

Professor: Paul Russell
Contact: russel5@clemson.edu
Location: 254 Lehotsky Hall / Lee III
Class times: M 9:10-11:00 W 9:10-11:00
Office: Lee 3-122
Office Hours: T 11:00-12:00 By Appointment

Course Description

This course is an introduction to sculpting the land through the process of grading. The course will introduce the concepts and technical methods of grading and its role in articulating the functional, aesthetic and ecological goals of designed landscapes. Classes will be centered on lectures, case studies and fieldwork. The lab component will explore the ideas, materials, and processes of landform and topographic manipulation with an emphasis on grading concepts, techniques, and strategies. The interrelationship between design and technical issues will be emphasized through lab exercises and projects.

Course Learning Outcomes

Upon completion of the course, a student earning a passing grade will have demonstrated his/her ability to individually comprehend and apply on written and graphic exercises and projects, the following operations:

- Students will recognize and distinguish landform signatures and topography characteristics
- Student will be able to analyze and assess landform with an understanding of its capacity to shape experience and ecologies.
- Students will demonstrate the ability to manipulate and sculpt contours deliberately with the intention to reinforce design objectives.
- Students will be able to assess the functional, aesthetic and ecological implications of landform.
- Students will be able to graphically communicate techniques through (2-D) and modeling skills (3-D) for expressing and representing landform manipulation.

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	20%
Projects	40%
Mid Term Exam	20%
Final Exam / Project	20%

Grading Criteria: As follows:

A, A- Excellent

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+, B, B- Very Good to Good

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+, C, C- Average to Mediocre

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.

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.

For the Graduate School policy on incomplete grades, see
<http://www.clemson.edu/graduate/students/policies-procedures/index.html>

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.

Required Text

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

References

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

Required Equipment/Materials

For this class you will need a full compliment of drafting equipment, most of which you probably already own. Additionally you need the following materials:

- Plastalina modeling clay by Van Aken; 2 lbs minimum; Color: Gray
<http://www.dickblick.com/products/van-aken-plastalina-modeling-clay/>
- Scientific calculator
- Engineering and Architectural Scales
- Roll Trace Paper and 8.5" x 11" Trace Paper Tablet
- Carboard and Chipboard for various projects and exercises
- Pens with 3 distinctive line weights, pencils

Clemson University 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."

Clemson University Disability Access

"It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation."

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.

Title IX

Title IX of the Education Amendments of 1972 (amending the Higher Education Act of 1965) is a federal gender equity law that prohibits discrimination based on sex in education programs and activities that receive federal funding. Sexual harassment, which includes sexual violence and other forms of nonconsensual sexual misconduct, is a form of sex discrimination and is prohibited under this law. Title IX states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance. . . ." (20 U.S.C. section 1681)

Clemson University is committed to providing a higher education environment that is free from sexual discrimination. Therefore, if you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex or if you have questions about Title IX, please contact the Clemson University Title IX Coordinator, Mr. Jerry Knighton, who is also the Director of the Office of Access and Equity, at 110 Holtzendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person(s) designated by Clemson University to oversee its Title IX compliance efforts.