

PLSC 180 Landscape Design, Function and Performance
Fall 2020

Monday + Wednesday 1:00-1:50pm

Modality Fully Online, Synchronous

Course Credit Hours: 2

Faculty Contact Information

Brad Collett, ASLA, PLA

Associate Professor, Department of Plant Sciences

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Office Hour: Fridays, 1:00-1:50pm via ZOOM

Teaching Assistant

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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/>.

Course Description/Information:

Human influence on the landscape is a reflection of culture, technology, values, and societal attitudes towards nature. This course provides an overview of these influences throughout history, examines the ways through which today's society impacts landscape systems, and surveys contemporary strategies through which landscape planners and designers seek to address grand challenges. This course will explore these dynamics in a range of territories including those that are intensely urban, agronomic, protected wildernesses, and all places in-between.

Course Topics Include:

- Survey of landscape history and theory from spiritual, artistic, and wealth-driven beginnings to environmental values and performative potentials
- Survey of contemporary planning and design practices for
 - Rural and Agricultural Land Stewardship
 - Water Resource Protection and Restoration
 - Urban Agriculture
 - Stormwater Management
 - Phytoremediation of Brownfield and Contaminated Sites
 - Wildlife Habitat Creation
 - Public Health and Recreation
- Discussion of the synergies between plant sciences, research and contemporary planning and design practices, and future opportunities to enhance these relationships.

Value Proposition:

The course expands students’ understanding of the designed landscape beyond its aesthetic and horticultural traditions, asserting the relevance of associated disciplines and professions to addressing the preeminent challenges facing contemporary communities, agricultural landscapes and ecosystems, while drawing explicit connections between design practice and allied plant sciences

Student Learning Outcomes/Objectives:

- To expand comprehension of the term ‘landscape;’ landscape as place, landscape as idea and landscape as strategy
- To understand the evolution of landscape design motives through history in city, garden and agricultural contexts
- To understand the context of grand challenges that shape contemporary landscape design theory and practice.
- To identify contemporary design practices and project precedents that demonstrate high performance principles across a range of territorial contexts
- To recognize opportunities for high performance design practices to address current challenges related to a student’s declared concentration, personal interest, or local current events
- To demonstrate the ability to develop and defend a critical position regarding past, current and speculative landscape design approaches and practices
- To recognize relationships between the designed landscape and public horticulture, plant production, botanical and soil sciences, and allied green industries
- To recognize multiplicity of career paths for an individual with an educational background in landscape design and landscape architecture

Course Outline:

Unit	Unit Description
Unit 1: Introduction	What is landscape? An overview of the territories of landscape design practice (beyond the green, beyond the garden), as well as the concept of landscape as strategy to affect contemporary grand challenges.
Unit 2: Design History	What motivates design? A survey of the history of landscape design that includes major periods and approaches towards urban design, agricultural practice, and garden design; the three natures.
Unit 3: Landscape Performance	What functions can the designed landscape serve? A survey of contemporary grand challenges and the potential of the design landscape to avoid and minimize their root causes and manage their symptoms. Case studies of design practices (offices) and project precedents are reviewed. Field trip to project precedent(s) as available and as appropriate (stormwater park, urban farm, soil conservation best practices).
Unit 4 – The Critical Practitioner	What can we do better? With an understanding of past and existing practices of urban, agriculture and garden design practice, students are asked to take a critical position of the same and articulate a (re)new(ed) role for design as it relates to their area of concentrated study in Plant Sciences, their personal interests, and current events.
Unit 5 – Career Pathways	Where to next? An overview of career pathways in landscape design and landscape architecture, and a call to action regardless of academic concentration in PLSC to advocate for the role of design as a complement to their professional practice.

How to Be Successful in This Course:

Student’s Responsibility

- o Be prepared for all class meetings
- o Be actively engaged as a learner in and out of the classroom
- o Be respectful to the professor
- o Be respectful to classmates
- o Abide by the UT Honor Code and Student Code of Conduct

Instructor’s Responsibility

- o Be prepared for all classes
- o Communicate clearly and efficiently with all students
- o Evaluate all fairly and equally
- o Be respectful of all students
- o Create and facilitate meaningful learning activities
- o Behave according to University codes of conduct

Texts/Resources/Materials:

There is no required textbook for this course. Required readings from selected texts, as well as video and other multi-media learning materials will be made available to students enrolled in the course by way of CANVAS.

Major Assignments and Exams:

History Unit Test – A written exam covering history unit lecture information and handout material relating to landscape design history.

Landscape Performance Case Study Project – An interactive case study report of a local landscape documenting its performance benefits and operational characteristics.

CANVAS Discussions – Approximately 10 discussion prompts on lecture and discussion content will be assigned over the course of the semester that ask students to reflect and share thoughts in response to the prompt relative to your major and concentration or personal experiences

Final Exam – A comprehensive written examination covering all course units.

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 and/or Quizzes	100 pts
History Unit Test	100 pts
Landscape Performance Case Study Project.....	150 pts
CANVAS Discussions	100 pts
Final Exam	200 pts
Instructor’s Discretionary Points	50 pts

TOTAL 700 pts

Final Grade Scale:

94% or greater	.....	A
90 – 93%	.....	A-
87 – 89%	.....	B+
83 – 86%	.....	B
80 – 83%	.....	B-
77 – 80%	.....	C+
73 – 76%	.....	C
70 – 73%	.....	C-
67 – 70%	.....	D+
63 – 66%	.....	D
60 – 63%	.....	D-
60% or lower	.....	F

Attendance Policy:

Punctuality attendance and attendance are typically graded dimensions of this class: being present AND engaged on a regular basis is required to be successful in this course. However, due to the pandemic and the increased number of excusable reasons why an individual may be late or unable to attend a class meeting, attendance will not be graded in the Fall 2020 semester. Though not for a grade, attendance will be taken each class to understand individual and collective participation trends and correlations to grade performance.

That said, students are asked to make any and all reasonable efforts to attend synchronous class meetings provided those efforts do not compromise their individual health and safety, that of those with whom you reside or who are in the custody of your care.

If you do miss a class meeting, students are asked to message the instructor through CANVAS before the class meeting, if possible, and watch the recording of the lecture at their earliest possible convenience. Lecture recordings will be posted to the “Studio” section of CANVAS. Students who miss quizzes due to an excused absence will be given an alternate assignment to demonstrate their understanding of course materials.

Students who are observed to be absent on a regular basis without excuse, disengaged from class, are not participating or are otherwise disrespectful to the professor or their classmates will be asked to meet with the instructor outside of class to discuss these observations. If behaviors are not addressed following that meeting, that student may also have points deducted from their instructor’s discretionary grade.

Course Feedback:

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

University Policies:

Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost John Zomchick

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."

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 an 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 and 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)

The Volunteer Commitment:

Vols help Vols.

Volunteers act to protect one another and our broader communities. As we come together as a Volunteer community during a pandemic, everyone is expected to follow the instructions established by the university to protect themselves, to prevent spreading illness to others, and to maintain an on-campus experience, including the following measures:

- Wearing a mask on campus as instructed, including in classrooms.
- Washing hands frequently with soap and water, and using hand sanitizer.
- Practicing social distancing and following protective guidelines when social distancing is not possible.
- Acting quickly to follow instructions for testing and contact tracing.
- Monitoring personal health and following medical instructions.
- Following instructions for cleaning and hygiene on campus.

Being a Volunteer is grounded in leadership and service. Our community will act with courage to protect others, even if it means sacrificing some comforts of a typical campus experience.

I understand that I am expected to follow the university's instructions for protecting myself and the Volunteer community during this pandemic. I will do my part to make our campus a safe and healthy environment.

Social Distancing & Covid-19 Procedures

Due to the fully-online modality of this course, there are no course-specific or university-wide social distancing guidelines or procedures to follow or enforce.

All students are reminded that we have a shared responsibility and play a critical role to make our campus environment healthy and safe for everyone. Students are asked to take that responsibility and role very seriously in their attitude, behavior and example they set for others both on and off campus.

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

PLSC 180 – Landscape Design, Function and Performance
Fall 2020 Course Schedule

The following schedule is subject to change at the discretion of the instructor.

Week 1:	W, August 19:	Course Introduction
Week 2:	M, August 24:	What is Landscape?
	W, August 26:	Landscape History, Formal Gardens pt 1 – Egyptian through Renaissance Gardens
Week 3:	M, August 31:	Landscape History, Formal Gardens pt 2 – Baroque through Cottage Gardens
	W, September 2:	Landscape History, Formal Gardens pt 3 – Japanese Gardens
Week 4:	M, September 7:	Landscape History, Democracy of Landscape in the 19th Century
	W, September 9:	Landscape History, Modern Design in the 20th Century
Week 5:	M, September 14:	Landscape History, Early Environmentalism and the Dynamic Landscape
	W, September 16:	History Unit Exam Review
Week 6:	M, September 21:	History Unit Exam
	W, September 23:	Landscape Performance: Toward a New Horticulture
Week 7:	M, September 28:	Landscape Performance Module 1: Post Industrial Landscapes
	W, September 30:	Landscape Performance Module 1: Landscape Strategies
Week 8:	M, October 5:	Landscape Performance Module 2: Fragmented, Degraded and Destroyed Habitat
	W, October 7:	Landscape Performance Module 2: Landscape Strategies
Week 9:	M, October 12:	Landscape Performance Module 3: Water Resource Stewardship
	W, October 14:	Landscape Performance Module 3: Landscape Strategies I
Week 10:	M, October 19:	Landscape Performance Module 3: Landscape Strategies II
	W, October 21:	Modules 1-3 Review
Week 11:	M, October 26:	Landscape Performance Module 4: Public Health
	W, October 28:	Landscape Performance Module 4: Landscape Strategies I
Week 12:	M, November 2:	Landscape Performance Module 4: Landscape Strategies II
	W, November 4:	Landscape Performance Module 5: Climate Change
Week 13:	M, November 9:	Landscape Performance Module 5: Landscape Strategies
	W, November 11:	Performance of Appearance: Aesthetics and the New Horticulture
Week 14:	M, November 16:	Careers Paths + The Critical Practitioner
	W, November 18:	No Class – LAR Final Reviews
Week 15:	M, November 23:	Exam Review
	W, November 25:	No Class – Enjoy your Thanksgiving!
Finals Week:	W, December 9:	Final Exam, 3:30-6:00pm