



Course Prefix/Number/Title: Hort 136 Residential Landscape Design

Number of Credits: 3

Course Description: This class is an introduction to Residential Landscape Design and will allow the student to become both competent and confident in determining, creating and implementing landscape designs in a residential setting. Each weeks modules will build on the previous and culminate in the creation of a working master plan at the end of term.

Pre-/Co-requisites: None

Course Objectives: It is expected that the student will be proficient in the following:

- ✓ Time and organizational management.
- ✓ The different methods and styles of successful landscape design.
- ✓ Creating and implementing effective and aesthetically pleasing designs.
- ✓ Designing site specific and client specific plans.
- ✓ Awareness of using the correct plant and material choices.
- ✓ Pest, disease and nutrient management.
- ✓ Personal and career development.

Instructor: Peter Keane MCIHort

Office: Blackboard Collaborate Ultra

Office Hours: Wednesdays 1200-1315 (By appointment if necessary outside of office hours Mon.-Fri.)

Phone:

Email: peter.keane@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s): Residential Landscape Architecture: Design Process for the Private Residence (6th Edition) 6th Edition  
by Norman K. Booth & James E. Hiss

Course Requirements: Online courses require the following to build and engage a classroom community of learners:

- ✓ Log in to the course a minimum of three times per week to check for new announcements and course information.
- ✓ Read the assigned coursework and view the Powerpoints and videos. It is essential to success in this course.
- ✓ Complete and submit coursework on time.

- ✓ Pace yourself, and make sure that all assignments are completed by the end of the semester.
- ✓ Be an active participant in discussion boards.
- ✓ Communicate with the instructor.

Tentative Course Outline:

Week 1 Introduction and Overview  
 Week 2 Chapter 1, Discussion, PPT, Videos and Quiz  
 Week 3 Chapter 2, Discussion, PPT and Videos  
 Week 4 Chapter 3, Discussion, PPT, Videos and Quiz  
 Week 5 Chapter 4, Discussion, PPT and Videos  
 Week 6 Chapter 5, Discussion, PPT, Videos and Quiz  
 Week 7 Chapter 6, Discussion, PPT and Videos  
 Week 8 Chapter 7, Discussion and Mid-Term  
 Week 9 Chapter 8, Discussion, PPT and Videos  
 Week 10 Chapter 9, Discussion, PPT, Videos and Design Project Phase 1  
 Week 11 Chapter 10, Discussion, PPT and Videos  
 Week 12 Chapter 11, Discussion, PPT, Videos and Design Project Phase 2  
 Week 13 Chapter 12, Discussion, PPT and Videos  
 Week 14 Discussion, PPT, Videos and Design Project Phase 3  
 Week 15 Discussion, PPT, Videos and Review of Design Plan  
 Week 16 Class Reflection and Summing Up Discussion  
 Week 17 Final Exam

Here is the weekly Live Class schedule:

Week 1 The Typical Residential Site  
 Week 2 Landscape Design Process  
 Week 3 Tree and Plant (Softscape) Symbols  
 Week 4 Hardscape Design Symbols  
 Week 5 Health and Safety in the Workplace  
 Week 6 Basic Site Measurement and Sketching Skills  
 Week 7 Detailed Site Measurement and Base Map Preparation  
 Week 8 Functional Design, Design Styles and Mid Term Exam  
 Week 9 Preliminary Design and Drafting Skills  
 Week 10 Spring Break  
 Week 11 Form Composition and Ecological Design (Designing with Nature)  
 Week 12 Spatial Composition  
 Week 13 Material Composition and Master Plan  
 Week 14 Plant Placement and Installation  
 Week 15 Class Collaboration (Discussing the Finished Design and Learning Outcomes)  
 Week 16 Summing up and class evaluation  
 Week 17 Final Exam

Assessments: Assessments cover the material presented each and are worth 25 points each. The quizzes are open book and open notes. Each quiz will be due at the end of the day (11:59pm) on the due date it is assigned which is listed in the syllabus.

*Participation/Discussion Boards:* Students are expected to participate in discussion board on topics related to the class throughout the semester. The purpose will be to discuss and learn from each other. It is important that students be respectful of each other's opinions. The requirements for each discussion will be outlined when the discussion begins. In order to be effective, we all must participate and respond to each other in a timely manner. Discussions will be available for one to two weeks and students must complete them during that time frame.

*Grading and Evaluation:*

Total Point Percentage	Letter Grade
90% and ↑	A
80% - 89.99%	B
70% - 79.99%	C
60% - 69.99%	D
59.99% and ↓	F

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

This course meets the CTE department learning outcome of employing industry-specific skills in preparation for workplace readiness by:

1. Expanding critical thinking competence.
  - a. Students will develop understanding of how pathogens and plants interact.
  - b. Students will demonstrate knowledge of how people influence plant disease epidemics.
  - c. Students will apply their understanding of plant diseases and how they can be managed to different scenarios.

Relationship to Campus Focus: This course supports the campus theme of "Nature, Technology and Beyond" by fostering the skills and knowledge necessary to utilize natural, human and technological resources successfully and confidently.

Classroom Policies: This academic environment is open and harassment free. Always be respectful of other students and the instructor.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

### Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells 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 College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.