

AGH 333 sec. 2 - Landscape Design Course Syllabus

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Required Texts: Landscape Design, Fifth Edition by Leroy Hannebaum
Landscape Plants: Their Identification, Culture and Use by F.M. Bridwell

Attendance: Roll will be taken each lecture period. You are responsible for the information covered in class.

Exams: Lecture - There will be one 150 point mid-term and one 150 point final.

Make-up Exams: Make-up exams must be scheduled prior to the class exam date. Failure to give notice that you will miss an exam prior to when it is given will result in a 10% reduction in exam grade.

Lab: Lab will consist of a service-learning project that is summarized below (or a non service-learning paper option). There will be approximately 300 total lab points possible, of which 150 points are possible for the hands-on landscape planting portion of the service-learning project. As part of the lab requirement, students will keep a reflection journal.

Service-Learning Project: A significant part of this course is devoted to designing and implementing a landscape design. As the service-learning portion of the Landscape Design course, we will implement (plant) the final design through a hands-on experience at a non-profit organization. Most of the planting will take place during scheduled class time when the class will meet at the non-profit organization's site. Dates that the class will meet at the service-learning project location will be announced during the regular lecture time. If you are unable to attend class, you can call or e-mail me so that I can pass information on to you.

To aid in the analysis of the planting experience, students will keep a **reflection journal** documenting activities, observations, and problems encountered and solved through problem-solving techniques learned in class. Through course discussions and synthesis sessions with the instructor after working at the non-profit site, students can move to a higher level of understanding Landscape Design. Journals will be handed in on a monthly basis for review.

Community Partners: We will partner with some or all of the following non-profit agencies during the Service-Learning Project: The Child Advocacy Center, Discovery Center of Springfield, Springfield Conservation Nature Center, or possibly others. Students will be engaged in at least 15 hours of Community Service.

Grading: Achieve 90% or more of total points = **A**; achieve 80-89% of total points = **B**; achieve 70-79% of total points = **C**; achieve 60-69% of total points = **D**; achieve less than 60% of total points = **F**.

Late Policy: Lab assignments turned in after the due date will lose 5 points per school day (M-F). *No assignments will be accepted beyond two weeks after the due date.*

Citizenship and Service-Learning (CASL) at SMSU: A CASL representative will come to our class for a required orientation. Class date to be announced. The CASL office is located at Plaster Student Union 209. For more information about the program call 836-5774 or e-mail ServiceLearning@smsu.edu. CASL web page is located at <http://www.smsu.edu/casl/>.

The service-learning component in this course is to clarify and enhance understanding of course goals and objectives.

Disability Accommodation Policy: To request academic accommodations for a disability, contact Disability Services (DS), Plaster Student Union, Suite 405, (417) 836-4192 (voice); (417) 836-6792 (TTY) <http://www.smsu.edu/disability>. Students are required to provide documentation of disability to DS prior to receiving accommodations. DS refers some types of accommodation requests to the Learning Diagnostic Clinic (LDC). The LDC also provides diagnostic testing for learning and psychological disabilities. A fee is charged for testing. For info, contact the LDC (417) 836-4787; <http://www.smsu.edu/contrib/ldc/>.

Nondiscrimination Policy: "SMSU is an equal opportunity/affirmative action institution, and maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to Jana Long, Equal Opportunity Officer, Carrington 128, (417) 836-4252. Concerns about discrimination can also be brought directly to your instructor's attention, and/or to the attention of your instructor's Department Head."

Academic Integrity Policy: "All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student detected participating in any form of academic dishonesty in this course will be subject to sanctions as described in *Student Academic Integrity Policies and Procedures* <http://www.smsu.edu/acadafr/AcademicIntegrity.html> also available at the Reserves Desk (Meyer Library), and in abbreviated form in the *SMSU Undergraduate Catalog*. It is your responsibility to read and understand SMSU's *Student Academic Integrity Policies and Procedures*."

Supplies Needed For Landscape Design-AGH 333 sec. 2

- A **journal** is required for the service-learning option in this class and may be purchased at the Information Desk at the SMSU Bookstore for \$2.99. It is titled *Service Journaling: A Guided Journal for Service-Learning and Community Service Students*.
- **Ruler** with divisions in 1/16” and 1/10” (\$1.35 at SMSU Bookstore).
- **Protractor** (about \$0.79 at SMSU Bookstore).
- 1 or 2 sheets of **paper** at least 18” x 24” or larger. Any type of paper may be used for the rough drafts, if it is the correct size.
- **Vellum** or similar tracing paper 18” x 24” that allows for tracing the final project. (Vellum paper 18” x 24” is available at the SMSU Bookstore for about \$0.75 ea.)
- **OPTIONAL - Circle template** for drawing circular outlines of symbols (about \$4.50 at SMSU Bookstore).
- **OPTIONAL - Drawing triangle**, preferably with at least 12” on one side. If you do not purchase or have access to a T-square then it is highly recommended to have a drawing triangle (about \$3.25 at SMSU Bookstore).
- **OPTIONAL - A 24” T-square** is optimal. You may substitute a **drawing triangle** (above), or another drawing tool—the goal is to have a drawing tool that is at least 12” long, preferably 24” long. Some T-squares will be available for use during lab time (about \$13.95 at SMSU Bookstore).
- **OPTIONAL - French curve** for planting bed outlines, curved walks, etc. These templates are available in flexible and non-flexible style. Hobby Lobby and Office Depot have them at a reasonable price. Some will be available for use during lab time (about \$6.50 at the SMSU Bookstore).

Textbook and Course Material

Topic	Text
Introduction to Landscape Design.....	Hannebaum, Chapter 1
Techniques and Principles of Landscape Design.....	Hannebaum, Chapters 2, 3, 6, 7, 8, 9, 10
Landform Alterations, Terraces, Retaining Walls.....	Hannebaum, Chapters 4, 5
Specialized Landscapes and Landscape Features:.....	Hannebaum, Chapters 11
Xeriscape	<i>(Not all of these topics are covered in the book. Some will be covered with lecture and handout material).</i>
Embellishments	
Naturescaping	
Prairie and Wildflower Garden	
Butterfly Garden	
Rock Garden	
Cutting Garden	
Business, Rental and Large properties.....	Hannebaum, Chapter 12
Role of the Designer/Salesperson.....	Hannebaum, Chapter 14
Specifications, Estimations, Bids; Selling Designs.....	Hannebaum, Chapter 13

Campus Learning Objectives:

The community of scholars that is Southwest Missouri State University is committed to developing educated persons. It is believed that educated persons will accept responsibility to act in accordance with the following principles:

- Practicing personal and academic integrity.
- Being a full participant in the educational process, and respecting the right of all to contribute to the “Marketplace of Ideas.”
- Treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it.
- Being a steward of the shared resources of the community of scholars.

SMSU’s purpose is “to develop educated persons.” The characteristics of the educated person are clear, assessable, and recognizable:

- An educated person is someone who is literate in the broadest sense.
- An educated person has an appreciation for the responsibility of lifelong citizenship and an awareness of global issues.
- An educated person seeks solutions to problems by means of a broad base of knowledge, as well as in-depth mastery of at least one specific academic discipline.
- An educated person has the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.

Specific Content Learning Objectives: A summary of the key points you will learn in this course are:

1. Understands Principles of Landscape Design
 - Reasons for/benefits of landscape design
 - Definition of landscape design
 - Definition of landscape designer and a landscape architect
 - Landscape design vs. landscape decoration
 - Basic steps in landscape design:
 - Site analysis; Owner’s needs analysis; Defining use areas
2. Understands Specialized Landscapes and Landscape Features
 - Xeriscaping
 - Embellishments
 - Naturescaping
 - Prairie and wildflower gardening
 - Butterfly gardening
 - Rock gardening
 - Flower-cutting garden
 - Herb usage and growth requirements
3. Understands Landscape Design Concepts
 - Circulation routes and sidewalk design
 - Compass orientation (North, South, East, and West) in relation to landscapes and designs
 - Proportion or scale of a design
 - How to make a plant key and what goes in it
 - Plant and other material textures
 - Interrelationship of landform, buildings, vegetation, intended use, etc.
 - Use of native plants in a landscape and their benefits
 - Selecting plants for the landscape and their requirements
 - Deciduous vs. evergreen shrubs and trees
 - Asymmetry vs. symmetry
 - Formal vs. informal design
 - Accent plants, specimen plants, and focal points
 - Foundation plantings and mass plantings
 - Focal points
 - Gradation, repetition, and enframement
 - Absolute vs. implied enclosures
 - Sequence/motion
4. Understand Landform Alterations, Terraces, and Retaining Walls
 - Landscape renovation
 - Protecting existing trees during construction and alterations
 - Topographic and contour maps, depicting existing grades and water flow patterns
 - Slope and how it is determined
 - Cut and fill operations
 - Terracing with grading, and with retaining walls
 - Criteria for selecting retaining wall types
 - Use of berms/mounds in the landscape
5. Understands Business, Rental and Large Properties
 - Environmental considerations
 - Advertising/image
 - Enhancement of location