

Landscape Architecture Program

School of Design and Community Development | Davis College, West Virginia University

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Instructor: Shan Jiang, Ph.D., Assistant Professor

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Office: 4320 Agricultural Science Building

Office Hours: 9:00AM – noon, Wednesday or by appointment

Class Time and Location:

- Lecture (AGS 4443): 9:00 am - 9:50 am, Tuesday
- Studio (SAS 1010) Section 100: 10:00 am - 11:50 am, Tuesday & Thursday  
Section 101: 2:00 pm - 3:50 pm, Tuesday & Thursday

Knowledge Sources:

- Gracetyn Carper, BSLA Candidate. Email: [gecarper@mix.wvu.edu](mailto:gecarper@mix.wvu.edu) (Teaching Assistant)
- Amanda Hamilton, BS in Horticulture. MLA Candidate. Email: [aeahamilton@mix.wvu.edu](mailto:aeahamilton@mix.wvu.edu)

## **COURSE DESCRIPTION**

Landscape planting design involves effective application of various plant materials in space creation for different types of landscape projects. Students are expected to apply design theories and principles in the selection of appropriate plant materials and use them to achieve aesthetically pleasing and functional design solutions for landscape spaces. The course is project-based and the following topics will be covered including the analysis of site conditions, spatial organization, aesthetic consideration of design, and sustainable design. Evidence-based design as a peculiar topic will also be introduced through projects. This course builds on the knowledge presented in Woody Plant Materials, and will introduce knowledge about herbaceous and grass materials in landscape design.

## **COURSE OBJECTIVES**

Upon completion of the course students should:

- be able to understand the aesthetic, functional, and ecological aspects of plants as landscape design elements;
- be able to understand the cultural requirements of plants, select appropriate woody plant materials in spatial design and create effective compositions appropriate for a variety of site conditions;
- be aware of and be able to use basic landscape spatial compositional principles when developing planting designs;
- be able to understand people-plant relationship and use plants to encourage social benefits, human activities and interactions;
- be able to use native, low maintenance planting materials to optimize environmental benefits;

- understand the concept of Evidence-Based Design and make design decisions based on credible knowledge;
- understand nature as positive distractions and use plants to promote restorativeness and health in the built environments;
- be able to develop planting design drawings and documents using hand-drawing and digital graphing techniques.

## **INSTRUCTIONAL METHODS**

The course is structured into two studios and one lecture session per week. The studio will be organized to the greatest possible extent to support the information being covered concurrently in the lecture portion of the class. As much as possible, the studio is a time for creative undertakings. As needed we may also occasionally use some of the studio for additional lecture material, for formal and informal student presentations of designs and to learn software in the computer lab.

Studio time is precious and is to be used fully. If a pin-up or review is scheduled, students are expected to have work up on the walls prior to class. The instructor will go into desk-critiques each studio period. As I spend as much time with a student as the student needs I am not always able to see each student each class. But I will get around to all students weekly. Please make an appointment with the instructor if any student needs extra review after class. As this is a studio model course, students are expected to be teaching and learning from each other as well as from teaching assistants and the instructor. Remember that design is a self-regulated learning process.

Students will use some studio time to complete certain assignments. Therefore, please bring your laptop or drawing tools to class when you are told so. There will be small assignments every week and the instructor will assign them either in formal written format or orally. The instructor will use eCampus and Google Drive to share course materials. There will be reading materials assigned weekly and it will be students' responsibility to complete the readings in time. All reading materials will also be ready on eCampus.

## **KEYWORDS**

- Woody Plants
- Herbaceous Plants
- Annuals and Perennials
- Landform, Space, and Elements
- Color, Form, and Texture
- Conceptual Drawings
- Illustrative Graphics
- Planting Plans
- Plant Community
- Plant Composition
- Plant Schedule
- Plant Palette
- Evidence-Based Design
- Therapeutic Landscapes
- Healing Garden
- Land F/X
- Graphics and Visual Communication
- Self-Regulated Learning
- Team Work

## **ASSIGNMENTS AND PROJECTS (75%)**

There will be several small assignments and 3 larger projects throughout the semester. Students will be advised to complete the tasks through hand drawing or digital program (e.g., AutoCAD and Land F/X). There will be separate project statements on each of these assignments.

- Project 1: A Healing Garden Design for the Serenity Place (30%)
- Project 2: Land F/X Planting Plan (5%)
- Project 3: WVU Evansdale Campus Landscape Laboratory (40%)
- Small projects to be determined based on my observation of your learning status.

## **EXAMS (5%)**

There will be a mid-term quiz and a final quiz in the final exam week. The final quiz will be an opportunity for you to rectify your final course grade. Both quizzes will cover materials presented in lecture, reading assignments, and studio projects. See the detailed class calendar for exam days.

## **FIELD TRIP REPORTS (5%)**

There will be two field trips during the semester. Trip 1 is funded by West Virginia Nursery and Landscape Associate Grant. You will visit the Phipps Conservatory and Botanical Garden in Pittsburgh, PA and learn about native plants, tropical plants, sustainable horticulture, and or other planting design relevant knowledge. Trip 2 will be held within WVU greenhouse and you will learn about the everyday planting materials, including annuals and perennials for the West Virginian climate. For each field trip you will be required to complete a report. Detailed requirements will be announced during class.

## **SERVICE LEARNING TIME TRACKING (5%)**

LARC 261 Planting Design has been selected as Service Learning Course. You need to track your work time through iServe: <https://iserve.wvu.edu/user/groups/?group=RdRbdTArxj0FfvI75fnSzQpScfyEEEHtbKSr4Jc1P9JnFRT8s1OY%2B4RwWTjkNB9jlr%2B7jqSAj1zH%2FU2QKy36YQ%3D%3D>

Please follow the student instructions to report your service hours here: <https://service.wvu.edu/files/d/f2bd3fa3-2ad9-4727-bb14-c52bca90bc5c/service-learning-iserve-instructions.pdf>

Please contact the course instructor or iServe program coordinator Lindsey Rinehart [lindsey.rinehart@mail.wvu.edu](mailto:lindsey.rinehart@mail.wvu.edu) to help you with questions. Detailed orientation about your time tracking will be provided early this semester.

## **CLASS ATTENDANCE (10%)**

Students are expected to attend all class sessions. It is the student's responsibility to practice and develop these skills to meet the requirements of this course. Only those students who have been absent because of illness, authorized university activities, or with authorization from their Dean will be allowed to make up missed work. Attendance and participation is a portion of your overall grade. Each unexcused absence will result in 50% reduction of your Class Participation score. Three or more unexcused absences will result in reduction of your final course grade by one full letter (for example, from B to C). Five or more unexcused absences will result in an automatic 'F' for the course.

\*To be considered in class you must be on-time, be in class for the entire time, and be working on class assignments for LARC 261.

## **EXTRA CREDIT: CASE STUDY**

Case studies are intended to reinforce your understanding of the spatial design and theory being proffered in the course. Students are encouraged to present one case study on the topic of:

- residential landscapes such as a courtyard or front yard
- urban public open spaces such as a pocket park
- streetscapes
- an institutional landscape environment such as a university campus

\* There will be other extra credit options with separate handouts during the semester.

## **CLASS CALENDAR AND KEY DAYS**

[Jan 7 — Feb 13] Project 1: A Healing Garden Design for the Serenity Place - 30%

[Feb 14 — Feb 22] Project 2: Land F/X Planting Plan - 5%

[Feb 25 — March 1] Mid-term week and Quiz 1 (Feb 26)

[Mar 4 — April 26] Project 3: WVU Evansdale Campus Landscape Laboratory

[Mar 9 — 17] Spring Break

[Apr 30] Quiz 2

[May 2] Final Review

\* Field Trip Days TBD

## **COURSE MATERIALS**

Readings: According to the eCampus announcement every week.

Plant list and reference: to be discussed in class.

Required textbook:

- Robinson, N. (2004). The Planting Design Handbook. Ashgate Publishing.

Other useful texts:

- Walker, T. D. (1991). Planting Design. John Wiley & Sons.
- Austin, R. L. (2001). Elements of Planting Design. John Wiley & Sons.
- Rainer, T. & West, C. (2015). Planting in a Post-Wild World: Designing Plant Communities for Resilient Landscapes. Timber Press.
- Dirr, M.A. (1990). Manual of Woody Landscape Plants Their Identification, Ornamental Characteristics, Culture, Propagation and Uses. Stipes Pub Llc.

Drawings tools:

- Sketchbook
- Tracing paper
- Drafting pencils (HB and B leads) and black ink drafting pens
- Colored pencils/markers/watercolor
- Other drawing/modeling tools from LARC 121

Software:

- Adobe Suite (Photoshop, Illustrator & Indesign), SketchUp, AutoCAD, Land F/X
- All programs are accessible from the AGS computer lab

## **GRADING SCALE**

A+ = 95-100	Work reflects superior design and graphic ability, logically thought and presented.
A = 95-100	Changes or revisions would be minor.
A- = 90-94.9	
B+ = 87-89.9	Work shows a good understanding of the theory and concepts
B = 83-86.9	involved in the project, but must be slightly reworked.
B- = 80-82.9	
C+ = 77-79.9	Work indicates a satisfactory understanding and execution of the
C = 73-76.9	project. Moderate revisions would be necessary.
C- = 70-72.9	
D = 60-69.9	Work is incomplete and demonstrates poor or inconsistent design process and
	project solution.
F = 0-59	Work is a failure to understand and present the project matter on all levels.

Performances are anticipated to receive the following relative weights (unit in points):

Class Participation	10
Quiz 1 and Quiz 2	5
Field Trip Report 1 and 2	5
Project 1: A Healing Garden for Serenity Place	30
Project 2: Land F/X Planting Plan	5
Project 2: WVU Evansdale Campus Landscape Laboratory	40
iServe Time Tracking	5
Extra Credit Options	5 max
Total:	100 (105 max)

Late work will not be accepted unless other arrangements are made in advance. Please contact the instructor immediately if the students have problems of unforeseen circumstance. Late work places unnecessary burdens on both the faculty and fellow classmates. If you are unable to complete an assignment, you should hand in the work you have completed for partial credit rather than receive a zero for the assignment. One educational objective of this course is to develop responsible, well-organized work habits. If you should face problems of personal illness or unforeseen circumstances, it is your responsibility to contact the instructor immediately so that arrangements can be made for turning in your work or adjusting due dates. If you have a legitimate reason for not turning a project in, it is your responsibility to contact me prior to the due date. Otherwise there can be no accommodation for a late project.

## STUDIO CULTURE

The design studio is expected to be a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among faculty, student body, administration, and staff. It is expected in the LARC 261 course that students and the instructor understand and share fundamental common studio values of:

- Optimism** for working towards a better world and better built environment.
- Respect** for one another and respect for each others' work, efforts, goals, and differences.
- Sharing** of knowledge, ideas, and assistance
- Engagement** in the studio activities
- Innovation** as an essential component of the studio culture

## ACADEMIC INTEGRITY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://campuslife.wvu.edu/r/download/220286>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

## **SOCIAL JUSTICE AND DISABILITY ACCESS STATEMENT**

This class will be conducted in an open and positive manner, while creating a learning environment that is based on communication, mutual respect and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. And suggestions on how to further such a positive and open environment in this class will be appreciated and given serious consideration.

This class will provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact University Disability Services to discuss their individual needs for accommodation.

## **SYLLABUS CHANGE**

The instructor reserves the rights to make changes in the syllabus throughout the semester, including course content, point values and due dates. The instructor will frequently assess students' performances based on their class exercises and homework and adjust the course content for the optimized learning outcomes.