

LA 328 Spring Plants 2017

Kelly Densmore and Arica Duhrkoop-Galas

4 credits

Mondays and Wednesdays 10:00-11:50, Fridays 9:00-11:50

Spring plants focuses on flowering plants, their identification and design use, and the ecosystem services they provide. It is open to all majors and may be taken as an independent class or as the third class in the Plants sequence. The course will weave together the threads of plant ID, plant care, plant selection, planting design and restoration. Plant identification focuses on flowering trees and shrubs, groundcovers and perennials, with the intention of understanding how flowering plants may be used in design to support both human needs and ecosystem functions.

Sketchbook/Journal assignments will help students learn to identify plants via flower morphology and practice a series of short planting design investigations.

Field Trips will introduce students to a variety of design scales with the underlying themes of four categories of ecosystem services:

- Supporting services - such as soil formation and nutrient cycling;
- Provisioning services - including the food, fuel, fiber and medicines we collect from natural and managed ecosystems;
- Regulating services - stormwater management and climate regulation, carbon sequestration, and pollination;
- Cultural services - the beauty of the outdoors and the recreational, therapeutic, educational and spiritual roles of plants in human quality of life.

The final project will be a fully developed planting plan practicing one of the themes we have covered in class or students may propose an independent study based on their major or studio project. Themes include but are not limited to stormwater gardens, phytoremediation, pollinator gardens, green roofs, color-based design, perennial edibles, or sustainability such as drought tolerant, native and native analogue for climate change, restoration.

Learning Outcomes

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

- correctly identify and name around 150 plants
- understand how flowers and fruit help distinguish plant families
- apply basic color theory to planting designs
- evaluate plant combinations and correct poor combinations
- design a space that celebrates/enhances/explores one or more of the ecosystems services categories
- produce a seasonally balanced plant list and a fully labeled planting plan

Note: Field trips subject to change. Check your email prior to departing for meeting location.

Tentative Schedule

Monday		Wednesday		Friday	
4/3	introduction + plants	5	plants	7	Lecture Flower Morphology Color Theory
10	plants Journal 1 review	12	plants	14	Guest Lecture / Panel Planting Design Theory
17	Test #1	19	plants	21	Field Trip Restoration Project
24	plants Journal 2 review	26	plants	28	Field Trip Stormwater
5/1	Review design proposals and preliminary plant lists	3	plants	5	Lecture Planting Plan Mechanics + Residential Design Tour
8	Test #2	10	plants	12	Guest Lecture + Field Trip Green Roofs
15	plants Journal 3 review	17	plants	19	Planting Plan Review
22	Arborist, <i>Phil Carroll</i> or <i>Michelle Parkins</i>	24	plants	26	Field Trip Grassroots Garden
29	Test #3	31	Lecture Journal 4 Due	6/2	Field Trip West Eugene Wetlands

5 R E V I E W W E E K , N O C L A S S

12

Optional Test #4 Monday June 12, 10:15 am

Grades

Grades will be based on the best three out of four tests (300 points), a two-part planting design exercise (120 pts combined), three journal assignments (60 pts), and field trip attendance (10 pts/ea = 50 pts). Test scores must average 65 or better to pass the class. The grading scale is unusual because the heavy focus is on planting design rather than testing knowledge.

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

Recommended supplies:

'Prismacolor' colored pencils, 'Rite in the Rain' all-weather writing paper, 5x/10x hand lens, approximately 8.5x11" sketchbook. All of these items may be purchased at the bookstore.

Required books:

Spring Plants Reader, compiled by Ann Bettman and Arica Duhrkoop-Galas
Plants of the Pacific Northwest Coast, Pojar and Mackinnon

Recommended books:

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 us if you need guidance. Out of print books may be found online through sellers such as Amazon.com.

Herbaceous Perennial Plants, Armitage

Flower Finder, A guide to identification of spring wildflowers and flower families, Thielguard Watts.

Planting Design Handbook, Second edition, Robinson

Designing with Plants, Oudolf and Kingsbury

Landscape Graphics, Reid

Pocket Guide to Ornamental Grasses, Darke

Field Guide to Trees of North America, Kershner for National Wildlife Federation

Northwest Trees, Arno and Hammerly

The Sibley Guide to Trees, Sibley

Trees to Know in Oregon, Herring

The Encyclopedia of Grasses for Livable Landscapes, Darke

Trees for Green Streets, Portland Metro

Flora of Oregon, Meyers, Jaster, Mitchell, Hardison, Eds.

Planting Green Roofs and Living Walls, Dunnett and Kingsbury

Phyto, Kate Kennen and Niall Kirkwood

Students With Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with one of us soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.

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.