

Fall 2020

Clemson University
Landscape Architecture
College of Architecture, Arts and Humanities

LARC 1510: BASIC DESIGN I

Credit hours: 3
Time: 11:00-12:15 (75 mins) T TH
Room: Lee 301

Course Title: Introduction to Landscape Architecture

Instructor: Jueminsi Wu, PhD candidate

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Email: jueminw@g.clemson.edu

Office Hours: TR 12:30-1:30 PM & by appointment.

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Office Hours: M W 1:30pm-3:30pm & by appointment (Zoom)

Undergraduate Catalogue – Description:

Introduction to the foundations and contemporary sources of landscape architecture. The course surveys the relationship between landscape architecture and sustainability, medicine, engineering, art, the natural sciences, planning and development, psychology, recreation and tourism, architecture, preservation, and technology.

Course Overview:

Landscape architecture is a professional design discipline concerned with the environmental, social, cultural, aesthetic, and historical impact that human occupation has had on the land that we inhabit and use. This course offers students a broad introduction to the diversity and substantial scope that the contemporary practice of landscape architecture encompasses by examining the people, precedent/places, profession and philosophies that have shaped and informed our understanding of our place within a complex, global ecosystem.

Course content is delivered through lectures, discussions, presentations, readings, audio/video, and guest speakers. Students will engage in seminar discussions and present their projects using multiple media. The course will use Canvas, Zoom, and in-person instruction as appropriate.

Note Fall 2020: this course will be delivered remotely as required by the University. If allowed, in-person instruction will be used provided all safety precautions and guidelines are followed.

Learning Outcomes:

Students who successfully complete this course will be able to:

- demonstrate an understanding of the comprehensive view of the discipline and profession of landscape architecture
- describe the evolution of thinking that influenced and continues to influence landscape architecture and its historical context
- identify prominent designers and works by landscape architects
- understand the creative design process
- identify and analyze the factors that affect or impact the design of outdoor spaces
- broadly understand the art, science and craft of landscape architecture
- gain familiarity with the tools and materials used by landscape architects
- understand design terminology, vocabulary, and language

Course Texts and Materials:

Required: McHarg, Ian L. (1995) *Design with Nature*. Wiley & Sons, Inc., New York. *You may purchase earlier editions of the text but always cross check the schedule for assigned weekly readings.*

Additional, readings and other resources will be provided by the instructor and will be provided.

Evaluation Procedures and Grades:Learning Expectations

You are expected to:

- Attend all scheduled classes, activities, and field trips
- Acquire the knowledge, skills, and tools required to meet course learning outcomes
- Complete course readings and actively participate in associated discussions
- Finish assignments on time and with a high degree of thought, clarity, and effort
- Engage others in a thoughtful and productive learning process
- Manage your thinking, behavior, and environment to optimize your learning and performance

Course Requirements and Grade Points

- 300 points Place Project
- 300 points Precedent Project
- 200 points People Project
- 200 points Doodle Posts

1000 TOTAL PTS

Clemson Grading System

Clemson University's grading system is described in the *most recent Undergraduate Announcements*. Grades of A, B, C, D, F, I, P, NP and W may be given in accordance with academic regulations. For more information on this grading system, please see the Registrar's web site.

Grades are determined based upon student knowledge and performance in the course. General assessment criteria along with a performance based assessment system combine to help determine grades.

General Assessment Criteria

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

- *Understanding*: the ability to perceive and explain the meaning or the nature of a problem
- *Process*: diligent, creative, and effective in performing project-related tasks
- *Craftsmanship*: care, interest, and skill in learning and using various applications to create artifacts and products of the highest quality
- *Attitude*: overall willingness to perform the required tasks and the respect for others in their efforts to do the same

Performance-Based Assessment Standards

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 = Excellent or Superior (1000 – 900 points)

"A" work must be of the highest quality. The work must be completed on time, accurately, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student's effort, improvement, and contributions are also outstanding.

The student's performance and learning is outstanding. "A" work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.

B = Very Good or Above Average (899 – 800 points)

"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; however, it is not holistically and clearly excellent. The student's effort, improvement, and contributions are also above average. The student's performance and learning is good. "B" work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.

C = Satisfactory/Fair or Average (799 - 700 points)

"C" work is of average to fair quality. The work may be completed on time but may also have some incompletions, 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 is satisfactory. "C" work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.

D = Poor/Pass (699-600)

"D" work indicates that the work is unsatisfactory, incomplete, weak, and unresolved. The student demonstrates little to no mastery or competency of course content. This is the lowest passing grade.

F = Failure (599-less)

"F" work is a failure. Generally, failure occurs from incomplete work and/or non-submittals. Submitted work demonstrates misunderstandings, considerable skill deficiencies, and clearly undefined and underdeveloped execution. A lack of effort and care is obvious. This grade indicates unacceptable work, and the student must repeat the course in order to receive credit.

Please refer to the "University Undergraduate Announcements" for policies on withdrawal and incompletions.

Mid-term Grades.

No later than five days before the last day students can drop courses without receiving final

grades, instructors of every undergraduate course shall make available for each student (a) the student's numerical course grade or (b) that student's letter ranking to date in that course (A-F or P/NP). More frequent feedback is strongly encouraged. Both student and instructor are to recognize that this feedback reflects the student's performance up to that point in time, and as such, that student's final course grade may change based upon subsequent coursework performance(s).

Submitting Grades.

Faculty submit final grades through iRoar at the end of each term as specified in the academic calendar. Grades recorded in Canvas and other provided through other, non-iRoar systems, may inform your grade but fall outside the official grade collection system.

Final Exams

At their own discretion, instructors may excuse from the final examination, all students having the grade A on the coursework prior to the final examination. For all other students, examinations are required in all subjects at the end of each semester, except in courses in which final examinations are not deemed necessary as approved by the department faculty.

Final examinations must be given (or due) on the dates and at the times designated in the final examination schedule, except in laboratory and one-credit-hour courses where the final exam will be given at the last class meeting. All courses that do not specify a standard day of the week and meeting time are not assigned a final exam date and time, and the final exam must be given during the examination week at a date and time announced by the instructor. This time must be stipulated in the syllabus at the beginning of the term.

Circumventing the designated date/time for a final examination via consenting signatures from students for a different date/time, though freely agreed to, is a violation of the final examination policy.

Posting of Grades.

The United States Family Educational Rights and Privacy Act (FERPA) prohibit 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 of graded material in a public place where students go through the material to find their own graded work.

Assignments – Late Work

All work is to be handed in at the designated times. Late work will be penalized 10% for every 24 hours it is late (including partial penalties for late work less than 24 hours). Lateness due to campus printing and plotting problems will be excused only if problems are university-wide and of university, rather than student, origination. In these rare cases, there will be an extension granted.

Attendance – Penalty

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student's responsibility to secure documentation of emergencies, if required. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments and examinations. While course instructors should seek to make reasonable accommodations for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.

Absence from class is detrimental to the learning process, so course instructors may use reasonable academic penalties that reflect the importance of work missed because of unexcused absences. Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services.

Absence Penalty: 100 points (10%) will be deducted from your course grade for your fourth absence. Each unexcused absence after the fourth unexcused absence is another 10% (100 point) reduction.

Professor Attendance: If the professor is more than 15 minutes late to class without prior notice, then you may consider class canceled.

Student Work Documentation – Accreditation

You are expected to keep all of your work throughout the semester. At the end of the semester, you will submit all required student work to the Instructor.

Course Policies

Clemson Academic Integrity Code

The following is the official statement on academic integrity. Please consider placing this statement in your syllabus, or at a minimum, please reference in the Undergraduate Catalog and call your students' attention to it.

"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."

When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, the instructor must make a formal written charge of academic dishonesty, including a description of the misconduct to Dr. Jeff Appling, Associate Dean of Undergraduate Studies. The reporting instructor may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In cases of plagiarism (I.B.2.) instructors may use the Plagiarism Resolution Form available from the Office of Undergraduate Studies. Instructors using this form for the first time must consult with Dr. Appling (656-3022) prior to meeting with the student.

Instructors suspecting a violation of the academic integrity policy should not assign a grade penalty until the process is complete. For suspected academic dishonesty outside the course setting, please consult with the Associate Dean of Undergraduate Studies. Please call 656-3022 with any questions about academic integrity.

Clemson University Title IX (Sexual Harassment)

Title IX Policy: 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 (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) 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.

The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University's Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

- Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual discrimination.
- Another important exception to the reporting requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX Coordinator.

This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Executive Director for Equity Compliance and the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is alesias@clemson.edu.

Clemson 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 a class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

Specific COVID-19 related information for in-person classes

While on campus, face coverings are required in all buildings and classrooms. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. Please be familiar with the additional information on the Healthy Clemson website, such as the use of wipes for in-person classes. If an instructor does not have a face covering or refuses to wear an approved face covering without valid accommodation, students should notify the department chair. If a student does not have a face covering or refuses to wear an approved face covering without valid accommodation, the instructor will ask the student to leave the academic space and may report the student's actions to the Office of Community & Ethical Standards as a violation of the Student Code of Conduct. If the student's actions disrupt the class to the extent that an immediate response is needed, the instructor may call the Clemson University Police Department at 656- 2222.

Emergency Procedures

Emergency procedures have been posted in all buildings and on all elevators. Each student should review these procedures for their own safety.

Weather or Emergency Related Changes

Suggested inclement weather statement from Faculty Senate Scholastic Policy Committee:

Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

Specific COVID-19 related information

For a student who reports testing positive or is being asked to quarantine/isolate because of

exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence link in Canvas to initiate this notification, which can be found under the "Help" button on the left navigation. (For courses where Canvas is not used, the direct link to the Notification of Absence form can be found through the Division of Student Affairs site.) Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

Copyright Statement

Materials in courses should be considered to be copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students must seek permission from instructors to record any class activity, including lectures, discussions, and presentations. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information (link <https://clemson.libguides.com/copyright>)

Election Dates

The 2020 U.S. General Election will be held on November 3, 2020. The deadline for voter registration in South Carolina is October 4, 2020. Students have a choice about where to register to vote. Students attending college may register at their campus address or choose to remain registered or register at their permanent or home address. The nonpartisan Campus Vote Project has compiled information for all students on state-by-state voter registration: <https://www.campusvoteproject.org/state-student-voting-guides>

Syllabus Changes

The professor reserves the right to make any changes in the syllabus throughout the course as necessary. Changes in assignments, point values, due dates are also at the discretion of the professor and will be announced in advance of due dates.

Topical Outline

A topical outline and schedule for each exercise will be provided. The schedule is subject to change.

HELPFUL REFERENCES & SOURCES:

TEXTS: Additional readings for a more thorough understanding of landscape architecture.

- Corner, J. (1999). *Recovering landscape: Essays in contemporary landscape theory*. Princeton Architectural Press.
- Newton, I. (1971) *Design On the Land: The Development of Landscape Architecture*, Harvard University
- Treib, M (1993) *Modern Landscape Architecture: A Critical Review*. MIT Press
- Starke, Barry W. and John Ormsbee Simonds (2013). *Landscape Architecture, Fifth Edition: A Manual of Land Planning and Design*. McGraw-Hill, San Francisco

WEBSITES: The below are a collection of some of the most popular and informative websites referring to landscape architecture.

- American Society of Landscape Architects. (ASLA) <http://www.asla.org>
- Landscape Architecture Foundation - <https://lafoundation.org>
- International Federation of Landscape Architects. (IFLA) <http://iflaonline.org>
- Architecture Daily (Landscape). <http://www.archdaily.com/category/>
- Blueprint – www.blueprintmagazine.co.uk
- Curbed – www.curbed.com
- Designboom – <http://www.designboom.com/eng>
- Dumbarton Oaks Research Library – www.doaks.org
- Land8 - <http://land8.com>
- landscape Architizer – www.architizer.com/en_us
- Landzine - <http://www.landzine.com>
- National Building Museum, Washington, D.C. - www.nbm.org
- Project for Public Spaces <https://www.pps.org/>
- Pruned - <http://pruned.blogspot.com>
- The Cultural Landscape Foundation - <http://tclf.org>
- Van Alen Institute - www.vanalen.org