UCONN
UNIVERSITY OF CONNECTICUT

Environmental Planning & Landscape Design
Plant Science and Landscape Architecture

Syllabus – Spring 2020

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: Environmental Planning & Landscape Design
Credits: Three (3) credits
Class Dates: Tuesdays and Thursdays 1:30-3:15 PM
Format: Lecture, Discussion, Writing Exercise
Prerequisites: ENGL 1010 or 1011 or 2011; open only with consent of instructor

Professor: Sohyun Park, Ph.D., SITES AP
Office: WBY 115
Email: sohyun.park@uconn.edu
Telephone: 860-486-6069
Office Hours: By appointment (Email is preferred method of contact)

Catalog Course Description

Theories, concepts and methods for sustainable design of the land to balance the needs for conservation and development. Topics include land use planning, ecological design, and cultural and natural landscape assessment at a variety of scales and settings.

Course Materials

There are no required books for the class, but weekly required readings from various sources will be posted to the course HuskyCT website. In addition, a writing resource book, such as Rules for Writers, 6th Ed. by Diana Hacker, is highly recommended. A dictionary and Thesaurus are also indispensable and invaluable tools.

Students are encouraged to make use of Babbidge Library resources for article research; journal databases and interlibrary loan should be considered early in the article writing process.

Those who experience difficulty in the writing process or would like extra writing support & feedback are encouraged to visit the campus Writing Center for assistance.

Course Description

This course will present a writing intensive exploration of critical issues in contemporary environmental planning, place-making, and landscape architecture. Three selected themes will be used to explore relevant topics in depth and connect the subjects to explore opportunities, challenges, and trends in planning and design of the built and natural environments:

As a **University-designated W and E course**, the content of the course will be explored and synthesized through three researched articles which will be developed by the student, reviewed by the instructor with feedback in a timely fashion, and then revised and edited by the student. Writing instruction will be a regular part of the weekly course activities, with focus on specific skills each week, and direction on paper development and revision. The intent is to deepen the acquisition of knowledge about critical issues in contemporary landscape architecture through the writing process, and to improve the students' communication skills about these issues through the lens of a professional discipline.

1. Students will be able to write coherently on the topics in environmental planning and landscape design.
2. Students will develop writing skills on planning and design subjects.
3. Students will build critical thinking, research, argument/viewpoint/analysis development, and communication skills.
4. Students will read relevant articles and will be able to synthesize, integrate, and interpret the content for applications in their writings.
5. Students will collect, organize, and integrate information and lessons from contemporary knowledge and practices of sustainable environmental planning, place-making and landscape design.
6. Students will create well-reasoned articles to express their arguments, opinions, and insights.

1. Enhance environmental awareness, landscape literacy, and ability of systems thinking.
2. Understand socio-ecological characteristics of built and natural landscapes and environments.
3. Create innovative writing proposals that cater to not only their (hypothetical) readers but to the broader audience.
4. Employ critical thinking and creative problem solving to communicate your ideas in written form.
5. Well-reasoned and richly composed writing article with a balanced and appropriate application of contemporary knowledge, case studies, and solid rationale.
6. Model professional and ethical writing and exemplary academic integrity in all aspects of work.
7. Incorporate findings from research and exploration on topical subjects to the end of writing experimentation.
8. Seek unique methods of intercultural communication which demonstrate effective exchange/interactions between people of differing cultures.
9. Demonstrate proficiency of reference management utility and appropriate application/integration leading to advanced writing quality.

Tuesday class periods will be spent on *discussion-based activities and exercises* aimed at developing writing skills, article development, and exploration of thematic readings. *Thursdays* will be spent on **thematic topical lecture or media, as well as formal instruction in weekly writing skills topics**. Readings will be assigned that tie in with module themes and/or lecture topics. Active and prepared participation of all class members in discussion is expected.

Because this is a writing ("W") class, and because good written communication is essential to good planning and design, the majority of your grade will be based on exploring the content of the class through writing. We will examine writing techniques & strategies and work on developing critical thinking, focus and clarity. Writing assignments are designed to provide practical applications in planning and design research and communication, as well as to accommodate individual students' interests in subject matter. Writing assignments will be developed through drafts, revisions, and instructor/peer review and will collectively satisfy the university-required minimum total of 15 pages, not including images. All writing assignments will be illustrated with imagery (photographs, maps, plans, etc.).

This semester's formal writing assignments (three 5-page papers = 15 pages) will be focused around the three major themes that form the content for the course. Commencing each 4-week theme module, each student will select a related topic to research and write an article to submit for publication to the class journal. Each paper will have a 4-week schedule of research, drafting, revision and final submission. A detailed assignment handout will be distributed for each theme, suggesting potential topics, outlining required elements, and providing a rubric for article assessment criteria and grading.

Evaluation will be based on writing and participation in class discussions according to the following breakdown:

Writing Assignments (28 pts X 3 articles)	84%
Class Discussion & Participation	16%

Writing evaluation will be based partly on content (including the student's own research, analysis and synthesis, and integration of concepts and information presented in class), and partly on writing quality (clarity, organization, format and mechanics). The article assignments will follow a process and schedule of development and editing. It is expected that all submitted writing will be spell-checked and use proper grammar. Rubrics for preparation and evaluation of writing will be provided with each assignment. Grade reductions will be made for late submissions (half a letter grade per class period late). **Note: students may not pass the class without getting a passing (non-F) grade for each paper.**

Readings, questions, and/or research will be assigned as preparation for discussion each week. Evaluation of participation (16% of your total grade) will be gauged on evidence of preparation for class discussion, verbal contributions in discussions, and general class conduct. Each absence from class will decrease your participation grade a half-letter grade.

Active and thoughtful participation is crucial to this course. Effective participation consists of reading any assigned readings prior to class and being prepared to discuss the material in class and to tie the reading and discussions to personal experiences. Student must be present to participate; therefore, **absences will impede your ability to participate and thus have a negative impact on your achievement.** If there are special circumstances causing absences, please contact me by phone or email. Students will be responsible for content covered in missed classes.

Grades will be calculated based on a standard grading scale:

A	95-100%
A-	90 – 94.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 - 79.9%
C	73 – 76.9%
C-	70 – 72.9%
D+	67 – 69.9%
D	63 - 66.9%
D-	60 – 62.9%
F	Below 60%

References & Resources

There are no required books for the class, but weekly required readings from various sources will be posted to the course HuskyCT website. In addition, a writing resource book, such as Rules for Writers, 6th Ed. by Diana Hacker, is highly recommended. A dictionary and Thesaurus are also indispensable and invaluable tools.

Students are encouraged to make use of Babbidge Library resources for article research; journal databases and interlibrary loan should be considered early in the article writing process.

Those who experience difficulty in the writing process or would like extra writing support & feedback are encouraged to visit the campus Writing Center for assistance.

Class Policies

1. Ditch the Digital Devices: Cell phones to be put away and silenced during all class time. Laptops are OK for following along with lectures or referencing class related materials ONLY.
2. Be Present
   - Reasonable accommodation can be made for NECESSARY, EXCUSED class absence (emergency, health related: doctor's note). This does not include vacations, elective doctor's appointments, car repairs, etc.
   - Come On Time
   - Be Awake, or stay home if you must sleep
   - Prepare! Participate! Contribute! Think!

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.

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

The following is an outline for how the three topical themes will be developed, article writing schedules, weekly readings, and weekly writing skills instruction.

THEME I: BORDER LANDSCAPES: SOCIO-ECOLOGICAL SYSTEM

Week 1   January 21/23   **Course Introduction; Borders as Critical Marginal Landscape**
Reading 1: Zunckel (2019)
Writing Topic 1: Types of writing for planning & design disciplines
Article I assigned

Week 2   January 28/30   **Contemporary Issues in Border Landscapes**
Reading 2: House-Peters (2019)
Writing Topic 2: Brainstorming writing topics; research & writing in the digital age

Week 3   February 4/6   **Planning & Design Topics around Border Landscapes**
Reading 3: Ahmed (2019)
Writing Topic 3: Developing effective thesis statements

Week 4   February 11/13   **Case Studies of Border Landscape Projects/Research**
Reading 4: Bennett (2017)
Writing Topic 4: Outlining, structuring, using headings

THEME II: [RE]DESIGN WITH NATURE

Week 5   February 18/20   **Design with Nature**
Reading 5: McHarg (1992, pp. iii-viii & pp.103-115)
Writing Topic 5: Article formatting (w/references, illustrations), Track-Changes paper development process
Article I due; Article II assigned

Week 6   February 25/27   **Contemporary Issues in Design with Nature**
Reading 6: Design with Nature Now (pp. tbd)
Writing Topic 6: Content revising

Week 7   March 3/5   **Planning and Design Topics around [Re]Design with Nature**
Reading 7: LAF (pp.151-154 & pp.175-178)
Writing Topic 7: Avoiding plagiarism, reference management, format styles

Week 8   March 10/12   **Sustainable SITES Initiative & Case Studies of SITES Projects**
Reading 8: SITES Reference Guide (pp. vii- xxxii)
Writing Topic 8: Voicing – first-person vs. third person

March 14-22   SPRING BREAK

THEME III: HUMAN AND ECOSYSTEM HEALTH

Week 9 March 17/19   **Integrated Approach of Human and Ecosystem Health**
                        Reading 9: Aronson et al. (2016)
                        Writing Topic 9: Common mechanics mistakes (sentence structure, tense, capitalization, etc.)
                        Article II due; Article III Assigned

Week 10 March 24/26   **Contemporary Issues in Human and Ecosystem Health**
                        Reading10: Echols & Pennypacker (2015, pp. 61-74)
                        Writing Topic 10: Vocabulary- professionalism/jargon, colloquialisms

Week 11 March 31   **Key Planning & Design Concepts around Human and Ecosystem Health**
                        Reading 11: CityLab (Makhijani, 2016)
                        Writing Topic 11: Clarity & conciseness tips

                        LABash 4/2-4/4 @Cornell

Week 12 April 7/9   **Case Studies of Projects related to Human and Ecosystem Health**
                        Reading 12: LAM (2018 April, pp.38-40)
                        Writing Topic 12: Peer review

Week 13 April 14/16   **Writing intensive, journal editing**
                        Writing Topic 13: Publication assembling and editing

Week 14 April 21/23   **Writing intensive, journal editing**
                        Writing Topic 14: Reflection on the semester's writing work
                        Article III due

Week 15 April 28/30   **Final Publication "Press Party"**