



PLSC 380 Advanced Sustainable Landscape Design
Fall 2022
Credit Hours: 3

Environmental and Landscape Lab (ELL) – Room 117

M: 9:10–12:20

W: 9:10–12:20

F: 9:10–12:20
OPEN STUDIO
NOT OFFICIAL CLASS

INSTRUCTOR CONTACT INFORMATION:

Michael Ross
SITES AP, ASLA, Assistant Professor,
Department of Plant Sciences

Environment and Landscape Lab 103

mross28@utk.edu
(865) 974-1606

Office Hours: via Zoom by appointment

Cortney Wolfe
MLA Candidate (2nd year)

cwolfe12@vols.utk.edu
(865) 360-9552

Office Hours: Friday – open studio

WELCOME STATEMENT:

This is exciting! I want to welcome you to PLSC 380. We are building on the work you started in 280 and by now you know design is challenging, intellectually stimulating, and creative. You also know it is a lot of work but that you get the unique opportunity to track your progression, direct your production, stylize your presentation, and ultimately guide your future. As you know my job is to push you, challenge you, potentially frustrate you, and break down some of your previously held assumptions about the world around you, I want you to continue trust the process and know that I will be here to encourage you, to give you critical feedback, and to guide you on the path.

TEACHING PHILOSOPHY:

I believe that education should be fully inclusive, accessible, flexible in modality, and responsive to global needs. I believe that knowledge acquisition is an active pursuit. I believe that education is empowering and that those of us fortunate enough to be able to pursue education have an obligation to our global community to use our knowledge to make a difference.

COURSE DESCRIPTION:

Advanced design development and representation methods for sustainable landscape practices. Deployment of the designed landscape as a place, idea, and strategy to address social, economic, and environmental challenges.

COURSE INFORMATION:

PLSC 380 builds on the foundations of PLSC 280 to advance the centrality of landscape to the organization, function, and equity of our designed landscapes. As we develop greater sophistication in our design proposals and incorporate our gained knowledge of ecological, cultural, social, and economic systems we must advance our representation and communication abilities. We will explore the site more deeply as a point of activation. Where from an urban community standpoint, a post-industrial site littered with legacy pollution, a site designed for outdoor recreation with the goal of enhanced ecological function, or on outdoor learning environment that converts mown turf to biodiverse, ecologically sensitive experiential learning opportunities. We will be embracing natural systems as models of functionality, form, and process; design explorations will employ softness, porosity, and change over time as means of achieving high performance sustainable, equitable, and resilient landscapes. The course emphasizes studio culture and exploration, experiential learning through research, design and visualization, collaborative problem solving, and representational skills.

COURSE APPROACH:

PLSC 380 is a course that will advance through a series of exercises and design projects to develop skills and reinforce course content fundamental to the analysis, design, and development of a variety of scales in the landscape. Readings and online content will be assigned for enrichment and to gain a broader perspective on landscape design. The design projects are intended to measure graphic and design skills, and total synthesis and comprehension of course material.

COURSE COMMUNICATIONS:

Interactions between the students and instructor, including submitting assignments, sharing course readings, and media content, will be facilitated through CANVAS. For technical issues, contact the OIT HelpDesk via phone (865) 974-9900 or online at <http://help.utk.edu/>.

LEARNING ENVIRONMENT:

This course will utilize several teaching methods during the course of the semester. These may include: Studio, lectures and demonstrations, self-directed readings, hands-on service and experiential learning, class discussion, professional practice and design criticism through the lens of sustainable, equitable, resilient, and ecologically informed landscape design.

STUDENT LEARNING OUTCOMES/OBJECTIVES:

- To further develop an understanding of contemporary theory and application related to sustainable, resilient, and ecologically driven landscape design.
- To heighten the student's sense of awareness of the total landscape including the role of the landscape design in stewarding and enhancing environments
- To introduce design as an intellectual pursuit and a systems thinking process and to apply the concepts of art, design, and sustainable practices to site specific projects / assignments.
- To give students appropriate graphic communication skills to enable them to gain confidence in more advanced design studios leading to potential internships or studies in landscape architecture.
- To learn professional practices including the sharing of ideas, working alone and in teams, work ethic, and time management.
- To establish a strong studio culture and advance the fundamentals of design literacy.
- To build upon knowledge acquired from previous coursework and experience.
- To prepare students for the rigors of subsequent design courses.
- To advance dialogs related to professional ethics, environmental and social justice, and the responsibilities of contemporary designed landscapes

HOW TO BE SUCCESSFUL IN THIS COURSE:

Successful completion of this course entails commitment to class attendance, studying course materials, participation in class discussions and activities. Course grades will be earned through projects, exams and quizzes, attendance, and participation. It is highly recommended that students read and study course materials in preparation for class and be prepared to ask and answer questions during class.

An additional note: Practice, practice, practice. Whatever techniques we learn, design, drawing, rendering, etc. will require practice to get good and consistent at. We all like to be good at things and often when that doesn't come easily we avoid those areas. We rationalize our shortcomings and make excuses. I am no different. We all must commit to fully embracing the challenges that design provides us. That is the true path to mastery.

DESIGN PROJECTS:

In addition to the practicum two design projects will be assigned that will be related to sustainable landscape planning and design. This assignment will be analytical in nature and will require you to apply knowledge and skills developed during previous units in the course.

COURSE STRUCTURE INCLUDES...

- Design thinking and process, formal and spatial vocabularies
- Studio culture, including presentation, critique and review process
- Ecological systems, ecosystem services and the consequence of design decisions
- Design of vegetative systems and specification of plant material
- Visualization, drawing, and exploration in relation to sustainable landscape design, digital drawing, representation and their applications such as:
 - » Topographic Systems
 - » Vegetative Systems
 - » Hardscape Systems
 - » Stormwater Management Systems
 - » Biodiversity Enhancement
 - » Contemporary theory and context
 - » Application strategies
 - » Ethics, Social and Environmental Justice, Professional Responsibility
 - » Creation, implementation, interpretation, and analysis

COURSE OUTLINE:

- I. Graphic Communication Skills
 - A. Material Representation
 - B. Use of Scales
 - D. Reading Landscape Documents
 - E. Other Related Graphics & Media
- II. Technical Skills
 - A. Refine workflows for seamless analog to digital cyclical feedback loops
 - B. Refine AutoCAD skills
 - B. Introduction to multiple digital and analog representational techniques
 - C. Introduction to Adobe CC (Photoshop, Illustrator, and InDesign)
- III. Design Process and Synthesis
 - A. Concept Development
 - B. Site Planning and Design
 - C. Document Composition

TEXTS/RESOURCES/MATERIALS:

REQUIRED:

Resources and Materials: Laptops with AutoCAD, Adobe CC, 18” roles of tracing paper, sketchbook, drafting dots/tape, pens/markers, architect and engineering scales and your studio materials from 280 as needed.

Reading: Required readings will be assigned by the instructor each class as determined appropriate. Additional readings will be shared by way of CANVAS. The course reading list includes, but will not be limited to:

- * Rainer, T., West, C., *Planting in a Post-wild World: Designing Plant Communities for Resilient Landscapes*, Timber Press, Portland, 2015
- * Beck, T., *Principles of Ecological Landscape Design*, Island Press, Washington DC, 2013
- Weaner, L., Christopher, T., *Garden Revolution: How our landscape can be a source of environmental change*, Timber Press, Portland, 2016
- Sustainable SITES Initiative SITES v2 Rating System and Scorecard available free: <https://www.usgbc.org/resources/sites-rating-system-and-scorecard>

* required for purchase by students

UTK Library Permalinks:

Planting in a Post-Wild World: https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/1o769mb/alma9925944098102311

Principles of Ecological Landscape Design: https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/1o769mb/alma9924317360102311

Nature's Best Hope: https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/1o769mb/alma9925885557002311

Sowing Beauty Designing Flowering Meadows from Seed: https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/1o769mb/alma9925944098002311

RECOMMENDED:

Reading:

Residential Landscape Architecture Design Process for the Private Residence, by Booth and Hiss ISBN 0-13-775354-3

Use this link to access books and supplemental materials:
<https://libguides.utk.edu/sustainablelandscapearchitecture>

COURSE REQUIREMENTS, ASSESSMENTS, AND EVALUATIONS:

Grades will be assigned according to a point accumulation format. The grade scale will be based on the number of points accumulated as a percentage of the total possible. The following breakdown and grade scale will be used as a guide; however, circumstances may dictate slight revisions.

POINT BREAKDOWN:

In-Class Exercises	— — — — — — — — — — — — — — —	100 pts
Quizzes (5x20pts)	— — — — — — — — — — — — — — —	100 pts
Student Design Projects (3x100pts)	— — — — — — — — — — — — — — —	300 pts
Sketchbook (5x20pts)	— — — — — — — — — — — — — — —	100 pts
Midterm	— — — — — — — — — — — — — — —	100 pts
Final Project	— — — — — — — — — — — — — — —	200 pts
Attendance, Participation and Respect	— — — — — — — — — — — — — — —	100 pts
TOTAL	— — — — — — — — — — — — — — —	1000pts

***PLEASE NOTE:** I do not accept late work. Projects turned in after deadline will not be graded and will receive a 0 as a score.

<p>Final Grade Scale:</p> <p>94% or greater A</p> <p>90 - 93% A-</p> <p>87 - 89% B+</p> <p>84 - 86% B</p> <p>80 - 83% B-</p> <p>77 - 79% C+</p> <p>74 - 76% C</p> <p>70 - 73% C-</p> <p>67 - 69% D+</p> <p>64 - 66% D</p> <p>60 - 63% D-</p> <p>59% or lower F</p>	<p>‘A’ - Outstanding: This student displays a mastery of the subject matter. All required work is complete and demonstrates a superior understanding of the issues and skills involved in the project and applies them appropriately. The individual consistently demonstrates initiative and inquiry and goes above and beyond instructor expectations. Assignment materials are superior in content and craftsmanship and communicate information clearly. The individual consistently participates and is actively engaged in the class.</p> <p>‘B’ - Good: The quality of the student’s work and participation is above average, but lacks the thorough rigor of excellent work.</p> <p>‘C’ - Average: The quality of the student’s work and participation work does not exceed expectations. The work is satisfactory, but does not display a mastery of the subject matter.</p> <p>‘D’ - Poor: The basic expectations of each student have not been met. The work has obvious shortcomings. There is little effort put forth in the class, and no mastery of subject matter. Course may not be used to satisfy degree requirements.</p> <p>‘F’ - Failing: Almost no effort has been put forth by the student demonstrated by both process and product. Course may not be used to satisfy degree requirements.</p>
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All assignments will be submitted as PDFs with the following naming convention:

PLSC####_Project/Assignment#_MMDDYYYY_FirstNameLastName.pdf

e.g. PLSC280_Project01_08292021_HideoSasaki.pdf

Students that do not use this naming convention will have **10 pts deducted** from their submission grade

ATTENDANCE POLICY:

Punctuality, attendance, active participation, and overall effort during the course is basic professional behavior, expected of all students, and is reflected in your final grade. All students begin the semester with an “A,” 100/100 points, for attendance, participation and respect. Students will lose 10 points from this score for every absence, which will be recorded through participation in-class exercises and/or snap quizzes, or for each gross tardy: more than 15 minutes late. Students who are absent will be accountable for the day’s content. They may contact the instructor or their classmates in order to acquire the necessary information.

Students who are observed to be disengaged from class, are not participating or otherwise disrespectful to the professor or their classmates will also have points deducted from their attendance grades.

ACADEMIC INTEGRITY:

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

COURSE FEEDBACK:

Students are encouraged to provide the instructor with feedback over the course of the term using CANVAS, email, and other interactive means such as real-time, in-class polling.

UNIVERSITY CIVILITY STATEMENT:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

DISABILITY SERVICES:

"Any student who feels s/he may need accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

YOUR ROLE IN IMPROVING TEACHING & LEARNING THROUGH COURSE ASSESSMENT:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY CAMPUS RESOURCES FOR STUDENTS:

[Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)

[Course Catalogs](#) (Listing of academic programs, courses, and policies)

[Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)

[OIT HelpDesk](#) (865) 974-9900

[Schedule of Classes/Timetable](#)

[Student Health Center](#) (visit the site for a list of services)

[Student Success Center](#) (Academic support resources)

[Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)

[University Libraries](#) (Access to library resources, databases, course reserves, and services)

Unusual circumstances may result in a change of teaching modality.

The instructor reserves the right to revise, alter or amend this syllabus as necessary.