



LARC 2150: PLANTING DESIGN

LANDSCAPE ARCHITECTURE PROGRAM

CLEMSON UNIVERSITY

SPRING 2024



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Office Hours: T | Th: 11:30 – 12:30 pm

Your instructor and TA will do their best to respond to email inquiries within 24 hours, excluding weekends and University holidays.

Class Times

Tues | Thurs: 9 – 10:45 AM

Class Location

RIGGS, Rm. 308

Course Description

This course focuses on planting design's ecological, conceptual, and aesthetic potentials as an expressive and living medium. This course will address contemporary and historic issues relative to environment, context, and culture through case studies, readings, and discussions. The course aims to build upon your understanding of basic design principles, woody and herbaceous species and integrated plant communities as a foundation for designing environmentally sensitive and culturally relevant vegetated environments.

Learning Outcomes

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

- Establish a framework for progressing schematic design concepts into developed landscape plans and construction documents.
- Introduce graphic and written communication methods, which clearly communicate design intent
- Develop strategies for designing and implementing ecologically sensitive and responsive plant communities.
- Develop understanding and skills toward a synthesis design process allowing for flexible and legible landscapes.

Required Text and Readings

Reading materials from a variety of sources may be assigned during the semester. These readings will be posted on Canvas. All readings should be completed before the class period for which they are assigned.

Suggested textbooks

Austin, R. (2002). *Elements of Planting Design*. Hoboken, NJ: John Wiley & Sons, Inc.

Oudolf, P. and Kingsbury, N. (2013). *Planting: A New Perspective*. Portland, OR: Timber Press, Inc.

Rainer, T. and West, C. (2015). *Planting in a Post-Wild World: Designing Plant Communities for Resilient Landscapes*. Portland, OR: Timber Press, Inc.

Robinson, N. (2016). *The Planting Design Handbook* (3rd ed.). New York, NY: Routledge.

Scarfone, S. (2007). *Professional Planting Design: An Architectural and Horticultural Approach for Creating Mixed Bed Plantings*. Hoboken, NJ: John Wiley & Sons, Inc.

Required Equipment

- A laptop with the following software: Adobe Creative Suites and AutoCAD. These software packages are free from Clemson University.
- Flash drive or external drive with at least 16GB of space dedicated to course.
- Basic drawing and drafting tools and supplies including but not limited to trace paper, pens, pencils, straightedge, color pencils and markers.

Evaluation Procedures and Grades

General Expectations

It is expected that you, the student will:

- 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
- Manage your thinking, behavior, and environment to optimize your learning and performance
- Engage your professor(s) and classmates in a thoughtful, productive process of designing and learning
- Wait for at least 15 minutes for your instructor to arrive at class before leaving

Course Requirements and Grade Points

Participation (attendance, preparation, contribution, reading questions etc.)	100 points (10%)
Courtyard Diagram	50 points (5%)
In-class Design Exercises.....	100 points (10%)
Planting Design Assignments	240 points (24%)
Environmental Movement Assignment.....	100 points (10%)
Project Site Analysis	100 points (10%)
Project Exercises	60 points (6%)
Project Final Design	250 points (25%)
Total Points	1000 points (100%)

Participation

Class participation will be assessed based on your presence, conduct, and engagement during classroom activities and discussions and the quality of your reflection and critical thinking associated with class readings.

Clemson Grading System

Clemson University's grading system is described in the 2023-24 *Undergraduate Catalog*. Grades of A, B, C, D, F, I, P, NP and W may be given following academic regulations. For more information on this grading system, please see [the "Grading System" section of the Undergraduate Catalog](#).

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 assigned tasks

- *Craftsmanship*: care, interest, and skill in learning various mediums/tools and their effective employment
- *Attitude*: overall willingness to perform the required work and respect for other people's knowledge and experience.

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: 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 student's 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 = 59.9% or less | Failure

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 Blackboard 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.

Policies

Assignments

All work is to be handed in at the designated times. Late work will be penalized by 10% for each day it is late. 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, an extension will be granted.

Student Work Documentation (Accreditation)

You are expected to keep all work throughout the semester. A few selected projects may be stored for use in future accreditation visits. For this reason, all of your work must be submitted on Canvas.

Attendance

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.

A) Make-up Work Due to Missed Attendance

1. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work.
2. 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. The student is responsible for securing documentation of emergencies if required.
3. Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that do not unfairly penalize the student. Issuing specific dates by which make-up work must be submitted without confirmation from the student could constitute unfair penalization, as students with illnesses (including COVID-19-related illnesses) may not always respond promptly. Such make-up work shall be as difficult as the missed assignment or examination. Course instructors shall hold all students to the same standard for making up missed assignments or examinations.
4. 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.

B) Notification of Absence

The **Notification of Absence module in Canvas** allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates, and times. Instructors are automatically selected based on the dates and times indicated, but students may decide which instructors will receive the notification. This does not serve as an "excuse" from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students cannot report the absence by computer, they may reach the Office of Advocacy and Success via 864.656.0935. Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.

Weather or Emergency Related Changes

Any exam that was scheduled at the time of a class cancellation due to inclement weather 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 contacted by the instructor. The instructor must grant any extension or postponement of assignments or exams via email or Canvas within 24 hours of the weather-related cancellation.

Course Schedule

Please note that our schedule is open to change to meet students' learning needs and the instructor's teaching preferences. Changes, when necessary, will be announced in class and, when possible, sent via e-mail. Ignorance of such changes does not excuse a student from responsibility for material assigned for that day.

Syllabus Changes

The professors reserve the right to change the syllabus throughout the course as necessary. Changes in assignments, point values, and due dates are also at the professor's discretion and will be announced before due dates.

Clemson Policies**ACADEMIC CONTINUITY**

Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes, class will be conducted in a virtual (online) form. The university issues official disruption notifications through email, website, text notification and social media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

Primary access link: <http://www.clemson.edu/canvas>

Secondary access link, if needed: <https://clemson.instructure.com/>

You can also use the Canvas Student App. Visit the downloads page for this app.

Course activities will be facilitated through Canvas.

**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 catalog](#) for the policy.

For graduate students, [see the current graduate student handbook](#) for all policies.

ACADEMIC GRIEVANCES

Undergraduate students are advised to contact the Ombuds' Office prior to filing an academic grievance. If the undergraduate academic ombudsman agrees that a grievable issue has occurred, students can

contact Undergraduate Studies (656-3022) for assistance filing official paperwork within 30 days of the semester following the awarding of a disputed grade.

Graduate students follow the [Graduate Student Handbook](#) (per the catalogue, “grievances must be filed with the Graduate School within 60 days of the alleged act.”)

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.



COPYRIGHT

Materials in courses are copyrighted, including instructor's materials. 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 refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the [Clemson University Website](#) for additional information.

Original works of authorship including but not limited to books, novels, poetry, articles, works of art, photos, images, videos, movies, music, architectural designs etc. are protected under copyright law. Unless otherwise indicated all such materials are copyright protected. When copyright protected materials or portions of such materials are made available to you by an instructor, they are intended to be used for educational purposes, for use only by students enrolled in a particular course and only for instructional activities associated with the course. They should not be retained in another medium or disseminated. Any further use of this material may be in violation of federal copyright law.



COMMITMENT TO DIVERSITY

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.

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.



EMERGENCY PREPAREDNESS STATEMENT

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:

- 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.
- 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:
- Run – what are all the possible exits in this building, and the routes to them?
- 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?
- Fight – What tools are available in this room and building, should you have to fight?
- 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.
- Download the [Rave Guardian app](#) to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
- Learn what you can do to [prepare yourself](#) for the hazards that affect our locations (<http://www.clemson.edu/cusafety/EmergencyManagement/>)



ONLINE CONDUCT

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to standards of conduct, such as:

- Never transmit or promote content known to be illegal or protected by copyright.
- Never use harassing, threatening, embarrassing, or abusive language or actions.
- Respect other people's privacy as well as your own.

Online interactions that fail to meet standards of conduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with university policy. If you ever encounter inappropriate content in your course, please contact [Matthew Briggs](#) and the instructor with your concerns.



RESEARCH

Please consult the [Clemson research policies](#). If a course includes the use of animals, [IUCAC regulations](#) must be followed. If a course involves any human subjects research, this research will comply with [campus IRB regulations](#). This includes research of the course itself, which, while it may fall under one of the exempt categories, needs IRB review.

Student Support



ACADEMIC SUCCESS CENTER

The [Academic Success Center](#) (ASC) offers a variety of free learning and success services for all undergraduate students that are designed to equip students with strategies and resources they can use to become a more confident, independent and skillful learner.

LEARNING SUPPORT SERVICES

- [Peer Tutoring](#) – students can expect a 1:1 meeting with a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member) during which the student can share specific questions they have about course content with the tutor focused on helping the student, through questioning techniques and identification of helpful learning strategies, master course concepts. Tutors do not help with homework or other class assignments. (Linked to a course)
- [Peer-Assisted Learning \(PAL\)](#) – students can expect collaborative and active group learning and study sessions focused on mastery of course content and learning strategies that are facilitated by a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member). PAL leaders do not help with homework or other class assignments. (Linked to a course)
- [Academic Coaching](#) – students can expect a 1:1 meeting with a trained professional academic coach during which the coach helps students see themselves, their skills, and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies.
- [Success Strategy Workshops](#) – students can expect 30 - 45-minute workshops on college success skills, time management and organizational skills, test-taking strategies, study strategies, finals preparation, life skills, and academic resources.

CAMPUS LOCATION

The Class of 1956 Academic Success Center building is in the center of campus adjacent to Cooper Library and the Watt Family Innovation Center.

INCLUSION STATEMENT

The Academic Success Center exists to inspire success in every student who participates in our programs and services. Celebrating and honoring the diversity of our students, faculty, and staff is at the core of inspiring success and a sense of belonging. The diversity of our Clemson community comes in many forms, but inclusion comes in only one form – when each member of our community experiences a real sense of belonging. We, the ASC staff, are committed to creating a welcoming and inclusive experience at the Center. We affirm that our goal of creating and delivering welcoming, inclusive, and equitable student learning experiences at the Center requires our active and ongoing commitment to listening and learning through engagement in professional development opportunities and confronting and dismantling inequalities. We acknowledge that this will be an ongoing work in progress and pledge to strive for continuous improvement.



ACADEMIC ADVISING

[Academic advising](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.



CLEMSON LIBRARIES

Do you need library sources but don't know where to start? Do you need to search for a book, article, or data to support your research or paper? Not sure how to cite a source properly in your bibliography? Don't spend hours searching on your own -- ask a librarian! Help is available in person at each of our locations: Cooper Library, Gunnin Architecture Library (in Lee Hall), and the Education Media Center (in Tillman Hall). You can also chat with a librarian live from our [website](#), or text 864.762.4884. The Libraries also have a list of helpful [online course guides](#) for dozens of subject areas that can help you find articles, databases, books and more.

Extended research assistance with librarians who specialize in subject areas is available by appointment. A list of librarians and their areas of expertise are listed on the [subject librarians](#) page. For assistance with digital and hands-on creative projects, the Adobe Studio and Makerspace is located on the 5th floor of Cooper Library and is staffed with experts who can help turn your creative ideas into reality. The [Scholar's Lab](#) on the 4th floor of Cooper provides support for data visualization, data analysis, and digital research methods. And don't forget about the Libraries [textbook lending](#) and [technology lending](#) programs. Check out the Libraries' web page for upcoming workshops and other events.

COOPER LIBRARY AND TECHNICAL SUPPORT

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them by emailing ITHELP@clermson.edu, calling or texting (864) 656-3494, or starting a live chat at ccit.clemson.edu. The help desk is located on the 2nd floor of Cooper Library.

GRADUATE STUDENT SUCCESS RESOURCES

The Graduate School maintains a [collection of grad student resources](#) applicable to graduate students for professional development, governance, the handbook, and thesis/dissertation resources). It has resources regarding education, student life, and health and safety as well.



ELECTION DATES

U.S. local elections are facilitated through state and county municipalities. Students attending college may register to vote at their local campus addresses or choose to remain registered or register at their permanent or home address. The nonpartisan [ClemsonVotes coalition](#) has compiled information for all students on state-by-state voter registration: <https://www.campusvoteproject.org/state-student-voting-guides>.

Voter registration differs by states but the registration deadlines in South Carolina are no fewer than 30 days prior to an election. In SC in 2024, we will have a Democratic Presidential Primary on Feb 3, 2024, a Republican Presidential Primary on Feb 24th, 2024 (tentative), a National Primary on June 11th, 2024 and the National Election on November 5th, 2024!



MICHELIN CAREER CENTER

[The Michelin® Career Center](#), in the Center for Career and Professional Development, assists undergraduate and graduate students in selecting appropriate fields of study, learning effective job searching strategies, and making connections with employers. Career counselors are available to meet with students to explore career or educational options, develop résumés and cover letters, hone interviewing techniques, conduct searches for internships and full-time jobs, and ready themselves for interviewing with employers.

In addition, students may utilize [ClemsonJobLink](#), a job board specifically designed for Clemson students. ClemsonJobLink is a central place for employers to post part-time and full-time jobs, internships, on-campus interviews, and events. The Center's goal is to equip students with the skills and tools to find part-time jobs and internships, as well as full-time jobs post-graduation. Additional information can be obtained from the [Career Center's website](#) or by calling 864-656-6000.

THE CENTER'S INTERNSHIP PROGRAM

This program brings together students and employers to facilitate academically enriching and mutually beneficial work experiences. This program offers on-campus, off-campus and international internship options. Students may participate in either part-time or full-time internships.

UPIC: UNIVERSITY PROFESSIONAL INTERNSHIP AND CO-OP

The University Professional Internship and Co-op (UPIC) Program offers students on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff on Clemson's main campus, as well as other sites across the state, while receiving an academic internship notation on their transcripts. Enrollment in the appropriate INT course and payment of the corresponding fee is a requirement of the program (e.g. INT 1510). In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be an enrolled and matriculating undergraduate student in good standing. Available internships are typically listed in ClemsonJobLink halfway through the semester prior to the experience. Additional information is available at <http://career.clemson.edu> or by calling the program office at 864-656-0282.

COOPERATIVE EDUCATION

The Cooperative Education Program (or Co-op Program) is a rigorous engaged-learning program designed to provide students with the opportunity to learn under a mentor in their field of study. Companies partner with the program to host the co-op student for two, three or more rotations and this in-depth learning experience becomes an integral part of the student's education. The co-op student's experience is monitored and evaluated by the faculty and academic staff of the Co-op Program. Co-op students are paid by the host company. Students enroll in the program and begin the matching process at the beginning of the semester. For more information, contact the program office at 864-656-3150 and speak with a co-op advisor.

MILITARY & VETERAN ENGAGEMENT

Clemson University values veterans and military-connected students and is proud to offer individualized support through Military & Veteran Engagement (M&VE). Please email veteran@clemson.edu or call 864-656-2982 for additional information about campus and community resources, to connect with other veterans and military-connected students, or for assistance transitioning to campus life. Visit the M&VE resource center currently located in 108 Vickery Hall for additional assistance, amenities, and opportunities.

M&VE website: <https://www.clemson.edu/studentaffairs/veterans/>.



REGISTRAR

The Registrar's office provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

STUDENT ACCESSIBILITY SERVICES: ACCESSIBILITY STATEMENT

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.

STUDENT HEALTH AND WELLNESS RESOURCES

[Student Health Services](#), located within Redfern Health Center and commonly called "Redfern", strengthens Clemson University by providing quality medical and mental health care and advocating for the health, safety, and well-being of the campus community. Student Health Services strives to be an innovative health care system providing integrated, high-quality services that are responsive to the needs of the University community.

For information on who to contact for help in a crisis situation, visit [the Student Health contact page](#) and the [emergency/crisis page](#) for getting help.



CAPS: COUNSELING AND PSYCHOLOGICAL SERVICES

At Counseling and Psychological Services ([CAPS](#)), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges on your individual need, and CAPS will help you figure that out.

CAPS is committed to educating students, as well as offering outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.

Students seeking services should call CAPS reception at 864-656-2451 during business hours (8:00 a.m.-4:30 p.m.). Counselors will be available to conduct a brief phone screen to determine the best way to serve your needs. Other resources available online include an [online mental health screening](#) and Therapy Assist Online ([TAO](#)) for access to self-help materials.



WRITING LAB

Clemson University's Writing Lab offers free one-on-one writing support for undergraduate and graduate students. Available appointments include in-person and virtual options. Students can seek support at any stage of the writing process, from brainstorming to final revisions. Arrangements can be made for group appointments and NDA-safe environments are available. Visit the [Writing Lab's website](#) for more information about their services or to make an appointment. Please note that the Writing Lab is located on the third floor of Cooper Library.



THE PAW PANTRY

The Paw Pantry is an on-campus food pantry and resource center available to Clemson University students free of charge, no questions asked. Non-perishable foods, school supplies, hygienic supplies, and household items are available. Paw Pantry is currently located at Sirrine Hall, Room 233. The hours of operation can be found [here](#). If interested in utilizing the pantry, donating, or volunteering please visit our [website](#), email pawpantry@clemson.edu or follow on Instagram @cupawpantry. Contact person is [Kate Radford](#) at 864-656-2535.

Date	Day	Topic Covered	Assignments
		Week 1	
11-Jan	Thurs.	Course introduction; Visual Properties of Plants	
		Week 2	
16-Jan	Tues.	Functional Uses & Spatial Characteristics of Plants	
18-Jan	Thurs.	Spatial Characteristics of Plants In-class Exercise	
		Week 3	
23-Jan	Tues.	Planting Scale and Managing Color & Seasonal Occurrence	
25-Jan	Thurs.	Graphic and Communication Methods for Planting Design	
		Week 4	
30-Jan	Tues.	Courtyard Diagramming	
1-Feb	Thurs.	Courtyard Diagramming	
		Week 5	
6-Feb	Tues.	Principles	Courtyard Diagram Due
8-Feb	Thurs.	Principle Based Planting Plan	Come prepared with plant palette.
		Week 6	
13-Feb	Tues.	Planting Style- Baroque	Principle Based Planting Plan Due
15-Feb	Thurs.	Baroque Planting Plan	Come prepared with plant palette.
		Week 7	
20-Feb	Tues.	Planting Style- Picturesque	Baroque Planting Plan Due
22-Feb	Thurs.	Field Trip for Final Project	
27-Feb	Tues.	Planting Style- Picturesque	Come prepared with plant palette.
29-Feb	Thurs.	Planting Style- Picturesque (Lara at Basic Design Conference)	
		Week 9	
5-Mar	Tues.	Planting Style Modern/ Postmodern	Picturesque Planting Plan Due
7-Mar	Thurs.	Modern/ Postmodern Planting Design	Come prepared with plant palette.
		Week 10	
12-Mar	Tues.	Planting Style- Environmental Movement	Modern Post Modern Planting Plan Due Reading #s 1 Due
14-Mar	Thurs.	Environmental Movement Planting Plan	Come prepared with plant palette Reading #s 2 Due
		Week 11	
19-Mar	Tues.	<i>Spring Break- no classes</i>	
21-Mar	Thurs.	<i>Spring Break- no classes</i>	
		Week 12	
26-Mar	Tues.	Environmental Movement Planting Plan	
28-Mar	Thurs.	Plant Restoration Mini-lecture; Site Analysis	Environmental Movement Planting Plan Due Start Site Analysis
		Week 13	
2-Apr	Tues.	Site Analysis & Conceptual Development	
4-Apr	Thurs.	Cost Estimating Mini-lecture; Concept Development	Site Analysis Due
		Week 14	
10-Apr	Tues.	Conceptual Development	
12-Apr	Thurs.	Planting Plan Initial Concepts Due- Feedback	Initial Concept Presentation
		Week 15	
17-Apr	Tues.	Final Concept Development; Share Outline with Instructors	
19-Apr	Thurs.	Urban Design Strategies Mini-lecture; Final Concept Development	
		Week 16	
24-Apr	Tues.	Firescaping Mini-lecture; Final Report Development	
26-Apr	Thurs.	Final Report Development	
2-May	Weds.	Final Presentations during our Exam Time (8-10:30am)	Design submitted via Canvas