

PLSC 421

NATIVE PLANTS IN THE LANDSCAPE

COURSE DESCRIPTION:

Native plants and plant communities as a basis for landscaping and environmental restoration. Weekly lecture coupled with either an outing or service practicum. Study and work sites will primarily be demonstration projects of the UT Environmental Landscape Design Lab. They may include: local schoolyard habitats, greenways, wetlands, stream banks, and shorelines.

INSTRUCTOR:

Garry Menendez, ASLA, Registered Landscape Architect, Associate Professor

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103 Environment & Landscape Laboratory Phone: 974-0216

REFERENCES:

Wildflowers & Plant Communities by Timothy Spira

Gardening with Native Plants of Tennessee by Margie Hunter

COURSE OBJECTIVES:

Upon completion of this course students should have a general knowledge and understanding of:

1. Plant communities as indicators of site conditions and as a basis for establishing a plant palette for gardening or ecological restoration.
2. An extensive selection of native plant species of the region including their identification, traditional use, cultural preferences, ecological attributes, habitat value, and potential in landscape development.
3. The issue and impact of invasive exotic species as related to landscape management and ecosystem integrity.
4. The role of natural succession in environmental restoration.
5. Establishment and management considerations in working with native landscapes such as woodlands, wetlands, riparian buffers, rain gardens, and meadows.
6. Conservation issues relating to native plants in our landscapes and developed areas.
7. The role of native plants in strategies relating to contemporary applications and issues relating to sustainability.

COURSE OUTLINE:

- I. Introduction
 - A. Sustainable Landscape Principles and Practices
 - B. Plant Communities and Habitat Types
 - C. Performing an Ecological Profile Analysis
 - D. Invasive Exotics and other Conservation Issues

- II. Landscape Restoration with Natives
 - A. Projects and Case Studies
 - B. Field Outings
 - C. 'Service Learning'

- III. Gardening with Natives
 - A. Plant Identification
 - B. Cultural Preferences
 - C. The Design Process
 - D. Nursery Trends and Availability

COURSE APPROACH:

The intent of the course is to couple academic study with field and project experiences that reinforce classroom teaching. The area of environmental restoration is uniquely suited to this format, and such 'service learning' provides important benefits to the community or region. Also, the knowledge and enjoyment of gardening with natives is an indirect benefit. Outings to observe various habitat types, plant communities, or other landscape projects will supplement the 'service learning' practicum experiences. Van transportation may be provided to travel as a group for any off-campus outings depending on funding. (There is a possibility that we may need to carpool to some of the closer sites).

TESTS

A series of tests will be given, primarily to encourage the ongoing study, identification and cultural preferences of our regional native plants. The coverage will be limited in scope to information given in lecture coupled with a 'Blackboard' image library provided for review.

GROUP STUDY PROJECT:

A special project will be assigned early in the semester to encourage and guide the field study of plant communities and plant ecology. Groups will be chosen at random and will be charged with identifying a local site which will be studied and analyzed in order to prepare a "native" landscape design using the plants studied throughout the course. More details will be given in a separate assignment sheet.

ATTENDANCE/CLASS PARTICIPATION:

Due to the approach of the class and the minimal number of class sessions, attendance and class participation are especially important to continuity and teamwork. Attendance records will be kept and deductions made for each absence. (As a guide, 5 points will be deducted from point total for each missed lecture and 10 points for each missed lab).

GRADUATE CREDIT:

Any student taking this course for graduate credit will be assigned additional readings from *The Native Landscape Reader* by Robert Grese and will be expected to report and discuss these on a date to be determined. This is in addition to any requirements outlined in this syllabus.

PERFORMANCE EVALUATION:

Grades will be assigned according to a point accumulation format. The following breakdown and grade scale will be used as a guide;

Point Breakdown:

Tests.....	544 pts
Attendance and Class Participation.....	56 pts
Group Study Project.....	200 pts
 TOTAL.....	 800 pts

Grade Scale:

92% - 100	736 – 800.....	A
89 – 91%	712 – 735.....	A-
86 – 88%	688 – 711.....	B+
82 – 85%	656 – 687.....	B
79 – 81%	632 – 655.....	B-
76 – 78%	608 – 631.....	C+
72 – 75%	576 – 607.....	C
69 – 71%	552 – 575.....	C-
66 – 68%	528 – 551.....	D+
62 – 65%	496 – 527.....	D
59 – 61%	472 – 495.....	D-
< 61%	472 or less.....	F

COMMUNICATION:

You will be expected to make use of articles and other materials available on the Canvas site. You will also be expected to check your UT email occasionally for updates and messages regarding class schedules, projects, etc.

GENERAL UT POLICY

UNIVERSITY CIVILITY STATEMENT -- <http://civility.utk.edu/>

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. 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.”

EMERGENCY ALERT SYSTEM -- <http://safety.utk.edu/>

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for [UT Alerts](#). Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

Each student is responsible for his/her personal integrity in academic life and for adhering to UT's Honor Statement. The Honor Statement reads: "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."

YOUR ROLE IN IMPROVING THE COURSE THROUGH 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.

STUDENTS WITH DISABILITIES -- <http://sds.utk.edu>

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Student Disability Services (SDS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. Student Disability Services will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

ACCESSIBILITY POLICY AND TRAINING – <http://accessibility.utk.edu>

WELLNESS -- <http://counselingcenter.utk.edu/> and <http://wellness.utk.edu/>

The Student Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. **The Center for Health Education and Wellness** manages *974-HELP*, the distressed student protocol, case management, the *Sexual Assault Response Team*, and the *Threat Assessment Task Force*.

SOCIAL DISTANCING & COVID-19 PROCEDURES –

Students are required to wear face masks at all times and maintain social distancing (6 feet between individuals in traditional classrooms, or, in instructional laboratories and similar settings, only a few minutes in closer proximity when absolutely necessary to achieve learning objectives). Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home.

Instructors have the right to ask those who are not complying with these requirements to leave class in the interest of everyone's health and safety. In the event that a student refuses to comply with these requirements, the instructor has the right to cancel class.

Additionally, following other simple practices will promote good health in and out of the classroom, such as frequent and thorough hand washing, wiping down desks and seats with disinfectant wipes whenever possible, not sharing personal items such as pens and cell phones, and avoiding crowded hallways and other enclosed spaces.

The Volunteer Creed reminds us that we bear the torch in order to give light to others. As Volunteers, we commit to caring for one another and for the members of the communities in which we live, work, and learn. This semester, the University asks that we all demonstrate the Volunteer spirit by following these and other health guidelines and requirements.