Course Description
This course is about design implementation. It is a continuation of site engineering which had a specific emphasis on the use of landform to express design ideas and to technically resolve design issues. Landform is one of the main forms that landscape architects use to express their design intent but there are other components that are part of what is termed construction documents or CDs.

This course has several goals and many learning objectives. The primary goal is to allow you to technically communicate your design in a manner where it can be constructed. The second is to prepare you for professional practice noting that you cannot possibly learn all that one undertakes in an office situation. You will have the vocabulary or the foundation to be conversant.

Learning Objectives
At the conclusion of the course you should:
- Schedule a complete set of technical working drawings containing the appropriate information for an intermediate size site.
- Communicate information in a correct format.
- Use conventional layout and dimensioning systems.
- Communicate planting schemes as technical planting plans.
- Become familiar with the major landscape materials used in landscape construction.
- Implement water harvesting in a conventional landscape architectural project.
- Identify the need for construction details and practice creating and adapting.

Course Approach
This course is a continuation of fall semester LAR 554 Site Engineering. It is the explicit intent of this course to give you the technical skills to enter professional practice with the confidence to undertake work in the public and private practice arenas.

Progress in this course will come in a similar approach that you experienced in the previous course in this sequence. Incrementally you will be challenged with components of construction documents (CD's). Each one will form part of a CD set that is standard fare in landscape architectural office practice. By paying close attention to each section, you will build confidence to make the correct decision at the proper moment in project delivery.

The semester is divided into several components of what are the designated parts of technical working drawings. They are:
- Layout and Dimensioning
- Grading, Drainage and Water Harvesting
- Site Utilities (concentration on Stormwater Management)
- Planting Plans
- Detailing

Now some words of caution: 70% of the course energy is devoted to the completion of a bound set of working drawings. This is a major undertaking. While it may seem that the multiple set of drawings may be completed one-by-one, this is not the case. Several must be worked on simultaneously.

What does this mean? It means several things:
You must stay current to what is being discussed
There will be times of greater and less intensity
Self-paced discipline is critical (Don’t fall behind)
Regular Attendance is required

Class Expenses
Several times during the semester you will be expected to print a portion of your work for review.

Course Textbooks
Harris, Charles and Nicholas Dines, Time Saver Standards for Landscape Architects (Second Edition), New York: McGraw Hill, 1998 (Required... If you did not buy it in the Fall, you will need to buy it now)

Strom, Steven, Kurt Nathan, and Jake Woland, Site Engineering for Landscape Architects (Sixth Edition, New Jersey: John Wiley & Sons, 2013 (Recommended; Full text available online)
(http://site.ebrary.com/lib/arizona/detail.action?docID=10650019)

Grading Policy
You are encouraged to discuss your progress with me at any time.

Final grades will be based only on the submitted projects and only completed work will be accepted. No partial assignments will be considered.

Late submissions are strongly discouraged. Documented illness or documented compassionate grounds only will be accepted to excuse late submissions. Late work will be downgraded in accordance with the policy adopted by the School. This policy, established by faculty and students, calls for a deduction of 10% per day for late work.

Grade A (90+) Work which reflects superior technical design and graphic ability. It is logically thought out and represented.

Grade B (80-89.9) Work which shows a good understanding of technical design and which is graphically well presented. Some revisions would be necessary.

Grade C (70-79.9) Work which shows satisfactory understanding and execution of the project. Moderate revisions necessary.

Grade D (60-69.9) Work which shows an inconsistent technical design and/or poor graphic presentation.

Grade F (<60) Work incomplete and/or project which shows a failure to comprehend or present subject matter.

<table>
<thead>
<tr>
<th>Project</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Research</td>
<td>20%</td>
</tr>
<tr>
<td>Detailing</td>
<td>5%</td>
</tr>
<tr>
<td>Layout and Dimensioning</td>
<td>20%</td>
</tr>
<tr>
<td>Planting Plan</td>
<td>15%</td>
</tr>
<tr>
<td>Irrigation Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Working Drawings Package</td>
<td>10%</td>
</tr>
<tr>
<td>Participation/Exercises</td>
<td>10%</td>
</tr>
</tbody>
</table>

Attendance Policy
Attendance during regularly scheduled class time is expected and will be factored into your final grade. Each unexcused absence will result in a deduction of 1 point from your final grade. Late arrivals may result in a .5 point deduction from your final grade.
All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. The student should contact the instructor as soon as an unavoidable absence is known.

Classroom Behavior
The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self.

Inclusive Excellence and Student Resources
Inclusive Excellence is a fundamental part of the University of Arizona’s strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course.

This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Other resources: Office of Diversity (http://diversity.arizona.edu/)
Counseling & Psych Services (http://www.health.arizona.edu/counseling-and-psych-services)
OASIS Sexual Assault and Trauma Services (https://www.health.arizona.edu/oasis-sexual-assault-and-trauma-services)

Special Needs and Accommodations
Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

Student Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity/.

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.