



LARC 3510: REGIONAL DESIGN & ECOLOGY

LANDSCAPE ARCHITECTURE PROGRAM

CLEMSON UNIVERSITY

FALL 2022

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Class Times

MW: 1:30 – 5:30PM

F: 1:30-4:30PM

Class Location

Lee III, 3rd year LARC studio space

Course Catalogue Description

The undergraduate course catalogue describes LARCH 3510 Regional Design and Ecology 6(3,9) as the: "Study and analysis of natural and cultural landscapes at the regional scale. Introduction of landscape ecology as an informant to design. Basic overview of geographic information systems. Regional and ecological issues will be applied in a final site design. The course will also include relevant readings, discussion and writing." Prerequisite: LARCH 2520 or consent of instructor.

Course Overview

This course is designed to expose the student to the process of landscape analysis, planning, design and management at a regional scale. The primary goal is to develop a regional master plan to guide sustainable regional development. The course includes researching, learning, and understanding the regional landscape and its resources: semi-natural, agricultural and built areas; analysis of the existing processes in the region including identification of past and present development trends and processes; and the relationships to major current issues in the region. Planning, design, management and ecological systems principles will guide the development of the regional master plan. This course builds upon design, analysis, and management courses you may have already taken. More specifically, by means of assigned readings, exercises, projects, lectures, field trips, and studio problems, each student will develop greater competency within the area of regional design and ecological systems.

Learning Outcomes

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

- organize, conduct, and complete an in-depth analysis at the regional scale;
- identify, analyze, and incorporate social, historical, cultural, developmental, recreational, and ecological data layers into the planning, design, and management of large sites;
- use GIS and other design and problem-solving tools and methods appropriate for planning, design, and management at the regional scale

- understand and manage relationships between natural communities and regional landscapes; and
- create a professional report to showcase design product.

Required Text and Readings

1. Dramstad, Wenche E., et al. *Landscape Ecology Principles in Landscape Architecture and Land-Use Planning*. Harvard University Graduate School of Design, 1996.
2. Hester, Randolph T. *Design for Ecological Democracy*. MIT Press, 2006.

Both textbooks are available on reserve at the Gunnin Architectural Library in Lee Hall.

Other 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 prior to coming to the class period for which they are assigned.

Supplemental textbooks

Hellmund, P. and Smith D. (2006). *Designing Greenways: Sustainable Landscape for Nature and People*. Island Press: Washington DC.

Lyle, J. (1999). *Design for Human Ecosystems: Landscape, Land Use, and Natural Resources*. Island Press: Washington DC.

Marsh, W. (2005). *Landscape Planning: Environmental Applications* (4th ed.). John Wiley & Sons, Inc.: Hoboken, NJ

Ndubisi, F. (Ed.) (2014). *The Ecological Design and Planning Reader*. Island Press: Washington DC.

You can access this textbook through e-reserves here: https://pascal-clemson.primo.exlibrisgroup.com/permalink/01PASCAL_CLEM/1k59mp4/cdi_askewsholts_vlebooks_9781610914918

Steiner, F. (2008). *The Living Landscape: An Ecological Approach to Landscape Planning* (2nd ed.). Island Press: Washington DC.

Required Equipment

- A laptop with the following software: Adobe Creative Suites, ArcGIS, and AutoCAD. All of these software packages are free from Clemson University.
- Note: We will be using ArcGIS Pro for this course. ArcGIS Desktop software only runs on windows. This is the industry standard GIS package. If you would like to install the desktop version and you have a Mac, you will need to install a Windows partition on your laptop. CCIT can help you with this.
- 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, and model building supplies.

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 and productive process of designing and learning
- Wait for at least 15 minutes for your instructor to arrive to class before leaving

Course Requirements and Grade Points

Participation (preparation, contribution, reading discussions, activities etc.) 100 points (10%)

Readings Assignments

Teaching Presentations 50 points (5%)

Module 1: Introduction to GIS

GIS Modules 100 points (10%)

Module 2: Regional Analysis and Master Plan

Case Studies 50 points (5%)

Presentation 100 points (10%)

(Analysis 50%/Master Plan 50%)

Regional Analysis and Master Plan Narrative 100 points (10%)

(Analysis 50%/Master Plan 50%)

Module 3: Site Analysis and Masterplan with Phasing Plan

Presentation 100 points (10%)

(Analysis 50%/Master Plan 50%)

Site Master Plan Narrative 100 points (10%)

(Analysis 50%/Master Plan 50%)

Module 4: Site Design

Final Presentation including Site Design 150 points (15%)

Final Project Submission 150 points (15%)

Total Points 1000 points (100%)

Clemson Grading System

Clemson University's grading system is described in the 2016-2017 *Undergraduate Announcements*, p. 25-27. 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 at:

<http://www.registrar.clemson.edu/html/finalGrades.htm>.

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 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. Please note that the special circumstances grading applied in Spring 2020 will not be employed during Fall 2020.

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 = 900-1000 - 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 is outstanding.

B = 800-899 - 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 is good.

C = 700-799 - 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 is satisfactory.

D = 600-699 – Poor

F = 599 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 2% for each day (10% for each week) 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, there will be an extension granted.

Student Work Documentation (Accreditation)

You are expected to keep all work throughout the semester. Projects may be needed in accreditation visits, therefore all work must be submitted via 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. It is the student's responsibility to secure 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 does 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 illness (including COVID-19-related illness) may not always respond in a timely manner. Such make-up work shall be at the same level of difficulty with 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 accommodation 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

1. 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. Based on the dates and times indicated, instructors are automatically selected, 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 are unable to 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. 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.

Syllabus Changes

The professors reserve 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.

Lee Hall Rules and Policies

Lee Hall is a large building, but not so large that it does not require cooperation from all participants in order to accommodate all its occupants. This building provides learning spaces for five related disciplines; Art, Architecture, Landscape Architecture, Planning, and Construction Science. We all need to work together to produce the safest and best possible learning environment for everyone.

Common Sense Rules.

- Clean up after yourself.
- Put things back where you found them.
- Don't take, use or move things that do not belong to you.
- Leave things and spaces in better condition than you found them.

Furniture.

Each student is provided with a desk and a task chair. Keep track of your desk chair. It tends

to travel. There are more chairs in Lee Hall than there are occupants. They might not be located where you want them, so please return all the chairs to their appropriate places when you are finished with an activity. This will help to alleviate the “stealing” of student desk chairs to fulfill these other functions.

- Black side chairs with red “buttons” are for review spaces in Lee 1 and 2.
- Tan side chairs and benches are for the review spaces in Lee 3.
- Black side chairs are for seminar rooms and offices in Lee 3.
- Black rolling task chairs are for student workstations in Lee 3.

Review Spaces.

Public review spaces are located along the north and south glazed walls of Lee 3. There are sign- up sheets available for the reserve of these spaces. Some spaces are reserved through staff calendars. Please leave the chairs and benches in these areas for that purpose. Also return the review spaces to a condition ready for the next review to occur.

Prohibitions (per the Fire Marshall and OSHA).

- No space heaters.
- No hot water kettles.
- No electrical appliances, i.e. coffee pot, microwave, frig, etc. Please use compact fluorescent or LED task lighting at your desk.
- No ungrounded, unprotected power strips. Minimum 14 AWG and 15 amp breaker with surge protection.
- No extension cords. Electrical devices can only be plugged directly into an outlet or a surge protected power strip as above.
- No power chords stretched across the floor causing a tripping hazard.
- No “daisy chaining” power strips.
- No multiple “cube” taps.
- No 3-prong adapters.
- No skateboards or bicycles inside the building. Use one of the 5 bike racks around the building.
- No hanging anything, including yourselves, from the ceilings.
- No moving the desks into the egress access areas.
- No blocking the exits or the exit discharges.
- No blocking fan-coil units or HVAC supply/return registers.
- No spraying of combustibles inside or outside of the building including:
 - • Paint • Adhesives • Fixative • Lacquer

Student Support



ACADEMIC SUCCESS CENTER

The [Academic Success Center](#) (ASC) offers a variety of free learning and success services for all undergraduate students that include:

Mastery of course content

- 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, and master course concepts. Tutors do not help with homework or other class assignments.
- 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 is 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.

Learning and Success Strategies

- o 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.
- o 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.
- o College success skills course (CU 1010) – students experiencing academic difficulty can expect a course focused on academic and personal skill building taught by instructors who wish to work with this student population

ASC services are designed to equip students with strategies and resources they can use to:

- o Succeed in their courses
- o Become more confident, independent, and skillful learners
- o Engage in more productive and effective study and learning strategies
- o Manage their time more effectively

CAMPUS LOCATION

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

PEER LEARNING SUPPORT SERVICES

An overview of the Center's peer learning support programs (tutoring and PAL) can be found at the [ASC Courses page](#).

ASC INCLUSION STATEMENT

We celebrate diversity in abilities, identities, and perspectives and invite Clemson students, faculty, and staff from all walks of life to participate in our programs, services, and employment. We believe that engaging with a variety of ideas and viewpoints results in deeper and more meaningful learning and creates the conditions for our students to thrive. We seek to be an active partner with Clemson students, faculty, and staff in creating an inclusive campus environment in which mutual respect and support are demonstrated for all members of our campus community.



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.



COOPER LIBRARY

Do you need library sources but don't know where to start? Are you asking your students to search for a book, article, or data to support their argument? Not sure whether they know how to cite a source properly in their bibliography? Tell them to ask a librarian! Help is available in person at each of our locations: Cooper Library, Gunnin Architecture Library, and the Education Media Center. You can

also chat with a librarian live from our website, by phone at 864.656.1557, or text 864.762.4884. Extended research assistance with librarians who specialize in subject areas is also available by appointment. A list of librarians and their areas of expertise are listed on the [subject librarians page](#). Check the Library's [Ask Us](#) page for details. For assistance with digital projects, the Adobe Digital Studio is located on the 5th floor and is staffed to support the needs of you and your students. You can [download Adobe Creative Cloud](#) for free.

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 in 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.



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, the Career Center's on-line recruiting system, to view part-time jobs, internships, and full-time job postings and to sign up for on-campus interviews.

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. The Center's goal is to endow students with the skills and tools to find part-time jobs and internships while in school, as well as full-time jobs following graduation. Other information can be obtained from the [Career Center's website](#) or by calling 864-656-6000.

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.



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

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 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, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through their AIM portal 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 at the [Student Accessibility website](#). Other information is at the university's [Accessibility Portal](#).

STUDENT HEALTH AND WELLNESS RESOURCES

[Student Health Services](#), locally known as “Redfern” Health, strengthens Clemson University by providing quality medical and mental health care and the health, safety and well-being of the campus community. Student Health Services strives to be an innovative health care system providing integrated 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."



WRITING LAB

Clemson University's Writing Lab offers free one-on-one writing support for all Clemson students. Students can seek support at any stage of the writing process, from brainstorming to final revisions. Visit the [Writing Lab's website](#) for more information about their services or to make an appointment.

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 occur through the Canvas course.



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.

See the [Undergraduate Academic Integrity Policy](#) website for additional information and [the current catalogue](#) 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.")



COPYRIGHT

Materials from published sources (books, articles, and even videos) are protected under copyright. When used for educational purposes, they are intended for use only by students enrolled in a particular course and only for instructional activities associated with the course. They may not be retained in another medium or disseminated further as described in the provisions of the Teach Act. Students should refer to the Clemson Libguide [Use of Copyrighted Materials](#) and the "[Fair Use Guidelines](#)" policy on the Clemson University website for additional information.



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
The Clemson University Title IX statement: 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 Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864.656.0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.



EMERGENCY PROCEDURES

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 the Clemson Police Department. [Visit here for information about safety.](#)

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. Ensure you are signed up for [emergency alerts](#)
2. Download the [Rave Guardian app](#) to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
3. Learn what you can do to [prepare yourself](#) in the event of an active threat (<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 these standards of conduct:

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

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct 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 our course, please contact me, the instructor, with your concerns.



PRIVACY POLICY

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact the instructor immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.



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.

Course Schedule

Please note that our schedule is open to change to meet the learning needs of the students and the teaching preferences of the instructor. 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.

LARC 3510 Calendar: Fall 2022

Date	Day	Topic Covered	Assignments
Week 1			
24-Aug	Weds.	Course introduction and beginning of GIS Module	
26-Aug	Fri.		
Week 2			
29-Aug	Mon.		
31-Aug	Weds.		
1-Sep	Fri.		Naturalness Teaching Presentation
Week 3			
5-Sep	Mon.		
7-Sep	Weds.		
9-Sep	Fri.		Connectedness Teaching Presentation
Week 4			
12-Sep	Mon.		
14-Sep	Weds.		
16-Sep	Fri.		Particularness Teaching Presentation
Week 5			
19-Sep	Mon.	Regional Analysis Compilation Begins	
21-Sep	Weds.		
23-Sep	Fri.		Potential Field Trip
Week 6			
26-Sep	Mon.		
28-Sep	Weds.		
30-Sep	Fri.		Selective Diversity Teaching Presentation
Week 7			
3-Oct	Mon.	Master Planning Begins	
5-Oct	Weds.		
7-Oct	Fri.		Fairness Teaching Presentation
Week 8			
10-Oct	Mon.		
12-Oct	Weds.		
14-Oct	Fri.		Sacredness Teaching Presentation
Week 9			
17-Oct	Mon.		
19-Oct	Weds.		
21-Oct	Fri.		Adaptability Teaching Presentation
Week 10			
24-Oct	Mon.		
26-Oct	Weds.		
28-Oct	Fri.		Inhabiting Science Teaching Presentation
Week 11			
31-Oct	Mon.	Site Planning Begins	
2-Nov	Weds.		
4-Nov	Fri.		Sensible Status Seeking Teaching Presentation
Week 12			
7-Nov	Mon.	Fall Break (No Class)	
9-Nov	Weds.		
11-Nov	Fri.	ASLA Conference- San Francisco	Everyday Future Teaching Presentation
Week 13			
14-Nov	Mon.	ASLA Conference- San Francisco	
16-Nov	Weds.		
18-Nov	Fri.		Pacing Teaching Presentation
Week 14			
21-Nov	Mon.		
23-Nov	Weds.	Thanksgiving Break (No Class)	
25-Nov	Fri.	Thanksgiving Break (No Class)	
Week 15			
28-Nov	Mon.		
30-Nov	Weds.		
2-Dec	Fri.		
Week 16			
5-Dec	Mon.	Project compilation	
7-Dec	Weds.	Project compilation	
9-Dec	Fri.	Final Report Due	Final Report due
Date of Final Presentation TBA.			