Serendipity means a "happy accident" or "pleasant surprise"; a fortunate mistake. Specifically, the accident of finding something good or useful while not specifically searching for it.

Site Matters: For many, a site’s characteristics are not simply circumstances to be accommodated or mitigated. Instead, a site’s physical and sensual properties are sources for design expression. Site concerns permeate the design process, leaving their compartmentalized role in preconceptual design analysis. These repositioned site concerns challenge the modern divide between rational site analysis and intuitive, creative, conceptual design: design as a site interpretation, and site as program, not surface for program. Elizabeth Meyer – Site Matters

“I do not paint things; I only paint the relationship between things” Henri Matisse

Introduction
In this required core studio course students will develop a landscape architectural project, beginning with conceptual ideas, through detailed design, and ending with a final comprehensive presentation. The studio will focus on space as a 3-dimensional and temporal medium. We will not follow the traditional process of regional scale to detailed scale; instead the intent of this studio is to develop the ability to design simultaneously at multiple scales, articulating the iterative process of the student’s thinking and the project's evolution along the way.

Content
The course is comprised of three phases. The first phase will focus on place making around phenomenological events, particularly light, shadows and ground. Via model making we will study the structure of space and its fluidity across time. We will study how space is a dynamic medium to articulate and to model. We will then translate findings and 3-dimensional concepts into refined environments. Attention will be given to their materiality, detailing, scale and composition, and the way in which a place may convey meaning in relation to these details. During the framework phase, students will engage with the concept of site; developing analysis and research while creating the skeleton and structure of the project. The final phase emphasizes the integration of program, ground, scale, and details. Particular attention will be paid to the student’s selection of materials and development of landscape architectural details as reinforcement of the overall project concept or approach, and toward an argument.

Project
The first phase of the semester will be theoretical, with no specific site beside the model itself. The second and third phases will allow students to engage with a Denver site that is currently being studied by the City of Denver as a future park. Understanding site as a territory, at multiple scales, will be critical in order to understand its social, cultural, and ecological relevance. Michael Bouchard, who is currently the Assistant Director of Design and Construction with Denver Parks and Recreation will be meeting with us throughout the semester, and providing concrete set of issues to consider when engaging with such site.
Outcomes
There are five primary student learning outcomes that will be the focus of this semester. In this studio the end product is important, but the process is important as well. Therefore, each of these outcomes will be presented and discussed as part of the studio process. By the end of the semester students should be able to:

- Design simultaneously at multiple scales, and via multiple mediums, with models, digital modeling, digital collages, and drawings.
- Develop an argument: an integrated project that demonstrates the dialogue between ideas, forms, program, users, materials and site.
- Clearly articulate and document the iterative process of developing design ideas.
- Question, reflect on and articulate your design philosophy, preferences, biases and tendencies.
- Prepare and present an organized, professional and compelling verbal and visual presentation using appropriate media to explain complex ideas and concepts.

Expectations
We believe in an environment that promotes free exchange of ideas, intellectual discourse, and creativity. Therefore, we ask each of you to:

- Respect each other
- Collaborate
- Support and intellectually challenge each other
- Reflect and innovatively respond to circumstances presented

Assessment
The primary form of assessment relies on rubrics for the mid-term and final projects, and on the overall quality of the work produced over the duration of the semester. Student’s final assessment will also depend on the following:

- Completion of required readings, and quality of submitted written summaries.
- Keeping a semester long journal that records individual reflections and design thinking.
- Attendance and level of participation.
Requirements
Students are expected to attend each class. For every two missed classes your grade will be dropped one half of a grade.

Required Readings
There are no required books because no single textbook covers the range of topics to be explored in this class. The required readings for this class will either be handed out in class or posted on Canvas.

Policies, Rules and Regulations

Students with Disabilities
Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 1201 Larimer Street, Suite 2116, 303-315-3510, , FAX 303-315-5315. DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Once you provide me with a copy of DRS’s letter, we will be happy to provide those accommodations DRS has approved.

Absences, Tardiness, and Homework
Except for documented health or disability reasons, I will not accept excuses for absences, tardiness, or homework not submitted on time. Documentation of disability or health related issues must be provided.

Plagiarism
Students are expected to know, understand and comply with the ethical standards of the university, including rules against plagiarism. Plagiarism is the use of another person’s textual, digital and visual ideas, or words, without acknowledgement. The incorporation of another person’s work into yours requires appropriate identifications and acknowledgement. The following are considered to be forms of plagiarism when the source is not noted: word-for-word copying of another person’s ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another’s work); the paraphrase (the rewriting of another’s work, while still using their basic ideas or theories); fabrication (inventing sources); submission of another’s work as your own; and neglecting quotation marks when including direct quotes.

Classroom Decorum
The following ground rules apply to all students and are designed to ensure a classroom environment conducive to learning for all students:

1. Pagers, beepers, cellular telephones, and handheld internet devices must be deactivated before class begins and remain deactivated throughout the entire class period.
2. Please do not bring children to class.
3. Students who engage in disruptive classroom behavior will be reported to the Office of Student Life for appropriate disciplinary action under the CU Denver Code of Student Conduct and, when appropriate, to the Auraria Campus Police for investigation of possible criminal action. The Code of Student Conduct can be found on the CU-Denver website, under Office of Student Life and Student Activities: http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf
4. Disruptive behavior includes, but is not limited to, arriving late to class without explanation or apology; leaving class early without explanation or apology; reading a newspaper or magazine; reading a book with no connection to the content of the course; engaging in prolonged private conversations; sleeping in class; eating, drinking, and/or gum chewing; passing notes; being under the influence of drugs or alcohol; harassment, bullying, and verbal or physical threats to another student or to the instructor; failing to deactivate pagers, beepers, cellular phones, and/or handheld internet devices; bringing children to class.
5. Students are prohibited from selling, or being paid by any person or commercial firm for taking, notes or recording class lectures without the advance express written permission of the faculty member teaching this course. Exceptions are permitted for students with a disability who are approved in advance by Disability Resources and Services for note taking or tape recording as an academic accommodation.