

## **ECOLOGICAL DESIGN & STEWARDSHIP**

**II:573:445**

Instructor: Dr. Christina Kaunzinger

Spring 2020

Office phone: 848-932-4273

M & Th 10:55-12:15

Mobile phone: 908-418-7824

Blake Hall Rm. 148

E-mail: [christina.kaunzinger@rutgers.edu](mailto:christina.kaunzinger@rutgers.edu)

Office hours by appointment, Blake Hall Rm. 217

### **Course Description**

Ecological landscape design and stewardship can support, conserve and restore the biodiversity and ecosystem functions that underpin environmental health and human wellbeing. As human influence over the planet grows, and as the built environment increases in prominence, the landscapes we design and manage will play an increasingly important role<sup>1</sup> in sustaining our world.

Students will learn the ecological principles behind sustainable landscapes and apply their knowledge to the design and management of the places they live, work and play.

### **Learning Objectives**

1. Apply ecological principles to landscape design and management.
2. Assess sites for appropriate target ecological communities.
3. Mine the ecological literature for plant selection.
4. Communicate across the specialties represented by the course participants.

### **Required Text**

<sup>1</sup>Beck, T. (2013). *Principles of Ecological Landscape Design*. Washington, D. C. :Island Press.  
ISBN-10:1597267023  
ISBN-13:978-1597267021

### **Recommended Resource**

Collins, B. R. and K. H. Anderson. (1994). *Plant Communities of New Jersey*.  
New Brunswick, N. J.: Rutgers University Press.  
ISBN-10:0813520711  
ISBN-13:9780813520711

## Course Schedule

Subject to change based on student interests and realized class pace.

Date	Topic	Assignment (due 12:00am)
Jan. 23	Introduction	
Jan 27, 30	Right Plant, Right Place: Biogeography and Plant Selection	M: Ch 1, TD Th: TD
Feb 3, 6	Beyond Massing: Working with Plant Populations and Communities	M: Ch 2, TD Th: TD
Feb 10, 13	The Struggle for Coexistence: On Competition and Assembling Tight Communities	M: Ch 3, TD Th: TD
Feb. 17, 20	<b>Design Exercise 1</b>	M: Design prep 1 Th: Pres/Disc 1
Feb. 24, 27	Complex Creations: Designing and Managing Ecosystems	M: Ch 4, TD Th: TD
Mar 2, 5	Maintaining the World as We Know It: Biodiversity for High-Functioning Landscapes	M: Ch 5, TD Th: TD
Mar 9,12	<b>Design Exercise 2</b>	M: Design prep 2 Th: Pres/Disc 2
Mar 16-20	Spring Break	
Mar 23, 26	The Stuff of Life: Promoting Living Soils and Healthy Waters	M: Ch 6, TD Th: TD
Mar 30, April 2	The Birds and the Bees: Integrating Other Organisms	M: Ch 7, TD Th: TD
April 6, 9	<b>Design Exercise 3</b>	M: Design prep 3 Th: Pres/Disc 3
April 13, 16	When Lightning Strikes: Counting on Disturbance, Planning for Succession	M: Ch 8, TD Th: TD
April 20, 23	An Ever-Shifting Mosaic: Landscape Ecology Applied	M: Ch 9, TD Th: TD
April 27, 30	No Time Like the Present: Creating Landscapes for an Era of Global Change	M: Ch 10, TD Th: TD
May 4	<b>Design Exercise 4</b>	Design prep 4
Final Exam Period	<b>Presentations</b>	Pres/Disc 4

Thought for the Day (TD, question may be generated by individual, class or instructor)

Mondays: question or comment about the day's reading, due 12:00 am

Thursdays: question or comment about the last period's lecture, due 12:00 am

Design Exercises (specific instructions for each exercise will be distributed in class)

Prep: worksheet/case study/literature review, due 12:00 am

Presentation/Discussion, due electronically at 12:00 am, pin-up in class

## **ATTENDANCE AND GRADING POLICIES**

### **Attendance**

The Department of Landscape Architecture requires attendance in all of its classes. It is each individual student's responsibility to attend each class. When a student does not attend class, it is their responsibility to become familiar with the information they missed. The lecture class has two purposes: (1) First is the exposure to and assimilation of a body of information which relates to the field. (2) Second is the application of this knowledge through discussion and problem solving exercises. Attendance and participation in all lectures and class exercises are essential if the student is to achieve his/her maximum potential. Unless a more strict policy is in place by the individual instructor, more than three unexcused absences will result in a step reduction in your semester grade. Each additional three absences will result in another step reduction.

A good to excellent level of participation involves being prepared at the beginning of class, participation in discussions, involvement in activities, and respectful listening. A minimum level of participation is defined as being in attendance for the entire duration of a class session. Reading newspapers, texting, playing games on one's computer etc. are example of inattentive behavior and do not meet the minimum level of participation. It is the student's responsibility to be in attendance at all required classes and all personal plans should be made in accordance with the schedule.

Students on academic probation have **NO ALLOWABLE UNEXCUSED ABSENCES.**

### **Assignment of Grades**

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

- **A** – Outstanding – This not only means fulfilling the requirements, but impressing and going beyond the initial expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and strong ability to present these ideas in an organized and analytical manner.
- **B** – Very Good – The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner. The projects and in- class performance reveal a solid understanding of the issues and related theories or literature.
- **C** – Acceptable – The student has shown a moderate ability to grasp concepts and theories for the class, producing work that , while basically adequate, is not in any way exceptional. This performance displays a basic familiarity with the relevant literature and techniques.
- **D** – Unacceptable – The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively.
- **F** – Failure – The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance which may indicate that the student is not in the proper field of study.

## **Grading Grid**

“A” = 90 and above

“B+” = 85-89

“B” = 80 - 84

“C+” = 75-79

“C” = 70 - 74

“D”: 60-69

“F” = below 60%

## **ACADEMIC INTEGRITY**

The university's policy on Academic Integrity is available at

<http://academicintegrity.rutgers.edu/academic-integrity-policy> The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

## **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

If you have already established accommodations with the Office of Disability Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not established accommodations, please see the following guidance from the Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## **STUDENT WELLNESS SERVICES**

**Just In Case Web App** <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### **Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### **Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Further guidance from the Title IX Office:

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers

as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit [endsexualviolence.rutgers.edu](http://endsexualviolence.rutgers.edu)

### **Scarlet Listeners**

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

### **Basic Needs Security**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

### **Other Services**

Rutgers has Learning Centers (<http://lrc.rutgers.edu/>) on each campus where any student can obtain tutoring and other help. Rutgers also has a Writing Program (<https://writingctr.rutgers.edu/douglass-writingctr>) where students can obtain help with writing skills and assignments.