined and their relevance to the study area is clearly described
The broader landscape is broken down in a logical way. A 'framework' is established. Outstanding features and areas are clearly defined and described. Attributes of smaller blocks are communicated with clarity.
Landscape values within the area are considered within the statutory context. A clear understanding of the social context is evident.
Analysis of likely effects of intervention
Identification of strategies to manage effects. The proposal of conditions to avoid, remedy or mitigate adverse landscape effects.

Project 3. Using the outcome of project 2 each student will refine their conceptual development and illustrate how any adverse effects of their proposal are to be avoided, remedied or mitigated. They may also highlight positive effects. A brief of evidence will be prepared in support of the proposal.

Student presented key ideas within time limits given (presentation feels relaxed and not rushed).
Clarity of graphics and text (Images presented are paired with essential text and comments).
The analysis informs design through easy to read, well-presented opportunities and constraints maps and detailed plan.
Conditions and effects and Change management (mitigation) strategies are well <i>defended</i> .
Multiple media types are used including section, plan and perspective graphics to identify relationships (qualitative and quantitative).
The ecological model explains well the performance of the intervention with well-defended assumptions and equations.
Student expose the relationship between his/her site design intervention and the larger context

Project work will be informed by lectures and seminars. Suitable material will be made available to assist students in undertaking landscape assessments, landscape evaluations, and in responding to the requirements of the legislation.

Outline of Assessment Methodology

Assessments are designed primarily to assist in student learning. To this end, a great deal of self, peer and professional critique is required to observe and respond to challenges. Further, the schedule of assessments is both rigorous and continuous. Thus, it is important that students take full advantage of micro and macro assessments throughout the course both to further their learning and to avoid falling behind.

Readings:



Seminar Assignments:



Major Projects:



Overall Assessment Criteria for this course include:

- Clarity and craft of written report
- Clear evidence of research methodology
- Rigour of site analysis
- Depth and breadth of knowledge of the natural and cultural systems
- Development of appropriate conceptual land use plans that respond to the site and RMA criteria
- Ability to form and justify a position
- Ability to critically analyze other's work and provide substantive review
- Ability to effectively move between scales and address contextual and related issues
- Clear and compelling graphic communication of report, maps and site development plans

LADN 312 is internally assessed by assignment work in the form of 4 x projects. Projects are assessed and graded A+, A, A-, B+, B, B-, C+, C, D, E, (where C is a PASS). Grades only are issued to students. The final grade for the course is based on the aggregation of the percentage marks for each of the projects, and a final grade of C or better is required to pass the course. The four projects contribute towards the final course grade as noted above.

Note: Students should familiarise themselves with the University's requirements, particularly those regarding assessment and course of study requirements, contained in the statutes in the *VUW Calendar* and read the requirements of this course outline in that context.

Your work will be reviewed on the basis of the degree to which it meets the assessment criteria described above. This will be both a quantitative and a qualitative assessment. Although visitors may be involved in the final review, only the course coordinator and tutors will conduct the assessment. The course coordinator is finally responsible for the grades issued.

The School has a long tradition of providing *critical review* of student work as it progresses especially in design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from *assessment*. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are often composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions. Consequently late work will not receive a critical review, though it will be assessed subject to any penalties as set out below.

- **Critical Review:** May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result.
- **Assessment:** May take place at a stage in a project or on final submission (or both). Its purpose is to value the work in terms of the objectives stated in the handout and to express this as a grade. Moderation of all assessment in design is undertaken at the end of the Trimester after critical reviews, involving a wider group of staff than the immediate lecturers in the course. This process ensures fairness.

All grades posted during this course are only provisional results until confirmed by the School Examiners Committee which meets after the examination period.

Numerical / Letter Grade characteristics are as follows:

Grade	Range	Midpoint
A+	85-100%	92.5%
A	80-84%	82%
A-	75-79%	77%
B+	70-74%	72%
B	65-69%	67%

B-	60-64%	62%
C+	55-59%	57%
C	50-54%	52%
D	40-49%	45%
E	0-39%	20%

GROUP WORK

Projects 1 will be undertaken in groups of 4-5 students. Although these projects are undertaken as teams, each student will have specific responsibilities and will be evaluated based largely on their individual contributions to the team effort. 15% of the grade for Project 1 will be allocated based on the quality of the team effort and outcome. Students will take on specific roles in the team projects and will also participate in a peer evaluation process.

ATTENDANCE AND PARTICIPATION

Attendance and participation is an important aspect of the learning process, and you are required to attend all the lectures and tutorials.

If extraordinary circumstances arise that require you to be absent from some class sessions, you should discuss the situation with the Course Coordinator as soon as possible.

COURSE EXPECTED WORKLOAD

You should expect to spend a total of around **300 hours** on this course, including both scheduled class time and independent study. Typically this involves around **25 hours per week** during the twelve teaching weeks, with the balance during the mid trimester break, study week and examination period.

http://www.victoria.ac.nz/home/about_victoria/avcacademic/publications/assessment-handbook.pdf

READINGS AND REFERENCE MATERIAL

Please refer to the list enclosed at the end of this document

MATERIALS AND EQUIPMENT REQUIRED

Students will need to provide all materials and equipment as necessary for the completion of required work.

It is recommended that you purchase a laptop although computer facilities are available at the School. If you are purchasing a laptop and would like information on the minimum requirements please contact the Student Administration Office. While digital cameras are available at the school, it is also recommended that students consider purchasing a simple digital camera (3.2mpxl minimum). Note: The Student Loan, administered by StudyLink, allows students to claim up to \$1000 for course related costs for each year of study.

RECORDING OF WORK AND PORTFOLIO

You are strongly encouraged to respect and care for your work, making and recording a visual summary of each project in this course. This may be in digital and/or hard copy. The principal purpose of this is to maintain a record of your work for incorporation into your own personal 'Design Portfolio'. Recording a summary of your work also means it is available if needed for you or the School to exhibit or publish.

SUBMISSION OF WORK

Each student is responsible for ensuring their work is submitted to their course tutor on time and in the required format.

Late submissions will not be accepted unless an extension is approved by the Course Coordinator.

- Students are required to personally present their work on time at all scheduled reviews and in the location and specified format as set out in assignment outlines. Failure to personally present work at any

scheduled graded review will result in an automatic failing grade of E for the work being reviewed, unless an extension has been approved in writing in advance by the Course Coordinator.

- Late submissions will not be penalised in the event of illness or other extraordinary circumstances provided students have requested an extension of time in writing in advance of the scheduled review, and the Course Coordinator has similarly approved this in writing (see the Student Administration Office for an Application for Extension form). Work submitted late without the prior agreement of the Course Coordinator will be penalised by one grade step by calendar day including weekends (i.e. an A will become A-).
- Work submitted late **must** be submitted directly to the Course Coordinator. Any project work left on the project shelves or elsewhere will be entered on the grade sheet as a no-submission.

EXTENSIONS

In the event of illness or other extraordinary circumstances that prevent you from submitting a piece of work on time, or that you feel adversely affect the quality of the work you submit, it is important that you discuss your circumstances with the Course Coordinator as soon as possible so that appropriate arrangements may be made. You should complete an Application for Extension form (available from the Faculty Office) for the Course Coordinator to approve. You will also need to provide suitable evidence of your illness or other circumstances for extension. ***Without evidence, work submitted late will not be accepted, nor will extensions be granted.*** In an emergency, or if you are unable to contact the Course Coordinator, you should advise the Faculty Office of your situation.

PENALTIES

For work that arrives late, the following penalty will be applied for the School of Architecture: 5% immediately, then 5% for every subsequent 24 hours including weekends.

CLASS REPRESENTATIVES

The Faculty of Architecture and Design operates a system of Class Representatives in 100-level courses, and Year Representatives in each of the professional disciplines. Student Representatives are elected during a class session in the first week of teaching. All student representatives will be listed on the STUDIØ notice board in the Atrium, and the relevant Representatives are also listed on studio notice boards. Student Representatives have a role in liaising between staff and students to represent the interests of students to the lecturers, and also in providing students with a communication channel to STUDIØ and VUWSA.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that University staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value in which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

COMMUNICATION OF ADDITIONAL INFORMATION

The course is set up on blackboard. Any changes or additions to this Course Outline will be discussed and agreed with the class, and conveyed through blackboard to all students enrolled in the course.

GENERAL UNIVERSITY POLICIES & STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or the University's policy website <http://www.victoria.ac.nz/home/about/policy>

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the Victoria policy website at: <http://www.victoria.ac.nz/home/about/policy>

The Policy on Staff Conduct can also be found at: <http://www.victoria.ac.nz/home/about/policy>

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; The VUWSA Student Advocate is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the Victoria website at: <http://www.victoria.ac.nz/home/about/policy>

There is also a leaflet explaining the grievance process available from the AVC (Academic) website at: http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx#grievances

Students with Impairments

Refer to the [*Meeting the Needs of Students with Impairments Policy*](#), available on the University's policy website <http://www.victoria.ac.nz/home/about/policy>

The University has a policy of reasonable accommodation of the needs of students with impairments. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building; telephone 463-6070 email: disability@vuw.ac.nz

Martin Hanley is the Disability Liaison Person for the Faculty of Architecture and Design: telephone 463 6280 email. martin.hanley@vuw.ac.nz

Student Support

Staff at Victoria want students to have positive learning experiences at the University. There are a number of support services available to help you directly if your academic progress is causing concern or if there are elements in your life that are affecting your ability to study. These include:

- Your course coordinator or programme director;
- Staff in your Faculty Student Administration Office Student Dedicated learning support through Student Learning Support Service; Kaiwawao Māori ;Maanaki Pihiphipinga; Disability Support Services and Victoria International;
- Wider holistic support through the Health Service; Counselling Service; Financial Support and Advice; Accommodation Service and Career Development and Employment. Find out more at www.victoria.ac.nz/st_services/ or email student-services@vuw.ac.nz;
- VUWSA employs a Student Advocate who deals with academic problems and provides support, advice and advocacy services, as well as training and supporting class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building. Email education@vuwsa.org.nz or tel. 463-6716 or 463-6984.

TE ARO CAMPUS BUILDING RULES AND FACILITIES

Students on the Te Aro Campus are required to comply with the Faculty Guidelines relating to the safe use, access and care of the Architecture and Design technical resources and building facilities. These are available on the School website, and in the following documents available from the student R drive: [R:\Student Health and Safety Information](#)

FAD Health & Safety Handbook – available to all students, covering:

- Workshop and campus safety
- Safety training and safety precautions for the workshops
- FAD Hazard Register
- Te Aro Campus floor plans

FAD Technical Services and Facilities Handbook – issued to all staff and available to all students on the student R drive, covering various local practices, including information on:

- Information for new staff and students
- Access and booking of teaching / studio spaces, and technical resources
- Studio etiquette and rules pertaining to exhibitions, critiques and storage of models/drawings
- Housekeeping/cleaning within the studios and workshops
- Information on Te Aro IT systems and support
- Te Aro campus floor plans

General information on Faculty/School Technical Facilities including **technical staff** and their associated areas - <http://www.vuw.ac.nz/architecture/facilities/index.aspx>

WHERE TO GET HELP

Vivian Street Wing – Faculty of Architecture and Design Student Administration Office

The Faculty's Student Administration Office is located on the first floor of the Vivian Street Wing. The first floor counter is the first point of contact for general enquiries and FAD forms. Student Administration Advisors are available to discuss course status and give further advice about FAD qualifications. To check for opening hours call the Faculty Student Administration Office on (04) 463 6200.

HEALTH AND SAFETY

Students are reminded that they must comply with any health and safety instructions given by staff members in charge of work places and instructions and signs posted around the campus. All students should familiarise themselves with the *FAD Health & Safety Manual and Notices around the Workshops and Laboratories*.

Students are advised to refer to the Student R drive for safety and other relevant information.

[R:\Student Health and Safety Information](#)

WITHDRAWAL DATES

Information on withdrawals and refunds can be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

MANDATORY COURSE REQUIREMENTS

In order to pass the course, students must satisfy the following mandatory course requirements:

- Attend and present your project work at all scheduled critical reviews
- Achieve a grade of 'D' or higher in all [or specified] assignments
- Achieve a minimum of 50% in the final review

SCHEDULE OF SESSIONS & ASSESSMENTS

Students must be seated in class no later than 5 minutes prior to the start of lectures. Mobile phones must be turned off.

Week month	Day	Date	Item	Location	Time	Deliverable / Readings/Notes:
Week 29 July	M	16				
	TU	17	Lecture: LAND 312 Course Expectations (CA, JR) Introduction to Landscape Planning (CA) Seminar: The <i>experience</i> and <i>shape</i> of Life (JR, JaR, CA)	VS 236	9:30am – 1:20pm	
	W	18				
	TH	19				
	F	20	Seminar: Wellington District Plan Discussion (JR) Lecture: Maps as story-telling tools Part II (JR) Seminar: Re-introduction to ArcGIS applications (JR) – Pub Crawl Seminar: ArcGIS and 3D applications – a review.	VS 236 VS 226	11:30am – 3:20pm	Reading: Wellington District Plan Reading and Critique (see R drive).
Week 30 July	M	23				
	TU	24	Field Trip – Restoration in Plan and Practise, Reading the landscape, Ohio properties critique (JR, JaR)	FOOS site Owhiro Bay Ohio Properties Site	9:30am – 1:20pm	Reading: Ohio Road Properties Documents (see R Drive)
	W	25				
	TH	26				
	F	27	Lecture:	VS 204	11:30-12:30	Assignment #1 - ArcGIS Pub

			Exploring the landscape (JR) Watershed Gabriola Sketchup Integration Lecture: Watershed management (CA). Introduction to Project #1 Seminar: Catchment Evaluation and Design (JR)	VS 236	12:30 – 15:30	Crawl Assignment. <i>Note: This is the last date than you can withdraw with a full refund</i>
Week 31 July August	M	30				
	TU	31	Site Visit Porirua (CA, JR)	Porirua SITE	9:30am – 1:20pm	
	W	1				
	TH	2				
	F	3	Discussion and Presentations: Site Assessment (JR, JaR – 2hr) Lecture: Carbon Systems (JR) Seminar: Reading the Landscape - ArcGIS Remote Sensing	VS 204 VS 236	Note: Possibility for early start 10:30 OR 11:30 start.	Site Analysis - Presentations - Porirua
Week 32 August	M	6				
	TU	7	Lecture: Regional Planning and Design Penny Allan Seminar: Landscape Analysis with ArcGIS II – Applying Social Data to the Landscape (JR) Desk Critiques (JR, JaR – 2hr)	VS 236 VS 226	9:30am – 1:20pm	
	W	8				
	TH	9				
	F	10	Lecture: Land Use Planning & Natural Character and Landscape	VS 236	11:30 – 3:20	Seminar Assignment #2 (Reading – Design Charrettes for Sustainable communities)

			<p>Assessment (CA)</p> <p>Discussion: Natural Character, Social Character.</p> <p>Introduction to Elements DB</p> <p>Seminar: Community Processes for Conceptual Design: <i>The Charrette</i> (JR)</p> <p>Lecture: Presentation on Presentations – (JR)</p>			
Week 33 August	M	13				
	TU	14	<p>Seminar: Suitability Analysis - Land Use Planning <i>“Christmas hill exercise”</i> (JR)</p> <p>Lecture: Advanced Suitability Analysis and Succession Planning (JR), Brendan Phillips</p> <p>Seminar: Succession Planning (JR, BP)</p> <p>Tutorial: Desk Critiques (JaR, JR)</p>	VS 236	9:30 – 1:20	
	W	15				
	TH	16				
	F	17	<p>Large Scale Concept Plan Presentations CA, JR, JaR, Robin Simpson</p>	VS 204	11:30 – 3:20	Project #1 Due: Large Scale Concept Plan Presentations

Week 34 August	M	20				
	TU	21	Lecture: Protection, Restoration, Integration Dr Paul Blaschke Seminar: Park Design (JaR) Discussion: Hunch (JaR)	VS 236	9:30 – 1:20	Focal Site chosen
	W	22				
	TH	23				
	F	24	Lecture: Park spaces and wild land design (CA) Tutorial: Design Development (CA)	VS 234	11:30 – 3:20	Seminar Assignment #3 Due – Hunch (to JaR)
Week 35 August	M	27				Mid Trimester Break
	TU	28				
	W	29				
	TH	30				
	F	31				
Week 36 September	M	3				
	TU	4				
	W	5	ARC/INT/LAND59 1 Review			
	TH	6	ARC/INT/LAND59 1 Review			
	F	7				Trimester 2 continues
Week 37 September	M	10				
	TU	11	Lecture: RMA Processes Di Menzies Lecture: RMA Assessment and Response (CA) Seminar: Client interviews (CA, JaR) Tutorial: Integration with Construction Studio – (JaR)	VS 236	9:30am – 1:20pm	
	W	12				
	TH	13				
	F	14	Site Analysis II – Detailed exploration and client interviews. (CA)	SITE	11:30 – 3:20	Assignment #4 Due: RMA evidence review (to CA)

Week 38 September	M	17				
	TU	18	Lecture: Robin Skinner – Cultural Landscape analysis Tutorial: Design Refinement (JaR)	VS 236	9:30am – 1:20pm	
	W	19				
	TH	20				
	F	21	Lecture: RMA Assessment Process and the Role of Constituent Groups and Stakeholders (CA) Lecture: Stakeholder positions – Greypower representative Discussion: Stakeholder groups. Social SWOT. Beyond us and them. (JR) Seminar: ArcGIS Advanced 3D techniques and Cross Platform Integration and the Mapping of Social Data	VS 236 VS 226	11:30am – 3:20pm	Project #2 Due (to JaR)
Week 39 September	M	24				
	TU	25	Lecture: Rural Subdivision (CA) Lecture: Housing systems Seminar / Design Activity: Housing (JR)	VS 236	9:30am – 1:20pm	
	W	26				
	TH	27				
	F	28	Lecture:	VS236	11:30 – 3:20	Assignment #5 Due – Advanced 3D analysis

			Mobility (JR) Tutorial: Desk Critiques. (JR, JaR – 2hr) Seminar: Landscape Analysis with ArcGIS IV– Generating optimal routing - Network Analysis (JR)	VS226		
Week 40 October	M	1				
	TU	2	Lecture: Energy Systems (JR) Meridian Rep / etc. / Joel Fulford Lecture: Landcape Planning for Urban forest renewal Chris Close, Hutt City Council. Lecture: Wildlands Restoration in Design and Practise (JR) Fieldtrip: Urban watershed response (JR)	TBA - Wellington waterfront excursion.	9:30am – 1:20pm	
	W	3				
	TH	4				
	F	5	Interim Reviews: JR, CA, JaR Lecture: Clive Anstey	VS 204 VS 236	11:30am – 3:20pm	<i>Interim Reviews</i> <i>Focal site analysis</i> <i>Criteria for landscape units (ppt)</i>
Week 41 October	M	8				
	TU	9	Seminar: Indicators for Sustainable Regional Design (JR) Seminar: ArcGIS (JR) and Landscape Rendering with	VS236 VS226	9:30am – 1:20pm	Reading: Indicators for Sustainable Regional Design – Condon.

			VNS and Tarragen. Tutorial: Desk Crits (JR)			
	W	10				
	TH	11				
	F	12	Environment Court Clive Anstey	VS 236 TBA	TBA	Assignment #6 due – Network Analysis/VNS
Week 42 October	M	15				
	TU	16	Lecture: Place Theory and Identification (JR) Lecture: Behavioural Approach to Planting Design (JR) Tutorial: Site Development Plans <i>Draw over exercise</i> (JR, CA) Tutorial: Student Interviews: From here and beyond... (JR, CA)	VS 236	9:30am – 1:20pm	
	W	17				
	TH	18				
	F	19	Tutorial: Incorporating Construction Studio Detail(s): Martin Bryant Tutorial: Student Interviews From here and beyond... (JR) Tutorial – Student Support (JR, JaR)	VS 236		Assignment #7 Due Stakeholder Assessment.
Week 43 October	M	22				Labour Day - Holiday
	TU	23	Optional Tutorial: JR			Study/Examination Period No hand-ins allowed
	W	24				No hand-ins allowed
	TH	25				No hand-ins allowed
	F	26	Optional Tutorial: JaR			No hand-ins allowed
Week 44 October	M	29				
	TU	30				

November	W	31	Final Reviews Clive Anstey James Richardson Cheryl Robilliard, Paos Planning and Design (Cheryl@paos.co.nz) Robin Simpson Jamie Roberts	VS 236	Project 3 Final Reviews	ARCI312, INTA312, LAND312 final reviews
	TH	1	SoA Crit week	ARCH482 design hand-in		ARCI412, INTA412, LAND412 final reviews
	F	2	SoA Crit Week			ARCH482 final review
Week 45 November	M	5				Exams
	TU	6				Exams
	W	7				Exams
	TH	8		ARCH482 report hand-in		Exams
	F	9				Gradesheets due
Week 46 November	M	12				
	TU	13				
	W	14				
	TH	15				
	F	16				Examination Period ends
Week 47 November	M	19				Trimester 3 Begins
	TU	20				
	W	21				
	TH	22				
	F	23				

School of Architecture

READINGS WILL INCLUDE:

Author	Title	Call number
Arendt, Randall	Rural by Design, Routledge (2000)	
Bishop, Ian and Eckhardt Lange, Eds.	Visualization in Landscape and Environmental Planning, Taylor Francis Group, London and New York(2005)	SB475.9D37 V834
Brooking, Tom and Eric Pawson. Ed.	Environmental Histories of New Zealand, Oxford University Press, Melbourne(2003)	GE160 N5 E61
Byrnes, Giselle	BOUNDARY MARKERS, land surveying and the colonisation of New Zealand, Bridget Williams Books (2001)	TA529.5 B995 B
Campbell, Hamish	AWESOME FORCES: The Natural Hazards that Threaten New Zealand. Te Papa Press (1998: Hicks & Campbell)	SB470 V886 M
Da Cunha, Dilip and Anuradha Mather	Mississippi floods: designing a shifting landscape, Yale University Press, New Haven and London (2001)	N6537 M3943 A4 M
Dawson, John and Rob Lucas	*Nature Guide to the New Zealand Forest. Random House (2000)	QK463G114 W
Forman, RTT	The Ecology of Urban Regions. Cambridge (2008)	
Gabites, Isobel	Wellington's Living Cloak, A Guide to the Natural Plant Communities	QK 463G114 W
Jongman, Robert and Gloria Pungetti	Greenways and Ecological Networks. Cambridge (2004)	
Lynch, Kevin and Gary Hack	Site Planning, Third Edition, The MIT Press, Massachusetts, (1984)	NA9031 L987 S 3ed
Kawharu, Merata	WHENUA, managing our resources, Reed Books, 2002	HC663.5 W567
Nassauer, Joan Iverson	Placing Nature, Culture and Landscape Ecology, Island Press, (1997)	QH541.15 L35P698
Mc Harg Ian,	DESIGN with NATURE, John Wiley and sons, NY,(1992)	HC 110E5M149.D
Park, Geoff	Theatre Country, Essays on landscape and whenua, Victoria University Press (2006)	GF 805 P235 T
Park, Geoff	Nga Uruora the Groves of Life, Ecology and History in a New Zealand Landscape, Victoria University Press(1995)	OH540-83N5 P255
Stevens, Graeme	Rugged Landscapes, 3 rd ed. Reed Books, (1974)	
Vogt, Gunther	Miniature and Panorama, Vogt Landscape Architects projects 2000-06, Lars Muller Publishers, 2006	SB470V886 M
Wenck E. Dramstad	Landscape Ecology Principles in Landscape	

Olsen, James D, and Richard T.T. Forman	Architecture and Land-use Planning, Washington Island Press(1996)	
Condon, P	Design Charettes for Sustainable Communities	Click here for Google Book link
Condon, P	Seven Rules for Sustainable Communities	Click here for Google Book link

Websites and Internet Links:

<http://www.linz.govt.nz/home/index.html>

<http://www.asmallstudio.co.uk/>

<http://www.pcc.govt.nz/DownloadFile/News--Events/Public-Consultation/Landscape-Project/PCC-Landscape-Management--Technical-Review>

<http://www.livingwatersdoco.co.nz/>

Software:

Global mapper

Terragen

Visual Nature Studio

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School of Architecture



Faculty of Architecture and Design

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