

**COURSE NAME; NUMBER; SEMESTER; MEETING DAYS, TIMES, AND PLACE.**

Plants in The Landscape  
16:550:548:01 Fall 2021  
Monday and Thursday 9-12  
148 Blake Hall

**CONTACT INFORMATION:**

Instructor(s): JeanMarie Hartman  
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Office Hours: [Click here to enter text](#)

**COURSE WEBSITE, RESOURCES AND MATERIALS:**

- We will be using Canvas for course organization and communication

**COURSE DESCRIPTION:**

We will meet twice weekly. During each class, we will spend part of the time discussing reading assignments and field/greenhouse observations. The remainder of the class time will focus on projects related to plant identification, field studies, and planting design.

Introduction: Principles of botany and ecological design and a semester long planting design exercise will be introduced during the first lecture. These topics create the infrastructure of the course.

Section 1 We begin with methods of plant identification. The recognition method of plant identification, taught in Landscape Plants I, is an excellent way to get started and we will revisit it. You will become familiar with common identification guides that use numerous organizations to help you identify plants (e.g. dichotomous keys, color guides, physiognomic groups). The goal is to increase your familiarity with common plants and to learn more about how to collect and identify species in a way that you can get help from an expert.

Section 2 We will focus on the interaction of plants with their environment. We will review the relationships between plant characteristics and adaptations to the environment. This section will include at least one botanic greenhouse or garden visit to see desert and tropical collections.

Section 3 In order to relate plant diversity, characteristics, and design, a design assignment will require you to develop a series of small gardens that celebrate plant diversity and plant uses.

**LEARNING GOALS:**

**Goal 1: To graduate students who have knowledge of botany that is adequate to prepare them to work in a broad range of geographic environments.**

- Objective 1.1 Recognition of life form and taxonomic diversity and the way this can be used to promote landscape sustainability.
  - Tactics/Outcomes: lecture, reading assignments, greenhouse visit, plant walk, followed by test.
- Objective 1.2 Understanding of plant physiological functions and their relationship to plant selection and care.
  - Tactics/Outcomes: lecture, reading assignment, experiment, write up of paper or chapter interpretive summary.
- Objective 1.4 Knowledge of plants growth and life history as it relates to changes in appearance and function in long term, large landscape.
  - Tactics/Outcomes: lecture, reading assignment, field study, short written and graphic essay.

**Goal 2: To graduate students who have knowledge of ecosystems functions and processes that is adequate to create designs that will sustain and regenerate landscapes.**

- Objective 2.1 Knowledge of soil structure and proper soil management.
  - Tactics/Outcomes: lecture, field identification, field classification, field test
- Objective 2.2 Knowledge of water cycle and hydrologic management.
  - Tactics/Outcomes: lecture, reading assignment, site evaluation
- Objective 2.3 Familiarity with nutrient cycles and ecosystem energetics.
  - Tactics/Outcomes: lecture, reading assignment, site evaluation and interpretation, written management plan
- Objective 2.4 Familiarity with role of plants in ecosystem processes and community functions.
  - Tactics/Outcomes: lecture, reading assignment, garden succession plan
- Objective 2.5 Familiarity with soil, nutrient, and water management in designed systems.
  - Tactics/Outcomes: lectures, readings, site analysis exercise, design demonstrating knowledge

**Goal 3: To graduate students who have knowledge of the use of plants to create spaces for human use.**

- Objective 4.1 Ability to assess site conditions in a way that generates practical alternatives for plant selections.
  - Tactics/Outcomes: lecture, reading, site visit, site assessment, generation of alternative solutions.
- Objective 4.2 Ability to communicate basic reasoning behind plant selections.
  - Tactics/Outcomes: lecture, reading, presentation of alternatives (4.1) (oral, graphic, and written)
- Objective 4.3 Knowledge of microclimate management that can be engendered by plant selection and massing.
  - Tactics/Outcomes: lecture, reading, site visits, microclimate monitoring, microclimate analysis, project that demonstrates microclimate alteration through design.
- Objective 4.5 Understanding the relationships between hard structures and plants.
  - Tactics/Outcomes: lecture, reading, measured drawings, sketch exercises for re-design.
- Objective 4.6 Ability to create transitions, with plants, between spaces with distinct uses and styles.
  - Tactics/Outcomes: lecture, reading, site visits, site analysis of transition treatments, plan of site with focus on transitions.

**ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:**

**Assignments and Grades:** This class will employ a wide variety of techniques for evaluating your work and assimilation of the material. Since projects like this evolve with new opportunities and problems, please be flexible as we adjust the schedule and grading to fit both the work and the learning.

Grading will be distributed approximately with these weights:

Labs	20%
Assignments	30%
Quizzes, pop quizzes, test	20%
Final Design	30%

The department suggests the following guideline for understanding appropriate grading in its courses. I have added the scale (as %) that I usually use, along with the Department descriptions.

**A – Outstanding – 95-100%**

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+ - 94-90**

**B – Very Good – 84-89%**

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+ - 83-78%**

**C – Acceptable – 70-77%**

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 in class display a basic familiarity with the relevant literature and techniques.

**D – Unacceptable – 60-70%**

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. Students cannot graduate from the Landscape Architecture program with 2 D's in required 550 classes.

**F – Failure – <60%**

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.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

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**ABSENCE POLICY**

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

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**COURSE SCHEDULE:**

September 8	Plant Parts ( <b>MONDAY CLASSES MEET ON WEDNESDAY</b> )
September 13	Plant Evolution
September 20	Plant Physiology
September 27	Finish Measured Drawings
October 4	Garden Design
October 11	Ecological Design
October 18	Design Program and Concept
October 25	Soils
November 1	Ecological Paper Presentations
November 8	Garden Design Presentations
November 15	Woody Plant Recommendations
November 22	TBA (Lena re weeds project)
November 29	TBA
December 6	Design Discussion
December 13	Design Presentations

**Laboratories**

September 2	Plant identification – seeing plant characteristics
September 9	Plant identification – using identification tools
September 16	Soils and Begin Measured Drawing Assignment
September 23	Review Plant Families and Review Measured Drawing Assignment Progress
September 30	Floriculture Greenhouse visit
October 7	<u>Nursery visit ???</u>
October 14	Plant identification quiz and discussion
October 21	<u>TBD Soils – Fred Schoenagel</u>
October 28	<u>TBD Site visit and proposal</u>
November 4	Site Selection
November 11	Site Analysis
November 18	Design Concept and Program
November 25	THANKSGIVING BREAK
December 2	Design Work
December 9	Design Work

**FINAL EXAM/PAPER DATE AND TIME**

Online Final exam Schedule: <http://finalexams.rutgers.edu/>

Final Design Presentations are scheduled for December 13. There will not be a final exam.

**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.

Enter optional text or delete. Copy and paste elsewhere if you wish to edit. Here is an example from a syllabus (spring 2010 Andy Egan 01:730: 252 Eating Right: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

## **STUDENT WELLNESS SERVICES**

The Rutgers University Student Assembly urges that this information be included at the end of every syllabus. Edit or delete as you wish:

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.

#### Disability Services

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

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>.

#### Scarlet Listeners

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

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