

WINTER 2024
LA 465/565
SYLLABUS

MATERIALS II : TOPOGRAPHIC AND PLANTING DESIGN



CRN 22997 & 23011

time MWF 10:00-11:50 am, in person - no remote or asynchronous options

location Lawrence Hall room 231 - some meetings in Lawrence Courtyard

credits 4

instructor Arica Duhrkoop-Galas, Senior Instructor I, ASLA, RLA
office: Lawrence Hall 212, office hours by appointment and immediately before and after class times
email: aricad@uoregon.edu

class description This course will introduce concepts and practice methods of grading and drainage. Following up on landform design work in studio, students will become proficient at the key steps and calculations needed to graphically depict topographic design solutions. Topography also provides information on soil development, vegetation types, and weather patterns - all indicators for plant communities. Using the palette of evergreen trees, shrubs and winter flowering plants this course will practice plant identification and design use, with the lens of ecosystem function. Knowledge builds on Materials I and continues in spring with Materials III, to complete the sequence.
In class lectures, exercises, and outdoor plant walks alternate to support hands on learning and application of plant identification, space definition, grading techniques and graphics.

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assignments

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Journal assignments will investigate needle/scale morphology and practice drawing techniques via a sketchbook.

Work packets will practice landform calculation and design and standard graphics. Students will be responsible for redlining based on provided solutions to engage analytical skills.

final project

The final project will be an illustrative planting plan and plant palette for a park. This year we will be assisting Willamalane with a real-world project; Mack Ruff Jr. Park. Staff and stakeholders will meet with the students in class Friday January 27 and provide a project tour during an optional Saturday January 28 field trip. Students may also visit the site on their own time. Indoor workshops will prepare students for successful space creation, planting design, and presentation work.

learning outcomes

Upon completion of the course with a satisfactory grade, students will be able to:

- read, interpolate, and manipulate contours and spot elevations
- calculate and design for stormwater management
- correctly identify and name around 120 additional plants
- design a series of park spaces and circulation defined by plants
- produce a seasonally balanced plant palette and illustrative planting plan
- apply professional graphics, analyze solutions, present their ideas

referenced books

Grading:

Landscape Site Grading Principles: Grading with Design in Mind - Bruce Sharky

Site Engineering for Landscape Architects 6th ed. - S. Storm, K. Nathan, & J. Woland

Landscape Architecture Construction - Harlow Landphair & Fred Klatt

required books

Plants:

The Pacific Northwest Gardener's Book of Lists – Ray & Jan McNeilan

Sunset's New Western Garden Book

supplies

Recommended supplies:

'Prismacolor' colored pencils, 'Rite in the Rain' all-weather writing paper, 5x/10x hand lens, approximately 8.5x11" sketchbook, engineering scale, red pen or pencil, calculator (basic), drafting pens and pencils.

All of these items may be purchased at the bookstore. Students needing financial assistance with purchases may apply for a subsidy through UO's Basic Needs Program.

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schedule

*subject to change, refer to Canvas and instructor emails

The Schedule:

Monday	Wednesday	Friday
1/8 Introduction + plants Local Natives, part I	10 plants Local Natives, part II	12 Lecture - Western Oregon Transect
15 no class MLK Day	17 Introduction to grading and graphic standards	19 plants Taxus & Opp-leaved Shrubs Journal #1 review
22 Grading workshop 1 contours and slopes slope interpolation	24 plants Evergreen Shrubs	26 Lecture – Parks Journal #2 review
29 Grading workshop 2 pad grading side slopes	31 Lecture - Spaces Workshop - rooms	2/2 no class Shadow Mentor Day
5 plants Winter Flowering Grading packet 1 due	7 Workshop winter interest Guest: Lorrie Zeller	9 Plant ID Test #1
12 Grading workshop 3 swales, crowns, curbs Grading redlines 1 due	14 plants Grasses & grass like	16 Lecture – function & seasonality Workshop – palettes, models
19 plants Late Winter Flowering	21 plants Evergreen Groundcovers	23 Review – Concept, Model & Palette
26 Grading workshop 4 stormwater Grading packet 2 due	28 plants Pines & Asst. Conifers	3/1 Review – Design
4 Grading workshop 5 cut & fill Grading redlines 2 due	6 plants Shrubby Conifers & Ferns	8 Plant ID Test #2
11	R E V I E W W E E K - N O C L A S S	
18	Final exam 10:15am Monday 3/18 – Plant ID optional Test #3	

Note: Schedule subject to change. Check your email prior to departing for meeting location. Students are responsible for reading course updates from instructor - sent via Canvas email.

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technical requirements

Course documents, assignments, and information will be uploaded to Canvas. All your schedules and submittal requirements can be found there. Primary course communication will occur on Canvas. Make sure you have Canvas alerts turned on so you are notified of updates.

To access our course Canvas site, log into canvas.uoregon.edu using your DuckID. If you have questions about using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone (541-346-4357) or by live chat on the Live Help webpage.

grades

BLA grading is based on percent achievement of the total 520 points possible: two plant ID tests (200 points), illustrative planting plan and related materials (120 points), two journal assignments (40 points), two grading work packets (120 points), and two redlines (40 points). MLA grading adds to the above the inclusion of both a grading component and a planting component to external studio work, documentation of which to be uploaded to Canvas during finals week.

Test scores must average 65 or better to pass the class. Grading rubrics for each assignment to be provided on Canvas along with assignment detail. The grading scale is:

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

additional books

Recommended books, for use as additional resources:

Several books have been ordered for Spring term 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.

Trees and Shrubs for Pacific Northwest Gardens 2nd edition - John Grant and Carol Grant

The Encyclopedia of Grasses for Livable Landscapes - Rick Darke

Professional Planting Design - Scott Scarfone

Planting Design Handbook - Nick Robinson Plan Graphics for the Landscape Designer - Bertauski

Gossler Guide to Best Hardy Shrubs - Eric and Marjorie Gossler

Plant-Driven Design - Scott Ogden & Lauren Springer Ogden

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Planting Design, Gardens in Time and Space - Piet Oudolf and Noel Kingsbury

Gardening with Grasses - Michael King and Piet Oudolf

Winter Tree Finder - May Watts

disabilities

Students With Disabilities

If you have a documented disability or anticipate needing accommodations in this course, please make arrangements to meet with the instructor in the first two weeks of the quarter. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.

expectations

Academic Honesty Policy

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.

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 and discussions, respecting the rights and property of others, working cooperatively with other students, following instructions, and engaging respectfully and thoughtfully with others.

attendance policy

Students are expected to attend each session for the full time allotted. Absences beyond that allowed in this policy will require prior approval (only for things like medical emergencies, family bereavement, etc.). If you are feeling ill please do not come to class. Students with visible flu-like symptoms will be asked to leave. Contact the instructor for any for online resources and accommodations to stay on track. It is the responsibility of students to catch up on materials missed.

COVID

Refer to UO requirements for vaccinations and campus closures.

deadlines

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.

coursework

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

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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.

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. No phone use allowed during tests. Please help maintain a quiet learning environment for others.

communication Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Help Everyone Learn: Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

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) 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>

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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.

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 affirmation 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. 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, <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.

Your instructors 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

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get help from one of the specially trained Peer Wellness Advocates.
Find out more at 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 or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).