

LAA 1532
Landscape Management
UF Department of Landscape Architecture
Spring 2025

SYLLABUS

I. General Information

CLASS MEETINGS: 100% In-Person, Tuesday Periods 2-4 (8:30 – 11:30 AM)
LOCATION: FAC 202
CREDITS: 3 Credits

INSTRUCTOR: Belinda B. Nettles, Ph.D.
Office Location: 131 Antevy Hall (GeoPlan Center)
Office Hours: Tuesday 12:00 - 2:00 PM (or by appointment)
bbnettles@ufl.edu

COURSE DESCRIPTION

The goal of LAA 1532 - Landscape Management develops students' ability to make planning and design decisions at the regional and site scale based upon sound landscape management and maintenance practices. This is achieved through an understanding and application of fundamental principles of ecology and landscape ecology. During the semester, students will also comprehensively explore proper landscape maintenance practices and learn how these practices inform design decision-making.

PREREQUISITE KNOWLEDGE AND SKILLS

No prerequisite courses are required.

REQUIRED READINGS

No books are required. Required readings will be posted on Canvas.
Optional readings will also be posted on Canvas. These will primarily be readings related to some of the pertinent concepts that will be discussed during this course.

II. Student Learning Outcomes (SLOs)

Each student in the LA program is expected to continuously develop:

- a range of approaches (creative, cultural, ecological, and/or historic) to create spatial and temporal landscape compositions, and
- thoughtfully provide, receive, and respond to feedback and critique as part of iterative design decision making.

At the end of this course, students will be expected to have achieved the following development level course learning objectives (CLOs) under the program SLO headings as follows:

CONTENT
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
CLO 1 - Understand the impacts associated with land development, post-construction management, and maintenance by explaining how landscape maintenance practices and maintenance considerations may influence design at the site level.
CLO 2 - Understand soil science and geology, and their impact on the landscape.
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
CLO 3 - Demonstrate an understanding of the interrelationship between climate and ecosystems.

CRITICAL THINKING
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.
CLO 4 - Examine the interactions between living (biotic) and non-living (abiotic) elements within various types of landscapes
CLO 5 - Assess the interactions and relationships among ecological, social, and horticultural elements in the context of landscape design.
CLO 6 - Evaluate site-specific ecological health and the impact of temporal change on design solutions.

COMMUNICATION
SLO 5 – Produce professional visual, oral, and written communications.
CLO 7 – Compose articulate, thoughtful, logically organized, well-supported, grammatically correct, and properly cited written works that are suitable for the intended audience
CLO 8 – Cultivate written and visual communication skills to develop a landscape maintenance plan that effectively conveys observations, evaluations, and recommendations.

III. Graded Work

DESCRIPTION OF GRADED WORK

Class Participation (10% of total grade)

Students receive credit for class attendance and participation. Participation includes actively engaging in classroom discussions and class activities. One unexcused absence is allowed. Students with excused absences can make up material or activities covered during their excused absence(s) for credit and should contact the instructor about any make-up work.

In-Class Activities (15% of total grade)

Throughout the semester, we will have in-class activities that provide students with the opportunity to explore, apply, and reinforce concepts learned in class. These will primarily be performed during class; however, some activities may require time outside of class. These activities will be discussed in class and posted on Canvas.

Climate & Ecosystems Presentation (20% of total grade)

Students will work in small groups to create and deliver a presentation describing the interrelationship between climate and ecosystems. This will include a discussion of the underlying soils. For a complete description of requirements and the grading rubric, please see Canvas.

Landscape Management Plan (40% of total grade)

Students will work in small groups to develop a landscape management plan. This assignment includes submission of the pre-writing assignment (10% of total grade), a draft plan (10% of total grade), and the final plan (20% of total grade). Peer and instructor feedback will be provided and shall be incorporated into the final plan. For a complete description of requirements and the grading rubric, please see Canvas.

Final Exam (15% of total grade)

This is a cumulative short essay exam. Students will provide concise, focused responses that demonstrate their understanding of course concepts and topics.

The graded work assesses the course learning objectives as follows:

Assessment	LAA 1532-Course Learning Objectives (CLOs)							
	SLO 1		SLO 2	SLO 4			SLO 5	
	1	2	3	4	5	6	7	8
In-class Activities	x	x	x	x	x	x		
Climate & Ecosystems Presentation		x	x	x			x	
Landscape Management Plan				x	x	x	x	x
Final Exam	x	x	x				x	

GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. Any grade lower than a C will require that the course be taken over again.

All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.). If an assignment is required to be scanned, it must be scanned; photographs of assignments are not acceptable. If a multipage PDF is requested, do NOT submit each page as a separate PDF. It must be submitted as one file. Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Assignments are expected to be submitted by the specified due date. If no prior arrangement is made with the instructor for a late submittal, the maximum points that the student can earn for the assignment will be reduced by 2% for every day it is late. Assignments are out of 100 points. Therefore, if a 100-point project is five days late, the maximum points that the student can receive for the project are 90 points (i.e., 90% of the total grade). If the student receives the equivalent grade of 85% on the assignment, the student would receive 76.5 points (85% of 90 points). Assignments that are ten days late or more will be graded out of 80% of the total points of the assignment. Late assignments will be accepted on or before the last day of class. A grade of zero will be given until the assignment has been turned in.

Timely submission of assignments is included as part of the rubric.

A due date and time will be provided for every assignment, and an assignment is considered a day late if it is submitted after the specified date and time. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date.

Assignment submissions may be updated and re-uploaded to the Canvas site as needed prior to a submittal deadline. Once the deadline has passed for an assignment and a submission has been made, additional submittals are not guaranteed to be accepted. If the updated, late submittal is accepted, the entire submittal will be considered late, and points will be deducted based on the date of the late submission. In addition, it is the student’s responsibility to ensure that a submission is complete; missing items will not be given credit.

IV. Annotated Weekly Schedule*

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Course Introduction and Syllabus Review • Summary: This week we will introduce the course and discuss the course structure, assignments, and expectations.
Week 2	<ul style="list-style-type: none"> • Topic: Ecological Concepts • Summary: We will discuss/review the ecological principles and processes that are applicable to this class.
Week 3	<ul style="list-style-type: none"> • Topic: Geology, Soils, & Ecosystems • Summary: We will be looking below the surface of Florida’s plant communities to understand the connections between geology, soil, and ecosystems. This will include a discussion on soil amendments and the effects of construction. • Required Reading: Chapter 3 – Urban Soils in <i>Urban Ecology for Citizens and Planners</i> (2021) by Gail Hansen & Joseli Macedo (10 pages).
Week 4	<ul style="list-style-type: none"> • Topic: Understanding Florida’s Plant Communities • Summary: This week we will explore Florida’s native plant communities and its pyric landscapes.
Week 5	<ul style="list-style-type: none"> • Topic: Landscape Ecology

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Summary: This week we will focus on the structure and functional components of a landscape and discuss the impacts of fragmentation. • Required Reading: Chapter 9 – An Ever-Shifting Mosaic: Landscape Ecology Applied in <i>Principles of Ecological Landscape Design</i> (2013) by Travis Beck (25 pages). • Assignment: PRE-WRITE for Landscape Management Plan Due by Tuesday, February 11th at 11:59 PM.
Week 6	<ul style="list-style-type: none"> • Topic: Landscape Ecology and the Florida Ecological Greenways Network • Summary: This week we will discuss connectivity, and the importance of the Florida Ecological Greenways Network, the Florida Wildlife Corridor, and land protection strategies. • Guest Speaker: TBD (There may be a guest lecturer for a portion of this class).
Week 7	<ul style="list-style-type: none"> • Topic: Management and Maintenance of Designed Landscapes (Part 1) • Summary: This week we will discuss management and maintenance issues that may be needed to maintain the intent of a designed landscape. In this discussion, we will focus on the management and maintenance needed for more ‘traditional’ landscape designs. This will include, but not be limited to, pruning, mowing, and managing invasive species.
Week 8	<ul style="list-style-type: none"> • Topic: Presentations on Climate & Ecosystems • Summary: During this week’s class, groups will present on the interrelationships between climate and ecosystems. • Assignment: Submit the presentation by Tuesday, March 4th at 8:30 AM.
Week 9	<ul style="list-style-type: none"> • Topic: Examine/Discuss Real-World Sites • Summary: Weather permitting, class will be held at UF’s Natural Areas Teaching Lab located near the campus’ museums. We will tour and discuss the various natural communities, the SEEP, and the nearby bioretention project at the Southwest Gym.
Week 10	<ul style="list-style-type: none"> • Spring Break
Week 11	<ul style="list-style-type: none"> • Topic: Management and Maintenance of Designed Landscape (Part 2) • Summary: This week we will discuss management and maintenance issues for designed landscapes that are ‘less traditional’. This will include, but not be limited to, discussions on Florida Friendly Landscapes and ecological planting design. • Required Readings: Chapter 1- A Laboratory for Wild by Design (pages 15-35) in <i>Wild by Design: Strategies for Creating Life-enhancing Landscapes</i> (2016) by Margie Ruddick. (20 pages) & Introduction – Nature as it Was, Nature as It Could Be in <i>Planting in a Post-Wild World: Designing Plant Communities for Resilient Landscapes</i> (2015) by Thomas Rainer and Claudia West (12 pages).
Week 12	<ul style="list-style-type: none"> • Topic: Thinking About Longer Timeframes and Broader Scales • Summary: This week we will discuss considerations for resilient/climate-wise designs. We will also consider the urban-rural transect as well as management/ecological concerns connected to working and natural landscapes.

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Assignment: DRAFT Landscape Management Plan Due by Monday, March 31st at 11:59 PM.
Week 13	<ul style="list-style-type: none"> • Topic: Landscape Maintenance Plans • Summary: In-class review and discussion of landscape maintenance plans. This will include peer reviews. • Assignment: Prior to Tuesday's class, review the landscape management plans from 2 other groups and prepare construction comments. Each group will be assigned specific papers to review.
Week 14	<ul style="list-style-type: none"> • Topic: Linear Infrastructure and Road Ecology • Summary: This week we will consider the effects of linear infrastructure, such as roads, on connectivity and species. We will also discuss strategies to mitigate some of these effects. This will include a discussion on wildlife crossings. • Guest Speaker: TBD (There may be a guest lecturer for a portion of this class).
Week 15	<ul style="list-style-type: none"> • Topic: Putting the pieces together • Summary: Utilizing the principles learned throughout the semester, students will engage in an activity that provides them with the opportunity to make regional and site scale decisions. • Assignment: FINAL Landscape Management Plan Due by Tuesday, April 22nd at 11:59 PM.
Week 16	<ul style="list-style-type: none"> • Final Exam is Due by Friday, May 2nd at 2:30 pm

***Schedule Subject to Change**

VI. Required Policies

ATTENDANCE POLICY

Attendance is mandatory. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:

- o Illness
- o Serious accidents or emergencies affecting the student, their roommates, or their family
- o Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- o Military obligation
- o Severe weather conditions that prevent class participation
- o Religious holidays
- o Participation in official university activities such as music performances, athletic competition or debate.
- o Court-imposed legal obligations (e.g., jury duty or subpoena)
- o Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor

Students shall be permitted a reasonable amount of time to make up material or activities covered during their excused absence(s) and should contact the instructor about any make-up work. Absences do not affect project deadline dates unless prior arrangements have been made.

Class discussion is essential to the learning experience; therefore, attendance is expected for the entire class time. During the class, it is expected that all students will be participating in discussions/activities or working on LAA1532 assignments. Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class.

The instructor will not provide the student with notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule a meeting for any discussions regarding attendance, tardiness, and late assignments.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://gradcatalog.ufl.edu/graduate/regulations/>

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

UF EVALUATIONS PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

COUNSELING AND WELLNESS CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

COURSE MATERIALS AND IN-CLASS RECORDINGS

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means. Further distribution or posting on other websites is not permitted.

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.