



## Subject card

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |                                                                                                                                                                                                                                                                              |                                     |                                                                                                                      |            |     |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------|-----|
| Subject name and code                       | Theory of landscape design, PG_00061813                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                          |                                                                                                                                                                                                                                                                              |                                     |                                                                                                                      |            |     |
| Field of study                              | Architecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                          |                                                                                                                                                                                                                                                                              |                                     |                                                                                                                      |            |     |
| Date of commencement of studies             | October 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                          | Academic year of realisation of subject                                                                                                                                                                                                                                      |                                     | 2026/2027                                                                                                            |            |     |
| Education level                             | first-cycle studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                          | Subject group                                                                                                                                                                                                                                                                |                                     | Obligatory subject group in the field of study<br>Subject group related to scientific research in the field of study |            |     |
| Mode of study                               | Full-time studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                          | Mode of delivery                                                                                                                                                                                                                                                             |                                     | at the university                                                                                                    |            |     |
| Year of study                               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                          | Language of instruction                                                                                                                                                                                                                                                      |                                     | Polish                                                                                                               |            |     |
| Semester of study                           | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                          | ECTS credits                                                                                                                                                                                                                                                                 |                                     | 1.0                                                                                                                  |            |     |
| Learning profile                            | general academic profile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                          | Assessment form                                                                                                                                                                                                                                                              |                                     | assessment                                                                                                           |            |     |
| Conducting unit                             | Department of Environmental Design -> Faculty of Architecture -> Faculties of Gdańsk University of Technology                                                                                                                                                                                                                                                                                                                                                                                           |                                                          |                                                                                                                                                                                                                                                                              |                                     |                                                                                                                      |            |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          | dr inż. arch. Maura Zaworska                                                                                                                                                                                                                                                 |                                     |                                                                                                                      |            |     |
|                                             | Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                          |                                                                                                                                                                                                                                                                              |                                     |                                                                                                                      |            |     |
| Lesson types                                | Lesson type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lecture                                                  | Tutorial                                                                                                                                                                                                                                                                     | Laboratory                          | Project                                                                                                              | Seminar    | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15.0                                                     | 0.0                                                                                                                                                                                                                                                                          | 0.0                                 | 0.0                                                                                                                  | 0.0        | 15  |
|                                             | E-learning hours included: 0.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |                                                                                                                                                                                                                                                                              |                                     |                                                                                                                      |            |     |
| Learning activity and number of study hours | Learning activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Participation in didactic classes included in study plan |                                                                                                                                                                                                                                                                              | Participation in consultation hours |                                                                                                                      | Self-study | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15                                                       |                                                                                                                                                                                                                                                                              | 1.0                                 |                                                                                                                      | 9.0        | 25  |
| Subject objectives                          | Students learn about the theory of landscape shaping in the public space scale of the city                                                                                                                                                                                                                                                                                                                                                                                                              |                                                          |                                                                                                                                                                                                                                                                              |                                     |                                                                                                                      |            |     |
| Learning outcomes                           | Course outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          | Subject outcome                                                                                                                                                                                                                                                              |                                     | Method of verification                                                                                               |            |     |
|                                             | [K6_W03] knows and understands history and theory of architecture as well as art, technology and humanities to the extent necessary for the proper performance of architectural designs; issues related to architecture and urban planning useful for the design of architectural objects and urban complexes in the context of social, cultural, natural, historical, economic, legal and other non-technical conditions of engineering activities, integrating knowledge acquired during studies;     |                                                          | knows and understands issues related to architecture and urban planning useful for designing architectural objects and urban complexes in the context of natural and other non-technical conditions of engineering activities, integrating knowledge acquired during studies |                                     | [SW3] Assessment of knowledge contained in written work and projects                                                 |            |     |
|                                             | [K6_W04] knows and understands relations between man and architecture and between architecture and the surrounding environment, and the need to adapt architecture to human needs and scale; problems of physics, technology and functions of buildings to the extent that ensures comfort of use and protection against the effects of weather; methods and means of implementing environmentally responsible sustainable design as well as protection and conservation of the surrounding environment |                                                          | knows and understands the importance of the natural environment in architectural, urban and spatial planning design; has knowledge of design theory in landscape architecture                                                                                                |                                     | [SW2] Assessment of knowledge contained in presentation                                                              |            |     |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                              |                               |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Subject contents                                         | Course content – lecture<br>THEORY AND PSYCHOLOGY OF LANDSCAPE 1. Landscape theory - definition of landscape architecture, history of development of the field 2. Landscape theory - the use of greenery in architecture to improve the quality of life 3. Landscape theory - any topic to be agreed with the teacher 4. Psychology of greenery - the impact of landscape architecture on humans HISTORY OF LANDSCAPE ARCHITECTURE 1. History of landscape architecture - gardens of antiquity and the Middle Ages 2. History of landscape architecture - Renaissance and Mannerism gardens 3. History of landscape architecture - Baroque gardens 4. History of landscape architecture - gardens of the Far East 5. History of landscape architecture - landscape gardens of the 18th century 6. History of landscape architecture - 19th century gardens 7. The history of landscape architecture - the largest parks in the cities of the 20th century LANDSCAPE PROTECTION 1. Environmental protection - the law on environmental protection 2. Environmental protection - the law on environmental protection 3. Environmental protection - any topic to be agreed with the lecturer 4. Landscape management - tree stand inventory, tree stand management DENDROLOGY 1. Dendrology - trees and shrubs for street plantings and city squares 2. Dendrology - trees and shrubs for the reclamation of industrial areas 3. Dendrology - trees and shrubs for housing estates 4. Dendrology - shapes of trees and shrubs 5. Dendrology - decorative qualities of trees and shrubs, aspects of the seasons ANALYSIS OF WORKS OF LANDSCAPE ARCHITECTURE GRAPHIC TECHNIQUES 1. Graphic techniques - development of freehand drawings of landscape architecture 2. Graphic techniques - development of technical drawings of landscape architecture 3. Graphic techniques - graphic design of competition projects 4. Graphic techniques - the use of digital techniques in the design of landscape architecture objects LANDSCAPE DESIGN 1. Landscape design - green city development strategy 2. Landscape design - natural revitalization of cities 3. Landscape design - revitalization of industrial areas 4. Landscape design - backyard revitalization 5. Landscape design - green roofs 6. Landscape design - green facades 7. Landscape design - water in the city landscape 8. Landscape design - rain gardens 9. Landscape design - golf courses 10. Landscape design - flower meadows in cities 11. Landscape design - housing estates 12. Landscape design - city street 13. Landscape design - city square and city square TECHNOLOGIES 1. Technologies - green roofs - the use of roof substrates 2. Technologies - techniques of planting trees in highly urbanized areas 3. Technologies - arranging green areas |                                                                                                                                                                                                                                                                                                                                              |                               |
| Prerequisites and co-requisites                          | Entrance requirements: completion of subjects from semesters 1-5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                              |                               |
| Assessment methods and criteria                          | Subject passing criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Passing threshold                                                                                                                                                                                                                                                                                                                            | Percentage of the final grade |
|                                                          | test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 60.0%                                                                                                                                                                                                                                                                                                                                        | 80.0%                         |
|                                                          | Frequency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 80.0%                                                                                                                                                                                                                                                                                                                                        | 10.0%                         |
|                                                          | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 80.0%                                                                                                                                                                                                                                                                                                                                        | 10.0%                         |
| Recommended reading                                      | Basic literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1. Designworkshop.2016. Landscape Architecture Documentation Standards: Principles, Guidelines and Best Practices. John Wiley & Sons<br>2. Hopper, L., J., 2007. Landscape Architectural Graphic Standards. New Jersey. John Wiley & Sons, INC.<br>3. Kombol M. 2015. 30/30 Landscape Architecture. London, New Yort: Phaidon Press Inc.     |                               |
|                                                          | Supplementary literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1. Reid, G., 2002. Landscape Graphics: Plan, Section, and Perspective Drawing of Landscape Spaces. USA. Grant W. Reid ASLA.<br>2. Sharky, B. 2016. Thinking about Landscape Architecture: Principles of a Design Profession for the 21st Century. Routledge<br>3. Uffelen C. 2013. Green City Spaces. Landscape Architecture. Berlin: Brown. |                               |
|                                                          | eResources addresses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                              |                               |
| Example issues/ example questions/ tasks being completed | Implementation of tasks in the field of landscape architecture in urbanized areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                              |                               |
| Practical activites within the subject                   | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                              |                               |

Document generated electronically. Does not require a seal or signature.