

# FALL PLANTS



time	MW 10:00-11:50am, F 9:00-11:50am
location	Lawrence Hall room 231 with outdoor meeting locations TBA
credits	4
instructor	Arica Duhrkoop-Galas office: Lawrence Hall 212, office hours by appointment email: aricad@uoregon.edu
class description	<i>Fall Plants is the first of the three-term long Plants sequence. It is an introduction to plants from the point of view of the landscape architect or architectural designer. We focus this term on native plant communities and deciduous trees. The Monday and Wednesday classes are taught out-of-doors on campus, and the first five three-hour Friday classes are local plant communities field trips. The class is open to all majors and may be taken as an independent class or as the first class in the Plants sequence. The course will weave together the threads of plant ID, plant care, plant selection, planting design and restoration. Plant identification focuses on deciduous trees and shrubs, groundcovers and perennials, with the intention of understanding how plants may be used in design to support both human needs and ecosystem functions.</i>

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*Sketchbook/Journal assignments will help students learn to identify plants via leaf morphology, bud and twig characteristics, and fruit, as well as practicing a series of drawing exercises and tracking fall color through the quarter. Assignments may be customized to suit various fields of study, for specific majors. Contact instructor prior to enrollment.*

*Field Trips will introduce students to a variety of ecotypes and design scales while learning to read the landscape to determine underlying conditions.*

final project

The final project will be a natural area map exploring plan view graphics and practicing plant identification in the field, while representing native woodland canopy layers and vegetative massing.

learning outcomes

By the end of the term, students should feel confident identifying 95% of the native trees, 85% of the native shrubs and 75% of the ornamental trees commonly found in the Willamette Valley.

The class will focus on learning to identify plants in the field by habitat, fall color, winter bud and silhouette. In addition to identification skills, students will gain an understanding of cultural requirements of the plants and design attributes. Students will become familiar with typical native plant communities and understand basic ecological relationships.

required books

Required books, for use during class and to complete assignments:  
The Plants Reader, compiled by Ann Bettman & Arica Duhrkoop-Galas  
Manual of Woody Landscape Plants, Michael Dirr  
University of Oregon Atlas of Trees, Mande May (also online map pdf)  
*All of these items may be purchased at the bookstore.*

recommended books

*For use as additional resources, several books have been ordered and are available at the bookstore. They are all optional, but we feel they would be particularly helpful to this class and your design work. Select which books you might buy based on your own personal focus and ask if you need guidance. Out of print books may be found online.*

*(Also see bibliography in course packet)*

Plants of the Pacific Northwest Coast, Pojar and Mackinnon

Landscape Graphics, Grant Reid

Pocket Guide to Ornamental Grasses, Darke

Field Guide to Trees of North America, Kershner for NWF

Northwest Trees, Arno and Hammerly

The Sibley Guide to Trees, David Allen Sibley

Trees to Know in Oregon, Herring

The Encyclopedia of Grasses for Livable Landscapes, Darke

Trees for Green Streets, Portland Metro

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recommended supplies 'Prismacolor' colored pencils, 'Rite in the Rain' all-weather writing paper, 5x/10x hand lens, approximately 8.5x11" sketchbook.  
*All of these items may be purchased at the bookstore.*

tentative schedule

Monday (10:00-11:50)	Wednesday (10:00-11:50)	Friday (9:00-11:50)
9/27 Introduction and plants	29 plants	10/1 Field trip- Alton Baker riparian required reading: pp7-67
4 plants <b>journal assignment # 1 due</b>	6 plants	8 Field Trip- Skinner Butte required reading: pp77-99
11 <b>Test #1</b>	13 plants	15 Field Trip- Mount Pisgah <b>journal assignment # 2 due</b>
18 plants	20 plants	22 Field Trip- Amazon woodland practice measuring/ DBH/ canopy <b>journal assignment # 3 due</b>
25 <b>Test #2</b>	27 plants	29 Field Trip- urban forest practice drawing trees
11/1 plants	3 plants	5 Workshop <b>journal assignment # 4 due</b>
8 <b>Test #3</b>	10 plants	12 Lecture: Soils / Planting Issues and Techniques <b>color calendar check in draft</b>
15 plants	17 plants	19 Review Natural Area Mapping project
22 <b>Test #4</b>	24 Review and Drawing Workshop <b>journal # 5 due</b>	26 No Class Thanksgiving Holiday
29 .....	Review Week– no classes .....	

**Test # 5 (optional if no other tests missed) 10:15, Wednesday December 8**

Note: Field trips subject to change. Check your email prior to departing for meeting location. Students are responsible for getting to location; no van transportation will be provided. Field trips allow for travel time to and from campus and conclude in allotted Friday class time.

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grades	<p>Grading is based on percent achievement of 600 total points possible: the best four out of five tests (400 points), Natural Area Mapping Project (100 points), and the five Journal Assignments (100 points). Test scores must average 65 or better to pass the class. Grading rubrics for each assignment to be provided in course packet along with assignment detail. The grading scale is:</p> <table><tr><td>100 %= A+</td><td>90-91= B+</td><td>81-82= C+</td><td>72-73= D+</td></tr><tr><td>94-99= A</td><td>85-89= B</td><td>76-80= C</td><td>67-71= D</td></tr><tr><td>92-93= A-</td><td>83-84= B-</td><td>74-75= C-</td><td>65-66= D-</td></tr><tr><td></td><td></td><td></td><td>64 and below= NP</td></tr></table>	100 %= A+	90-91= B+	81-82= C+	72-73= D+	94-99= A	85-89= B	76-80= C	67-71= D	92-93= A-	83-84= B-	74-75= C-	65-66= D-				64 and below= NP
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			64 and below= NP														
disabilities	<p><b>Students With Disabilities</b></p> <p>If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with one of us soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.</p>																
expectations	<p><b>Academic Honesty Policy</b></p> <p>All work submitted should be your own and originally produced for this course. While there will be times when students are encouraged to work together and assist one another, each student is expected to complete his or her own work individually. Violations will be taken seriously and are noted on disciplinary records.</p> <p>Highest professional standards will be expected and maintained throughout the term. Active in-class participation and progress is very important and is part of a passing grade. This includes research, preparation for and participation in class activities, respecting the rights and property of others, working cooperatively with other students, and completing assignments on time.</p>																
attendance policy	<p>Students are expected to attend all classes and arrive promptly. Everyone in the class should participate in class discussions and reviews and turn in assignments on time. Students must notify instructor of expected absence (only for things like medical emergencies, family bereavement, etc.). It is the responsibility of students to catch up on materials missed.</p>																
deadlines	<p>Projects are due on or before the beginning of the class period of listed due dates, unless otherwise noted. Email the instructor as soon as you can if anything may prevent you from meeting a deadline as scheduled.</p>																
coursework	<p>Please retain copies of all work submitted and the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades</p>																

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have been accurately recorded, it is your responsibility to provide these copies as documentation. Please retain all work, both progress and final, in a digital format. The instructor will inform you when and how to submit this work for archiving during the course of the quarter.

**COVID** Refer to UO requirements for vaccinations. Students may only attend class while wearing a face mask that tightly covers both nose and mouth. Students without masks will be asked to leave. Students with visible flu-like symptoms will be asked to leave. Please do your best to remain 6 feet apart from your classmates whenever possible.

**courtesy** Please set your cell phone on silent during class time. You are welcome to use your smartphone for research purposes provided it does not become a barrier or distraction to your and your classmates' education or the ability of the instructor to teach.

**academic resources** The University's Teaching and Learning Center (TLC) provides various programs, workshops, courses, tutors, and mentors to aid you in your coursework at the University of Oregon.

**academic integrity** The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should complete their own work and not give or receive unauthorized help on assignments without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources with integrity. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:  
<http://library.uoregon.edu/guides/plagiarism/students/index.html>

**accessibility** The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**diversity and equity** The University of Oregon is dedicated to the principles of equal opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirma-

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tion of individual identity within a welcoming community. This course is committed to upholding these principles by encouraging the exploration, engagement, and expression of distinct perspectives and diverse identities. We will value each class member's experiences and contributions and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles in any way. You may also notify the Department of Landscape Architecture at 541.346.3634 or at [landarch@uoregon.edu](mailto:landarch@uoregon.edu). For additional assistance and resources, you are also encouraged to contact the following campus services:

Office of Equity and Inclusion, 1 Johnson Hall, 541.346.3175  
<http://oied.uoregon.edu>

Center on Diversity and Community, 54 Susan Campbell Hall,  
541.346.3212, <http://codac.uoregon.edu>

Bias Response Team, 164 Oregon Hall, 541.346.1134,  
[brt@uoregon.edu](mailto:brt@uoregon.edu), <http://bias.uoregon.edu>

### mental health and wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructors, we care about you and want you to know that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).