Master of Landscape Architecture Core Curriculum

Arch 538 Planting Design

Units: 3
Fall 2018
Day and Time
Thursdays 12:30pm to 3:20pm

Location: Harris 102

Instructor: Dr. Denise Buchanan
Office Hours Meeting Location: TBD
Office Hours: 10am - 12noon Thursdays (by appointment)

Contact Info:
Dr. Denise Buchanan
Email: sacredgardens27@gmail.com
Tel: 310-980-2770

Course Description
Gaining mastery over the use of plants and the design intent of plants in the landscape is crucial to the success of any landscape project. This Course will introduce students to design principles and cultural, technical and ornamental criteria and concepts for effective landscape planting design. Students will develop a greater understanding of the major challenges of societies towards the built environment and expanding urban populations through course materials and through working on group projects from planning to implementation.

Learning Objectives
Learning will be achieved through lectures, discussions, assignments, group projects, campus planting identification walks and field trips. Lectures will incorporate a series of weekly exercises, quizzes, videos and readings. Students will demonstrate knowledge of:

1) History of cultural form influencing landscape planting design
2) Principles and Elements of planting design
3) Identifying opportunities and constraints for effective planting design
4) Plant characteristics, ecology and placement
5) Emerging trends and influencers in landscape planting design
6) Sustainable landscape design and planting practices
Prerequisite(s): Arch 537 or permission of the instructor

Course Notes
Planting design is an essential tool in shaping the environment in which we live. The diversity of plant material, social and cultural contexts, perceptions, intentions and global forces all influence the expression of what is being created when we choose to design with plants. This course provides a deep dive into the exploration of form and planting design and develops a wholistic perspective which can be applied to design the ever-changing world of our habitable landscape.

Technological Proficiency and Hardware/Software Required
Students will utilize MS Word, Excel, Adobe Photoshop, hand drawing and GIS software to research and develop planting design concepts. Some physical modelling will be included in planting design exercises.

Required Readings and Supplementary Materials

Required Text:

Readings will be distributed from the following supplemental texts:
1) Jellicoe, Geoffrey & Susan. The Landscape of Man, Thames and Hudson, LTD., 1982

Plant Reference Material:
1) http://arnoldia.arboretum.harvard.edu/
2) Sunset Western Landscaping: 2nd Edition
3) Sunset Western Garden Book, latest edition
4) Bornstein, Carol; Fross, David, and O’Brien, Bart. California Native Plants for the Garden, Cachuma Press
5) Perry, Bob. Landscape Plants for California Gardens. Land Design Publishing

Description and Assessment of Assignments
1) In class quizzes
2) 3 Field Trip Reports
3) Research Assignment: (Assemble plant image library)
4) Group Project: Planting Design Physical Modeling
**Attendance and Grading Policy**

Attendance is required for all lectures, campus plant identification walks and off-campus field trips. Absence from field trips cannot be made up as these were organized by special arrangements.

Any student not in class within the first 10 minutes is considered tardy, and any student absent (in any form including sleep, technological distraction, or by leaving mid class for a long break) for more than 1/3 of the class time can be considered fully absent. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival. Being absent on the day a project, quiz, paper or exam is due can lead to an “F” for that project, quiz or paper (unless the faculty concedes the reason is due to an excusable absence for personal illness/family emergency/religious observance).

More than one absence can result in the lowering of the course grade by 1/3 for each additional absence up to a maximum lowering of 1 letter grade in the course. Classroom activities missed during an absence must be completed prior to the next class. All late work must be submitted no later than one week following the posted deadline and can receive a maximum 90% value. See full attendance statement at: http://arch.usc.edu/People/SchoolGovernanceDocuments

It is required that proper professional etiquette be displayed by attending the presentations of each of your classmates. Professional conduct requires that you manage your time in such a way that is not disrespectful to others. Participation in class discussions is required and your participation will constitute part of your grade. The basis for the course grade is divided among the following activities.

**Grading Breakdown**

Points are assigned for all assignments, reports, quizzes, projects and exams. Grades for each assignment, project and exams for the course is based upon the following scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Quizzes</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3 Field Trip Reports</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>1 Research Assignment</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Final Project</td>
<td>70</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>200</td>
<td>100</td>
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**PERCENTAGE BREAKDOWN**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>86-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-85%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>76-79%</td>
<td>C+</td>
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<tr>
<td>73-75%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>66-69%</td>
<td>D+</td>
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<tr>
<td>63-65%</td>
<td>D</td>
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<tr>
<td>60-62%</td>
<td>D</td>
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</tbody>
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Syllabus for COURSE- Arch 538 Planting Design, Page 3 of 7
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverable/ Due Dates</th>
</tr>
</thead>
</table>
| **Week 1**| 1. Course Introduction/ overview  
2. Project Review  
| August 23 | 1. In Class Quiz 1  
2. Project Selection/Discussion  
3. Planting Design Methodology:  
| **Week 2**| 1. Planting Design Methodology cont’d:  
| August 30 | **Field Trip with Guest Lecturer:**  
(To be confirmed)  
Calvin Ahbe, Principal  
AHBE LANDSCAPE ARCHITECTS  
617 West Seventh Street, Suite 304, Los Angeles, CA 90017  
Guest Lecture on:  
Comparative elements of Historic Cultural Landscapes, Healing Gardens and Parks/Recreation/Playgrounds |                                                                                                           |                        |
| **Week 4**| 1. Planting Design Structure cont’d:  
| Sept 13   | 1. Planting Design Structure cont’d:  
| Week 6  | Sept 27 | Field Trip: Sustainable Landscaping: Airport Avenue Demonstration Garden-3200 Airport Avenue, Santa Monica, CA and new Ishihara Park  
|---------|---------|------------------------------------------------|-----------------------------------------------|-------------------------|
| Week 9  | Oct 18  | 1) In-class Quiz 2  
| Week 10 | Oct 25  | Field Trip: USC Campus Parks | | |
| Week 11 | Nov 1   | 1) In class Quiz 2  
2) Lecture/Discussion: Future trends in planting design – green urban infrastructure, therapeutic gardens, urban agriculture, green roofs, green facades, green streets | | Field Trip Report 3 due |
| Week 12 | Nov 8   | Lecture/Discussion: Influencing cultural themes as planting design templates | | Research Assignment Due |
| Week 13 | Nov 15  | Student Presentations of Research Assignments/ Discussion | | |
| Week 14 | Nov 22  | Thanksgiving Holiday | | |
| Week 15 | Nov 29  | Last Class  
1) Presentation of Group Projects in class | | Group Projects Due |
USC Critical Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Mon August 20</td>
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<tr>
<td>Labor Day</td>
<td>Mon September 3</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Wed-Sun Nov 21-25</td>
</tr>
<tr>
<td>Classes End</td>
<td>Fri November 30</td>
</tr>
<tr>
<td>Study Days</td>
<td>Sat-Tue Dec 1-4</td>
</tr>
<tr>
<td>Exams</td>
<td>Wed-Wed Dec 5-12</td>
</tr>
</tbody>
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Statement on Academic Conduct and Support Systems

**Academic Conduct:**
This course supports the goal of USC to maintain an optimal learning environment. Students are expected to do their own work and follow general principles of academic honesty including respect for the intellectual property by citing sources of information and ideas that are incorporated into written papers and exercises in this course. All students are expected to understand and abide by the Student Conduct Code found in Scampus, the Student Guidebook.

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in Scampus in Section 11, Behavior Violating University Standards [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions). Other forms of academic dishonesty are equally unacceptable. See additional information in Scampus and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu](http://equity.usc.edu) or to the Department of Public Safety [http://adminopsnet.usc.edu/department/department-public-safety](http://adminopsnet.usc.edu/department/department-public-safety). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men [http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

**Support Systems**
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose
primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.