

LARC 1150 INTRODUCTION TO LANDSCAPE ARCHITECTURE | FALL 2023

TR 11.00AM – 12.15PM | RIGGS HALL 307 [+ OTHER LOCATIONS AS NEEDED]

CLEMSON UNIVERSITY | LANDSCAPE ARCHITECTURE | SCHOOL OF ARCHITECTURE

| INSTRUCTOR

Hannah Slyce, MLA

Office Hours: TR 9.00–10:30 AM [or by appointment]

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| COURSE DESCRIPTION

This course introduces the role of Landscape Architecture in the built environment and how it creates, fosters, and reinvents relationships between human beings and natural systems. The design of the built environment is an ongoing activity that weaves material, climate, cultural, social, and ecological elements into a place. The goal of this semester is to understand how landscape architecture as a profession establishes and interprets these connections through a variety of contemporary and historic topics (landscape technology, energy landscapes, prominent landscape architects, cultural landscapes, etc.) and theoretical concepts (design thinking, design with nature, ecological approaches, etc.). The course will also address how landscape architects can contribute to policymaking, trend-making, and natural resource preservation. In this course, we will cover precedents that are extraordinary and iconic, but also the ordinary landscapes of the everyday. We will discuss these landscapes on the local and regional scales.

| LEARNING OUTCOMES

At the end of this course, students will be able to:

- 1. Recognize how basic design principles are manifested in iconic and ordinary landscapes.*
- 2. Utilize design thinking in the creative process and in problem solving by fully understanding the many forms, obstacles, and opportunities of the design process.*
- 3. Name at least five prominent landscape architects and/or trends and opine on their contribution to the landscape architecture discipline today.*
- 4. Explain the interdisciplinary nature of landscape architecture and delineate the relationships with other scientific, practical, and artistic disciplines.*
- 5. Recognize the economic, political, and social dimension of landscape architects as place-makers.*
- 6. Deconstruct award-winning projects into graphics and concepts and evaluate their contribution and creative merit.*
- 7. Formulate an idea and present it clearly and concisely using graphic and communication skills.*

| FORMAT OF CLASS

The course will consist of instructor-led lectures, guest lectures, discussions, and a field trip. Lectures will typically take place on Tuesdays with discussion following up on Thursdays. There will be assigned readings, short films, or audio files in which the students are expected to read, watch, or listen prior to class. There is no required textbook, and all readings and resources will be posted on Canvas. Discussions will be based on these assignments and students will complete

short written reactions to demonstrate their understanding of the material. A final project will be due in lieu of a final exam that will be presented to the class during finals week.

| EVALUATION PROCEDURES AND GRADES

GENERAL EXPECTATIONS

It is expected that you, the student will:

- 1. Attend all scheduled classes, activities, and field trips.*
- 2. Acquire the knowledge, skills, and tools required to meet course learning outcomes.*
- 3. Complete course readings and actively participate in associated discussions.*
- 4. Finish assignments on time and with a high degree of thought, clarity, and effort.*
- 5. Manage your thinking, behavior, and environment to optimize your learning and performance.*
- 6. Engage your professor(s) and classmates in a thoughtful and productive process of designing and learning; AND*
- 7. Wait for at least 15 minutes for your instructor to arrive at class before leaving.*

GRADE BREAKDOWN

Assignments - 40%
Discussion - 30%
Attendance - 10%
Final - 20%

GENERAL ASSESSMENT CRITERIA

The following criteria provide a general framework for assessment of activities, exercises, and projects.

- 1. Understanding: the ability to perceive and explain the meaning or the nature of a problem*
- 2. Process: diligent, creative, and effective in performing assigned tasks*
- 3. Craftsmanship: care, interest, and skill in learning various mediums/tools and their effective employment*
- 4. Attitude: overall willingness to perform the required work and a respect for other people's knowledge and experience*

PERFORMANCE BASED ASSESSMENT STANDARDS

Clemson University's grading system is described in the Undergraduate Catalog. Grades of A, B, C, D, F, I, P, NP, and W may be given in accordance with academic regulations.

The following standards allow for performance assessment. The performance-based standards complement the general assessment criteria (see above) and project rubrics (provided for each project) to help determine grades.

A = 90-100 - Excellent or Superior

"A" work must be of the highest quality. The work must be completed on time, accurate, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication (where applicable). Typically, the student's effort, improvement, and contributions are also outstanding. The students' performance and learning are outstanding.

B = 80-89 - Good

"B" work is of above average quality. The work must be completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication (where applicable); however, it is not holistically and clearly excellent. Typically, the

student's effort, improvement, and contributions are also above average. The student's performance and learning are good.

C = 70-79 - Satisfactory/Fair or Average

"C" work is of average to fair quality. The work may be completed on time but may also have some incompleteness, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is not holistically and clearly above average. Typically, the student's effort, improvement, and contributions are also minimal. The student's performance and learning are satisfactory.

D = 60-69 - Poor

F = 59 or less - Failure

POSTING OF GRADES

The United States Family Educational Rights and Privacy Act (FERPA) prohibits the public distribution of grades or graded work. This is commonly understood to include posting grades by student names, initials, or student number. It is also understood to include placing graded material in a public place where students go through the material to find their own graded work.

| REQUIRED TEXTBOOK

There is no required textbook for this course. All required readings and other reference materials will be posted on Canvas.

| REQUIRED EQUIPMENT

- 1. Laptop with the necessary software for class.*
- 2. Basic drawing and drafting equipment including but not limited to a large and small size roll of tracing paper; markers, pencils, or pastels for hand rendering; engineering and architectural scale black ink pens for sketching.*
- 3. Camera for use on site visits (cell phone camera is adequate)*

| POLICIES

ASSIGNMENTS

All work is to be handed in at the designated times. Late work will be penalized by 2% for each day (10% for each week) it is late.

ACADEMIC INTEGRITY

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

Additionally, for undergraduate classes:

Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden.

See the Undergraduate Academic Integrity Policy website for additional information and the current catalogue for the policy.

For graduate students, see the current Graduate School Handbook for all policies and procedures.

ACCESSIBILITY

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible. To request accommodations through SAS, please see this link: (<https://www.clemson.edu/academics/studentaccess/register.html>). You can also reach out to SAS with questions by calling 864-656-6848, visiting SAS at the ASC Suite 239, or stopping by the office as a drop-in appointment.

The Clemson University Title IX Statement Regarding Non-Discrimination:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access and Equity website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is alesias@clemson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

EMERGENCY PREPARATION

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from Clemson University Public Safety.

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an active threat in this building, and those that you visit regularly. For example:
 - a. Run – what are all the possible exits in this building, and the routes to them?
 - b. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
 - c. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for emergency alerts. Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.

4. Download the Rave Guardian app to your phone. (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to prepare yourself for the hazards that affect our locations. (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

SYLLABUS CHANGES

The attached course outline shows the proposed schedule. However, the instructor reserves the right to make changes in the syllabus or calendar throughout the course as it may become necessary. Information about schedule changes, general class announcements, etc. will be distributed via email and/or Canvas.

| COURSE OUTLINE

WEEK	TOPIC
01 [Aug 24]	Introduction to Course
02 [Aug 29 31]	History of the Modern Landscape
03 [Sept 05 07]	Defining the Human Scale
04 [Sept 12 14]	The Natural Landscape
05 [Sept 19 21]	The Human Environment
06 [Sept 26 29]	Community Issues: Social and Environmental Justice
07 [Oct 03 05]	Environmental Issues: Climate Change and Design
08 [Oct 10 12]	Urban Design: Large Urban Parks
09 [Oct 17 19]	Fall Break - No Class
WEEKEND [Oct 21]	Field Trip
10 [Oct 24 26]	Transportation and Mobility
11 [Oct 31 Nov 02]	Landscape Architecture: The Profession
12 [Nov 07 09]	Notable Landscape Architects
13 [Nov 14 16]	Student's Choice
14 [Nov 21 23]	Work Session Thanksgiving Break
15 [Nov 28 30]	Final Presentations
16 [Dec 05 07]	Final Presentations