COURSE DESCRIPTION
This course will focus on the various structural and non-structural components of the built environment. We will examine basic materials and construction methods used in the field of landscape architecture with emphasis on sustainable materials and construction practices.

COURSE LEARNING OBJECTIVES
This curriculum development will not diminish the current Student Learning Outcomes that are currently in place. Below are revised statements on how the current learning objectives will be demonstrated in conjunction with the curriculum development of LAND 343.

Learning Objective One: Inquiry and Critical Thinking
Upon completion of the Bachelor of Landscape Architecture degree program, students will be able to generate design ideas derived from a critical approach to the research and analysis of multiple historical, technical, theoretical, social, political, economic, cultural and environmental contexts. An emphasis will be placed on the value of engaged scholarship and critical inquiry as means for determining appropriate design, management, and planning strategies in landscape architecture.

Student Learning Outcomes Related to Learning Objective One
Upon completion of this course students will document the ability to:

- **Student Learning Outcome 1.1**
  Students will demonstrate the ability to implement a range of research fundamentals. An emphasis will be placed on identifying problems specific to landscape architecture and applying a diversity of perspectives from which those problems can be addressed.

- **Student Learning Outcome 1.2**
  Students will demonstrate the ability to analyze, and implement lessons learned from precedent and typology case study analyses. An emphasis will be placed on demonstrating the ability to identify and critically evaluate the lessons learned from the precedent and typology case study analyses.

Learning Objective Two: Design Process and Implementation
Upon completion of the Bachelor of Landscape Architecture degree program, students will be able to apply the design process as it relates to the professional practice of landscape architecture. An emphasis will be placed on the development of an iterative, critical, approach to designing at a variety of scales.

Student Learning Outcomes Related to Learning Objective Two
Upon completion of this course students will document the ability to:

- **Student Learning Outcome 2.1**
  Students will demonstrate the ability to generate appropriate site inventory and analysis schema. An emphasis will be placed on identifying appropriate physical, cultural and natural systems, elements, and forms.

- **Student Learning Outcome 2.2**
  Students will demonstrate the ability to generate and defend appropriate site programing and conceptual design criteria. An emphasis will be placed on an iterative approach to design ideation.

- **Student Learning Outcome 2.3**
  Students will demonstrate the ability to generate and defend relevant final design proposals. An emphasis will be placed on demonstrating an understanding of: sustainability, environmental resiliency, human health and well-being, and aesthetics.
Learning Objective Three: Communication and Representation*
Upon completion of the Bachelor of Landscape Architecture degree program, students will demonstrate the ability to apply a wide range of communication methods to articulate landscape architecture design proposals. This Learning Objective directly aligns with the University Undergraduate Learning Objectives (UULOS) for Communication.

Student Learning Outcomes Related to Learning Objective Three:
Upon completion of this course students will document the ability to:

Student Learning Outcome 3.1
Students will demonstrate effective written communication skills. An emphasis will be placed on the ability to adequately address the intent of the assigned project.

Student Learning Outcome 3.2
Students will demonstrate effective oral communication skills. An emphasis will be placed on the ability to adequately address the intent of the assigned project.

Student Learning Outcome 3.3
Students will demonstrate effective visual communication skills. An emphasis will be placed on the use of a wide range of analog and digital media, completeness, and craftsmanship.

Learning Objective Four: Applied Technologies and Material Systems
Upon completion of the Bachelor of Landscape Architecture degree program, students will demonstrate the ability to apply a wide range of appropriate design tools, material systems, and technical applications.

Student Learning Outcomes (SLOs) Related to Learning Objective Four
Upon completion of this course students will document the ability to:

Student Learning Outcome 4.1
Students will demonstrate the ability to generate technically accurate construction plans, details, and models. An emphasis will be placed on the appropriate use and management of environmentally appropriate plants, vegetation, and material systems.

Student Learning Outcome 4.2
Students will demonstrate currency regarding techniques, and technologies that influence the contemporary practice of landscape architecture.

Learning Objective Five: Collaboration
Upon completion of the Bachelor of Landscape Architecture degree program, students will be able to demonstrate the ability to work within larger collaborative systems.

Student Learning Outcomes (SLOs) Related to Learning Objective Five
Upon completion of this course students will document the ability to:

Student Learning Outcome 5.1
Students will demonstrate knowledge of the history, philosophy, arts, and geography of global cultures within the context of landscape architecture. An emphasis will be placed on global cultures that are situated in arid environments.

Learning Objective Six: Leadership, Ethics, and Practice*
Graduates of the UNLV Landscape Architecture and Planning program will be able to demonstrate an understanding of the need to manage, advocate, and act legally, ethically and critically for the good of the client, society, and the environment. *The UNLV BLA Collaboration Learning Leadership and Practice directly reflect the University Undergraduate Learning Objectives (UULOS) for Citizenship and Ethics.

Student Learning Outcomes (SLOs) Related to Learning Objective Six
Upon completion of this course students will document the ability to:

Student Learning Outcome 6.1
Students will demonstrate the ability to discern how landscape architects provide leadership in the design, management, and planning of built landscapes. An emphasis will be placed on social and environmental equity.

Student Learning Outcome 6.2
Students will demonstrate the ability to discern a basic understanding of the ethical principles, and legal aspects of the practice of landscape architecture.

Student Learning Outcome 6.3
Students will demonstrate the ability to discern a basic understanding of the business structure, financial management, and business planning aspects of the practice of landscape architecture.
COURSE EXPECTATIONS
Assignments are due at times to be specified in the syllabus or during class. Assignments which are submitted after specified due dates will NOT be accepted. Students are expected to attend class and be on time. Students are expected to participate in class discussions based on assigned readings and research materials. Students are expected to demonstrate concept comprehension through deliverables specified in each assignment.

REQUIRED TEXT
- Steven Strom, Kurt Nathan, Jake Woland, Site Engineering for Landscape Architects, Wylie, 2013

RECOMMENDED TEXT

PROJECTS AND ASSIGNMENTS
Three assignments will be given during the semester, each to build on the concepts learned in the assignment previous. Students shall apply the knowledge gained during assignments 1 and 2 to create a final product for assignment 3.

EXAMS
There will be no exams.

GRADES
<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

ATTENDANCE AND PARTICIPATION
"Attendance at classes, laboratories, studios and seminars is required. If excessive absences are noted in a particular course, the student will be notified in person and by letter that he or she will be administratively withdrawn if further unexcused absences are noted. If further absences occur after notification, the student will be withdrawn from the course and the program." (p.152, undergraduate catalog).

An excused absence, as defined by the School of Architecture is not "I have to be at work so I can't be in class", rather, a documented illness is an excused absence. Representing the school in a sponsored event, or other similar activities may constitute as an excused absence. Attendance may be taken at any time during the scheduled class period. If you are going to be absent or late, for any reason, you must let me know in writing at least 24 hours prior to the class period. However, prior written notification does not mean that the absence will be considered excused. The advanced notice is meant to act as a time related courtesy to those who will be in attendance. Class discussions and/or missed critique opportunities will not be repeated. Three unexcused absences will result in an automatic 20% reduction in your final grade. More than three unexcused absences are grounds for being administratively dropped from the course, as outlined in the SOA Policy.

This course is a crucial step in completing your landscape architecture degree. In order to accomplish this, your time and commitment are necessary. It is important to be on time for all class meetings and to produce work regularly for input and review. **You are expected to attend all classes for the entire class session.** This is mandatory, unless you have preauthorized permission to be absent. Participation in class discussions is required and your participation will constitute part of your grade.
GRADING POLICY

Grading is based on the following criteria:

- Clarity and insight of your thinking as reflected in your ability to communicate
- Application of your research in assignments
- Technical accuracy
- Quality in communicating your ideas orally, in writing, and in graphics
- Attendance and participation in class
- Thoroughness

A 90% - 100% You completely understand the concepts, ideas, and technical requirements presented and articulate them clearly and concisely. You demonstrate understanding of concepts, ideas, and technical requirements through application of them in assignments. You regularly take the initiative to expand on concepts, ideas, and technical requirements and incorporate them into your assignments. Assignments are thorough, technically accurate, always on time and complete.

B 80% - 89% You have a solid understanding of the concepts, ideas, and technical requirements presented and articulate them clearly. You demonstrate understanding of concepts, ideas, and technical requirements through application of them in most of your assignments. You occasionally take the initiative to expand on concepts, ideas, and technical requirements and incorporate them into some of your assignments. Assignments are always on time and usually thorough, technically accurate and complete.

C 70% - 79% You have a basic understanding of the concepts, ideas, and technical requirements presented. You demonstrate understanding of concepts, ideas, and technical requirements through application of them in some of your assignments. Assignments are always on time.

D 60% - 69% You lack a basic understanding of the concepts, ideas, and technical requirements presented. You are unable to demonstrate understanding of concepts, ideas, and technical requirements through application of them in assignments. Assignments are sometimes late and/or are incomplete.

F 0 –59% You fail to make a significant effort to understand the material presented. You are unable to demonstrate understanding of concepts, ideas, and technical requirements through application of them in assignments. Assignments are late or missing.
SEMESTER CALENDAR
Subject to change

01-22 Introduction
Introduction: syllabus, discussion on assignments and course content, class format, first assignment issued
Topic: Landscape Material Exploration

01-29
Topic: Landscape Structural Materials

02-05
Topic: Landscape Non-Structural Materials

02-12
Assignment 1 Due

02-26
Topic: Landscape Construction Methodology

03-04
Topic: Landscape Construction Methodology

03-11
Topic: Landscape Construction Methodology

03-18
No Class: Spring Break

03-25
Assignment 2 Due

04-01
Topic: Final Project Discussion – Site and Premise

04-08
Topic: Materials & Methods Implementation

04-15
Topic: Materials & Methods Implementation

04-22
Topic: Final Project Progress Check

04-29
Topic: Materials & Methods Implementation

05-06
Topic: No Class – Study Week – Continue Work on Final Project

05-13
Topic: Final Project Due – Submission of All Course Materials Due (Digital and Physical Copies)
University Policies

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.
UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor of the intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.
Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.