SPRING PLANTS:
PLANTS FOR ECOSYSTEM SERVICES

Spring plants seminar 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:
SPRING 2018
LA 328
SYLLABUS
SPRING PLANTS:
PLANTS FOR 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.

final project

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 the celebrates/enhances/explores one or more of the ecosystems services categories
• produce a seasonally balanced plant list and a fully labeled planting plan

required readings


SPRING PLANTS: PLANTS FOR ECOSYSTEM SERVICES

Green Infrastructure for Landscape Planning: Integrating Human and Natural Systems, Gary Austin, Hoboken: Taylor and Francis, 2014 (chapter 4 only)
https://ebookcentral.proquest.com/lib/uoregon-reader.action?docID=1600508&query=

tentative schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>4/2</td>
<td>introduction + plants</td>
<td>4 Reading Summary (Green Infrastructure) + plants</td>
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<td>9</td>
<td>plants Journal 1 review</td>
<td>11 Pollinator mini-talk + plants</td>
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<tr>
<td>16</td>
<td>Test #1</td>
<td>18 Reading Summary (Emerging Landscapes) + plants</td>
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<tr>
<td>23</td>
<td>plants Journal 2 review</td>
<td>25 Phytoremediation mini + plants</td>
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<tr>
<td>30</td>
<td>Review design proposals and preliminary plant lists</td>
<td>5/2 Reading Summary (Urban Birds &amp; Plant Des.) + plants</td>
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<tr>
<td>7</td>
<td>Test #2</td>
<td>9 Reading Summary (Phyto Chapter 1) + plants</td>
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<tr>
<td>14</td>
<td>plants Journal 3 review</td>
<td>16 plants</td>
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<tr>
<td>21</td>
<td>Arborist, Phil Carroll or Michelle Parkins</td>
<td>23 Climate Resilience mini + plants</td>
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<tr>
<td>28</td>
<td>NO CLASS MEMORIAL DAY HOLIDAY</td>
<td>30 Test #3</td>
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4 REVIEW WEEK, NO CLASS

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

January 26, 2018
Grades will be based on the best three out of four tests (300 points),
a two-part planting design exercise (120 pts combined), four journal
assignments (80 pts), written reading responses (40 pts), and field trip
attendance (5 pts/ea = 25 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

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 particu-
  larly helpful to this class and your design work. Select which books you
  might buy based on your own personal focus and ask if you need guid-
  ance. Out of print books may be found online.
- 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
- The California Wildlife Habitat Garden, Bauer
- Pocket Guide to Ornamental Grasses, Darke
- The Encyclopedia of Grasses for Livable Landscapes, Darke
- Field Guide to Trees of North America, Kershner for National Wildlife
  Federation
- The Sibley Guide to Trees, Sibley
- 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