

College of Arts, Architecture & Humanities

Room: Lee 3 Studio

Course Title: Landscape Architecture 4620 Design Implementation III

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Course Description: This course focuses on the technical aspects of design and addresses the transitions between schematic design, design development, construction documentation, and design implementation (construction). The objectives of the course are to build upon the skills sets from previous coursework, to establish a basic knowledge and understanding of design development, construction documentation and design implementation.

Course Outcomes: Upon completion of this course student will be able:

- To develop knowledge and competency for progressing schematic design concepts into developed landscape plans and construction documents.
- To present graphic and written communication methods, which clearly communicate design intent.
- To develop competency of site layout, hardscape alignments, grading, planting layout, and material selection.
- To develop knowledge with construction documents, terminology, and graphic standards.
- To further develop knowledge and skills toward a synthesis design process allowing for flexible and legible landscapes.
- To develop awareness and appreciation for craft in construction detailing and implementation, through observation and research.
- To identify the importance and benefits of collaboration and coordination.

Attendance: You are expected to attend all classes unless you have an excused absence arranged by prior permission; have an illness, which can be verified by physician; or have a family emergency. If more than 3 unexcused absences occur, your final grade will be reduced by one letter grade. Three arrivals to class more than 5 minutes late will equate to 1 absence. If the Instructor has not arrived in class 20 minutes after the designated start time, without prior notification, students are authorized to leave.

Assignments: All work is to be handed in at the designated times. **Late submissions of work will not be accepted.**

Lateness due to campus plotting problems will not be excused.

At the end of the semester, you will be asked to record all of your work on a Digital Drive and submit it to the Instructor at the end of term.

Required Fieldtrips: We will have 1-2 required fieldtrips during the semester. Fieldtrip dates will be coordinated in studio 2 weeks prior to the events.

Evaluation & Grading

Grade evaluations will be based on consistent, high-quality work over the entire semester. Students will be evaluated on their timely and thorough completion of assigned work, the depth of their exploration and consideration in undertaking it, and their level of professional competence in presenting it. Students will receive a mid-semester and end of semester grade evaluation with the following weight for each course activity:

Exercises	10%
Projects	20%
Exams	20%
Final Project	50%

Grading Criteria: As follows:

A Excellent (100-90)

The work reflects significant depth of understanding of the assignments, to their full potential. The problems have been both fully developed and communicated exceedingly well graphically, three dimensionally and orally. The work illustrates a mastery of comprehension and application of the concepts covered. This means outstanding work exceeding project expectations, exceptional. The student has worked diligently throughout the entire semester, has consistently been prepared for studio with new work, and has completed all assignments throughout the semester with excellence and on time.

B Very Good to Good (89-80)

The student has exceeded the minimum requirements of the assignment, and has shown an above average understanding of its intent and focus. The work demonstrates thorough exploration, development, and execution, including good craftsmanship. All design work is communicated exceedingly well graphically; three dimensionally and orally shows a good standard of craftsmanship. This means above-average work. The student has worked diligently throughout the entire semester, has been prepared for studio with new work at most class sessions, and has completed assignments throughout the semester at a high level in a timely manner.

C Average to Mediocre (79-70)

The minimum requirements of the assignment have been met. The work lacks depth of understanding or development. The overall product exhibits little imagination or innovation, or does not provoke comment. The student has not worked diligently throughout the entire semester, has not been prepared for studio with new work at most class meetings, and has not completed assignments throughout the semester at a high level. Assignments have been late. Design work meets the requirements of the assignments and problems have been solved adequately, but the solutions lack depth of complete understanding and development. The work is not communicated well graphically; three dimensionally, orally and shows a lack of craftsmanship. The overall work demonstrates skills appropriate for this level. This means average, acceptable work.

D Weak to Extremely Weak (69-60)

The work is extremely weak and lacks full resolution of the stated problems. Craft is weak. Skills appropriate to this level have not been demonstrated. This means poor work.

F Poor or Unacceptable

The work has not met minimum requirements. The work is incomplete and/or poorly portrayed. The solutions to problems evidence a lack of understanding and skills appropriate to this level, and a general lack of effort in fulfilling assignments. This means unacceptable work and the student must repeat course to get credit.

I (Incomplete) The work is incomplete due to extraordinary circumstance

An I can only be given to a student for work that is incomplete due to dire and uncontrollable circumstance(s) that have strictly prohibited the work from being completed, such as an extended medical condition. Any situation responsible for consideration of granting an I must be fully documented by the student and approved by the instructor. Completion of incomplete work must be done in accordance with University regulations; not completing work on time may result in an F grade.

If you wish to dispute a grade, for any reason, you must submit your argument for why the grade is not an appropriate reflection of your effort to me, in writing, for my consideration. You must submit this promptly after the grade is given.

Attendance Expectations

Students are expected to attend all scheduled sessions, do all assigned readings and actively participate in class discussion. More than three un-excused absences will result in a reduction of the final course grade by one letter grade. Attendance will be taken at the beginning of class. If you are not present when roll is called you will be considered absent. All work is to be handed in at the designated time. Late work will not be accepted.

Equipment

Note: AutoCAD Dwg files as well as pdf's will be provided for studio project work. As computer aided drafting is the standard medium in professional design offices, it is recommended that project assignments be produced in digital formats. You will be required to use the laser cutter and will need to provide your own laser lens to use. See Digital fabrication lab for current laser lens specifications and to acquire necessary tutorials and certification as necessary.

- Scientific calculator
- Architectural and Engineering Scales
- 12" White or Yellow tracing paper
- A range of pen thicknesses and pencil types
- Laser cutting lens
- cardboard and chipboard
- 3D model making materials

Required Textbook

Strom, Steven and Kurt Nathan and Jake Woland, 2013. *Site Engineering for Landscape Architects*. New Jersey: John Wiley and Sons. (6th Edition)

Recommended Textbooks/References

Calkins, Meg. 2009. *Materials for Sustainable Sites*. New Jersey: John Wiley and Sons.

Design Workshop. 2016. *Landscape Architecture Documentation Standards*. New Jersey: John Wiley and Sons.

Harris, Charles W. and Nicholas T. Dines, ed. 1998. *Time-Saver Standards for Landscape Architecture: Design and Construction Data*. New York : McGraw-Hill.

Hopper, Leonard, 2006. *Landscape Architectural Graphic Standards*. New Jersey: John Wiley and Sons.

Urban, James. 2008. *Up By Roots: Healthy Soils and Trees in the Built Environment*. Illinois: International Society of Arboriculture.

Zimmerman, Astrid, Editor. 2008. *Constructing Landscapes, Materials, Techniques, Structural Components*. Basel: Birkhauser.

Syllabus Changes

The attached course calendar shows the proposed schedule; the instructor reserves the right to make changes in the syllabus or calendar throughout the course as it may become necessary.



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

- 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.
- 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:

- Succeed in their courses
- Become more confident, independent, and skillful learners
- Engage in more productive and effective study and learning strategies
- 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](#).

Please encourage your students to utilize one or more of our services. We welcome your feedback on how we can best serve your students.

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: ACCESSIBILITY STATEMENT

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 the 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:

- o Primary access link: <http://www.clemson.edu/canvas>
- o Secondary access link, if needed: <https://clemson.instructure.com/>
- o 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 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 the Clemson Police Department. [Visit here for information about 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](http://www.clemson.edu/cusafety/EmergencyManagement/) 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:

- o Never transmit or promote content known to be illegal.
- o Respect other people's privacy as well as your own.
- o Forgive other people's mistakes.
- o 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.