

Syllabus – Spring 2019

Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

Open to Landscape Architecture Major Only

Course and Instructor Information

Course Title: Landscape Architecture Construction III: Planting Design
Credits: Four (4) credits, Tu/Th 1:00-1:50 PM (Lecture) & 2:00-4:00 (Studio)
Format: Lecture, Discussion, Studio, Field Trip
Prerequisites: LAND 3310

Professor: Sohyun Park, Ph.D., SITES AP
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Telephone: 860-486-6069
Office Hours: By appointment (Email is preferred method of contact)

Course Materials

Recommended Text:

- Nick Robinson (2004) The Planting Design Handbook. Ashgate publishing Company.
- Scott Scarfone (2007) Professional Planting Design: An Architectural and Horticultural Approach for Creating Mixed Bed Plantings. John Wiley & Sons. Inc.
- Thomas Rainer & Claudia West (2016) Planting in A Post-Wild World: Designing plant Communities for Resilient Landscapes. Timber Press
- Gary O Robinette (1972) Plants, People and Environmental Quality. U.S. Dept. of the Interior, National Park Service.
- Kate Kennen & Niall Kirkwood (2015) Phyto: Principles and Resources for Site Remediation and Landscape Design. Routledge.
- Richard Austin (2002) Elements of Planting Design. John Wiley & Sons. Inc.
- Douglas W. Tallamy (2009) Bringing Nature Home: How You Can Sustain Wildlife with Native Plants. Timber Press.
- American Standard for Nursery Stock (2014). American Horticulture Industry.
- Norman K. Booth (1983) Basic Elements of Landscape Architectural Design, Chapter 2. Waveland Press Inc.
- Thomas Russ (2009) Site Planning and Design Handbook, Chapter 7-10. McGraw-Hill Education
- Charles Harris & Nicholas Dines (1997) Time-Saver Standards for Landscape Architecture, Section 550. McGraw-Hill Education.

Other required readings will be posted on Husky CT. Students are **encouraged to develop their own libraries of plant material and planting design references**, either through purchase or library use.

Online References for plant selection and availability

UConn Plant Database
 Prairie Nursery Catalogue
 Prides Corner Farms nursery Catalogue
 High Meadows Foundation
 Garden Society of America
 Master Gardner

Useful APPs:

Site Analysis: GPS Essentials, Sunseeker, Clinometer
 Conceptualization & Design: Paper, Sketchup Mobile Viewer, Autodesk Sketchbook, Morpholio Trace
 Design Reference: Adobe Color CC, Palettes,
 Plant Identification: Dirr's Tree and Shrub Finder, Leaf Snap
 Construction: AutoCAD 360, Theodolite
 Presentation: Keynote, iAnnotate

Course Description

Knowledge and theory of the role of plants as visual, spatial, ecological and cultural design elements and systems. Analysis and creation of planting plans that support and develop design concepts and respond to physical site conditions. Application on a variety of project types in a studio environment.

Planting design is often thought of by the public as the primary thing that landscape architects do. By now you have learned that plants are just one part of the complex matrix of considerations that go into landscape design. This course will emphasize the important role that plant selection and arrangement play in the articulation of memorable design. We will explore the use of plants as formal representations of design intention and focus on the selection of plants as ecological, formal and spatial, and cultural and programmatic design elements. You will learn how to incorporate a unique balance of each of these considerations into your process. Planting design is an integral part of landscape architecture. It requires abstract thinking about plants as well as technical knowledge about plants and their basic biological requirements. The concepts of 'planted form' and 'landscape as infrastructure' will be stressed in this course in order to give you a broader perspective on the use of plants both as original expressions of form and as functional ecotypes.

Course Objectives

LA Construction Studio III Planting Design is designed to provide students with structured oversight and guidance to acquire skills in research, collaborative problem solving and planting design strategies development. By the end of the semester, students should be able to:

1. Recognize historical and contemporary theories and methods of planting design as accumulated from readings, exercises and class discussions.
2. Understand ecological, visual, and cultural aspects of plants in designed landscapes
3. Understand the notion and roles of phytoremediation in undesirable site settings
4. Acquire skills in research, critical analysis, synthesis of design research methods and the applications in public realm through analyzing, appraising, and modeling sites.
5. Learn to analyze and create planting plans that support and develop design concepts and respond to physical site conditions
6. Learn and utilize tools to develop illustrative and technical planting plans
7. Cite resources properly.
8. Improve the abilities to work individually and collaboratively.

Course Requirement

To assure student learning, the material covered in the course will be assessed in numerous ways. This is a Studio-Lecture course, meaning you will be learning and applying content in design products that will be graded based on several technical and visual criteria. Additionally, other assessment tools such as short homework assignments, quizzes, in-class discussion, and project presentations will be used to test comprehension and mastery of design theory, vocabulary, and reading content. Class time will be devoted to lectures and discussion, studio sessions, field study, and presentations. Lectures and reading materials will be reinforced in quizzes. The main work products will be three planting design projects that will incorporate research, site analysis, planting design and graphic applications.

Plant Sketch Journal

Prepare a sketch book for your own compilation of plants you find near your residence or campus. Select 1 or more plant species per week and observe its form, appearance, color, and texture carefully. Draw the entire and parts of the plant including leaves, stems, flowers and root forms. Use a specimen if necessary. For each plant you've chosen, your hand-illustrated drawings, annotations, notes, descriptions, personal reflections as well as the locations/dates you found the plant and species names should be included in your plant journal. Do additional research using plant catalogues, reference books, and online resources. **Submit your plant sketch journal at the start of Tuesday classes.**

Quizzes

Reading and discussion is a key component of this class in addition to studio work. Students should come to the class prepared with assigned readings and should participate in class discussion in a thoughtful and respectful manner. Every student is encouraged to read additional materials either handed out or recommended to read. **The main points from the reading materials, class discussion, and lectures will be evaluated through quizzes at the first hour in Thursday classes.**

Assignments

Several simple in-class exercises and homework assignments will be given. Students should complete them by the deadline the instructor specified.

Field Trip

Taking a field trip is a key element to understand the project site. Students are highly encouraged to make every effort to make the field trips. If there are unavoidable reasons for not being able to participate, students should let the instructor know ahead of time for alternative assignments. Students should show professional behaviors and manners in all aspects of the activities during the field trip.

Projects

Students will have three planting design projects at different spatial scales and with different design themes and site settings (i.e., residential, institutional, and public) throughout the semester. Project appraisal will be based on both quantity and quality of design product. Specific project statements will be provided at the beginning of each project duration.

Course Portfolio

Upon completion of each project, students should include the best graphics in a course portfolio, along with project overview, design concept, design statement, programs, planting plans, and your take away. Include best hand drawing from your plant sketch journal, if desired. Update your course portfolio as you proceed with your projects and continue to refine and revise whenever possible. **The digital course portfolio should be submitted by 5:00 PM Friday, May 3.**

Assignment/Portfolio Submittals

To receive course credit, all submittals must be in a PDF, under 20 MB, and named as illustrated below and emailed to the instructor on or before the deadline.

LAND3330_AssignmentName#_MMDDYYYY_FirstName_LastName.pdf

Note: If a PDF exceeds this size, open the PDF in Adobe Acrobat and choose File>Print and Adobe PDF to reprint the document. This will remove all file connections and settings from other applications and drastically reduce the file size. Consult with faculty if quality or size is an issue.

Evaluation and Grading

Grades are calculated based on the specific grading rubric included as part of each project or assessment. In general, the breakdown of weights for grades will be as follows:

Grading Components	Weights
Sketch Journal	10 %
Quizzes	10 %
Project 1	25 %
Project 2	25 %
Assignments & Portfolio	20 %
Participation (Field Trip, Desk Crit, Discussion, Peer-evaluation, etc.)	10 %
TOTAL	100 %

Late Policy

Late work will not be accepted. Assignments and quizzes not submitted or completed due to an unexcused absence cannot be made up. The instructor reserves the right to change due dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Final grades will be calculated based on a weighted average of all work through the course of the semester. The grades will not be curved. The following grading scale will be used to determine your final grade for the course:

Grading Scale

Grade	Letter Grade	GPA
95-100	A	4.0
90-94	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Class/Studio Conduct

Regular, punctual, prepared attendance is required for both lecture and studio sessions. Students are expected to **attend all classes, arrive on time and stay the full length of class.** Notify the instructor if you anticipate having to miss a class, arrive late or leave early; unexcused absences and chronic lateness will affect your class/studio activities, which will in turn affect your participation grade. As a matter of professionalism and courtesy, please turn off cell phones and other communication/entertainment devices prior to the beginning of class. Notify instructor in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. We are a professional program; treat studio time just as you would billable time on a client's budget regarding distractions such as social media, movies, etc. It is the desire that all students be engaged in and provided an environment for education that is committed to achieving a harmonious and supportive community of scholars. Together we strive for honor and aim to lead our campus in "Doing the Right Thing", Mutual Respect, Cooperation and Communication, Creativity and Innovation, Community Service and Leadership, Pursuit of Excellence, Public Accountability and Diversity. You should come to class prepared with the appropriate materials and be ready to engage. In studio, your desk top should be cleared of all non-class related materials and your workspace organized. **If you do not show any progress per desk-crit, it will affect your participation grade.** The program-level studio rules will be observed at all times, both during and outside of class hours.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code: Academic Integrity / Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Diversity and Inclusion

The values of diversity, equity, and inclusion are poised at the core of my educational philosophy, academic curricula, and peer to peer and student-instructor relationships. As such, my classrooms and studios will be operated as a diverse and inclusive learning environment. Students and instructor should understand the individual, social, and institutional identities and promote Intercultural communication in this class. Intentional consideration and respect on diversity in student demography such as age, culture, gender, race, ethnicity, religion, sexual orientation, socio-economic status, personal disposition, academic background, physical ability/disability, educational ability/disability, and learning styles should be treasured by the course participants. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Non-traditional students, first-generation college students, single moms, transferring students from non-design disciplines, students who identify themselves as part of the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and any students who have issues and concerns regarding diversity and justice, I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to these issues that could interfere with your success at UConn.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE). Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Course Calendar

Note: Tentative Course Outline/Schedule subject to change depending on circumstances

WEEK	Timeline	LECTURE	STUDIO	READING QUIZZES	ASSIGNMENTS*
1	January 22/24	Course Introduction	Project 1 Skidaway Island, GA		First Day Survey
2	January 29/31	Planting Design Overview		Austin: Ch. 2	Journal DUE
3	February 5/7	Reflections on Historical Gardens		Austin: Ch. 3	Journal DUE
4	February 12/14	Visual/Spatial Dimensions of Planting Design		Scarfone: Ch. 3-5	Journal DUE
5	February 19/21	Ecological/Cultural Dimensions of Planting Design		Austin: Ch. 1	Journal DUE
6	February 26/28	Illustrative vs. Technical Planting Plans		Austin: Ch. 4	Journal DUE
7	March 5/7 <i>CELA Conf. @ Sacramento, CA (6-10)</i>	Pollinators, host plants, habitat conservation	Project 2 Pollination Entry Garden	Robinson: Ch. 12	Journal DUE
8	March 12/14	Pollination garden		Fowler (2016) Specialist bees	Journal DUE
9	March 19/21	No Classes – Spring Break			
10	March 26/28	Important Natives and Invasives for Southern New England		Rainer & West: Ch. 2 & 3	Journal DUE
11	April 2/4 <i>LABash @UGA (3-7)</i>	Restoration vs. Urban Ecological Plantings		Rainer & West: Ch. 4	Journal DUE
12	April 9/11			Robinson: Ch. 10	Journal DUE
13	April 16/18			Kennen & Kirkwood: Ch. 1-2 & 4	Journal DUE
14	April 23/25				Journal DUE
15	April 30 May 2		Presentation		Journal DUE Course Evaluation

*Several in-class exercises and homework assignments can be given with specific deadlines throughout the semester.