

Introduction to Landscape Architecture

Spring 2026

1. Course Basics

Introduction to Landscape Architecture

LA 100

Tuesdays & Thursdays; 9:30 AM – 10:20 AM

2. Instructor Information

Taylor Metz, PLA, ASLA

Assistant Professor of Landscape Architecture

Department of Landscape Architecture

Ball State University, Muncie, IN

tdmetz@bsu.edu

Office Hours: by appointment

Instructor Bio

Taylor Metz, a licensed landscape architect and Assistant Professor of Landscape Architecture at Ball State University, brings a strong blend of professional expertise and academic experience to his role. He holds a Master of Landscape Architecture from Ball State University and a degree in Communication Studies with an Art Studio minor from Gustavus Adolphus College.

Informed by his experience as a former elementary educator and his ongoing role as a co-founder of a PreK-12 nonprofit school, Metz's academic and research focus centers on educational landscapes, schoolyard design, design pedagogy, and landscape architecture advocacy. He is deeply committed to advancing the discipline through innovative design thinking approaches and preparing the next generation of landscape architects. His work has been recognized with an ASLA Honor Award for his master's thesis, which explored redesigning schoolyards to promote nature play and standards-based education.

As an active member of the American Society of Landscape Architects (ASLA), Metz continues to contribute to the profession through research, teaching, and advocacy for creating meaningful, sustainable environments.

3. Course Information

Course Description

An introduction to landscape architecture, including lectures, site observations and environmental experiences which focus on landscape architectural practice, representative projects, philosophy, and areas of specialization within the field. (2 credit hours)

Prerequisites

None

Course Objectives

Landscape Architecture encompasses a broad spectrum of environmental and site design, including – though not limited to – natural resource planning; housing (single- and multi-family); parks at the urban, county, state, and national levels; campuses; and commercial and institutional sites. The profession is practiced across a wide range of scales, from small residential gardens to regional land-use plans, and many contexts in between and beyond.

As an introduction to Landscape Architecture (LA), this course provides students with a foundational understanding of the profession and the principles of professional practice necessary for future work as individuals or as members of interdisciplinary teams. For students outside of environmental design disciplines, the course introduces Landscape Architecture as a field of study and practice, emphasizing its contributions to society, the stewardship of land, and its relationships to allied professions.

Upon successful completion of this course, the learner will be able to:

- *Define* Landscape Architecture
- *Identify* multiple types and scopes of Landscape Architectural practice/specialization
- *Identify* important people and events in Landscape Architectural history
- *Identify* the importance and influence of the arts and of natural, social, behavioral, and wellness factors on Landscape Architectural planning and design
- *Demonstrate* knowledge of the vocabulary of Landscape Architectural processes, materials, construction practices, and professional practice
- *Apply* the landscape design process on small site-scale design problems

Course Modality/Structure

This course is delivered primarily through in-person instruction, supported by online resources and materials. Class meets twice per week, on **Tuesdays and Thursdays from 9:30–10:20 a.m.**, in **AB 100**. Scheduled class meetings consist of lectures, presentations, discussions, and occasional in-class activities designed to introduce students to the field of landscape architecture.

Students should be prepared to actively engage during class sessions, take notes, and listen carefully for announcements related to schedules, expectations, and course logistics.

Online Components and CANVAS Use

While the course is not fully online or hybrid, CANVAS is used extensively to support instruction. **Course content is organized into weekly modules within CANVAS** and includes readings, videos, resources, and assignment information that reinforce and extend material presented during in-person lectures.

Students are expected to log into CANVAS multiple times per week and to check their official Ball State University email daily for course announcements and updates.

Course Organization and Content Progression

The semester is organized into **five (5) instructional units**, each spanning approximately three (3) weeks. Units introduce students to the definition, scope, elements, and professional practice of landscape architecture, and build progressively throughout the semester.

Each unit consists of a coordinated sequence of lectures, readings, and learning activities. The accompanying semester schedule outlines the anticipated order of topics and serves as a general roadmap for the course. Minor adjustments to the schedule may occur as needed.

Time Expectations and Student Responsibility

Students should expect to engage with this course on a weekly basis, both during scheduled class meetings and outside of class. Learning activities, readings, and preparation completed outside of class are essential to fully participating in lectures and discussions.

Students are responsible for completing all required coursework by the posted due dates and for managing their time accordingly. If challenges arise that impact a student's ability to meet course expectations, they are encouraged to contact the instructor as early as possible.

4. Course Materials

There is no required course textbook for this class. Instead, required readings will consist of selected excerpts from a variety of sources, compiled and provided as PDF readings within weekly modules on CANVAS. These readings are intended to support and reinforce lecture content and class discussions.

In addition to the required weekly readings, the following books are recommended as strong introductions to the diverse qualities, histories, theories, and professional practices of landscape architecture. Titles marked with an asterisk (*) are used as sources for required weekly readings and are available through Course Reserves in the Architecture Library. Titles not marked with an asterisk are optional supplemental readings.

All listed books are available in the Architecture Library, located within the Ball State University College of Architecture and Planning.

Readings & Sources

- 1000 Tips for Landscape Architects* (Santos Quartino, 2011)
- * *American Landscape Architecture: Designers and Places* (Tishler, 1989)
- * *An Introduction to Landscape Architecture*, 2nd ed. (Laurie, 1986)
- * *A Sand County Almanac* (Leopold, 1966)
- * *Becoming a Landscape Architect: A Guide to Careers in Design* (Foster, 2010)
- Design on the Land* (Newton, 1971)

Foundations of Landscape Architecture: Integrating Form and Space Using the Language of Site Design (Booth, 2012)

* *Introduction to Landscape Design*, 2nd ed. (Motloch, 2001)

* *Landscape Architecture: A Manual of Environmental Planning and Design*, 5th ed. (Simonds & Starke, 2013)

* *Landscape Architecture: A Very Short Introduction* (Thompson, 2014)

Landscape Architecture Now (Jodidio, 2012)

* *Landscape Architecture Theory: An Evolving Body of Thought* (Murphy, 2005)

Residential Landscape Architecture (Booth & Hiss, 2002)

* *The Fundamentals of Landscape Architecture*, 2nd ed. (Waterman, 2015)

* *Thinking about Landscape Architecture: Principles of a Design Profession for the 21st Century* (Sharky, 2016)

5. Course Assignments and Assessments

Assignment and assessment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on CANVAS. Please check CANVAS regularly to stay informed and on track.

Course Assignments

This course includes approximately **sixteen (16) weekly assignments**, typically one per week. Assignments will be submitted according to the instructor's specified requirements and are generally completed and submitted digitally via CANVAS (e.g., PDF, DOC, PPT, or as otherwise noted). While unlikely, students may occasionally be asked to submit a printed hard copy.

To receive credit, assignments must be submitted according to the stated format, submission method, and deadline. Assignment descriptions, instructions, and due dates are posted on CANVAS.

Assignments are typically due on Tuesdays by 11:59 p.m. unless otherwise noted. Assignments that are not submitted by the deadline will receive a grade of zero (0).

At the end of the semester, the three (3) lowest assignment scores will be dropped and will not be included in the final grade calculation.

Course Assessments

The course includes five (5) unit exams, approximately one per instructional unit. Exams are administered online through CANVAS and occur approximately every three to four (3–4) weeks.

Exams are open-note, and students are strongly encouraged to maintain thorough and well-organized notes throughout the semester. While open-note, exams are designed to assess understanding, synthesis, and application of course material – not the ability to search for answers.

Each exam is available during a **one-week exam window**. Exams will typically open on a Thursday at approximately 10:30 a.m. and close the following Thursday at 11:59 p.m. Once an exam is opened, students will have **60 minutes** to complete it.

Exams primarily assess material from the most recently completed unit but may also include content from earlier units. Detailed instructions and exam availability windows will be communicated in advance via CANVAS.

Given the significant accommodations provided to support student success (open-note format and extended access window), academic and professional integrity is essential. Each exam will begin with the following required affirmation:

“I am taking this exam with a high level of professional and academic integrity in accordance with the Beneficence Pledge. I am working ALONE on this exam and am only using my written or printed notes (lecture notes, assignment notes, etc.). I will not look up answers on another electronic device.”

Submitting an exam constitutes agreement with this statement and adherence to all course and University academic integrity policies.

Make-up exams are not permitted once the exam window has closed.

Evaluation and Grading

Student performance in this course will be evaluated using a combination of **weekly assignments** and **unit exams**. The specific type, quantity, and format of individual assignments and assessments may vary as the semester progresses.

Grading Breakdown

- Weekly Assignments (approximately 16 total; ~4% each) 60%
- Unit Exams (5 total; approximately every 3–4 weeks; ~8% each) 40%
- Extra Credit (at the discretion of the instructor) 5%

Total Possible: 105%

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%

C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 60%
F	<60% - 0%

6. Required University Statements and Policies

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance

Attendance is **expected** during all scheduled class days and hours, unless otherwise stated by the instructor. Regular attendance is vital to student success and contributes to a dynamic, engaged, and participatory learning environment for the entire class.

Attendance may be taken randomly throughout the semester. Because important course content – including lectures, discussions, and occasional extra-credit opportunities – occurs during class time, absences will negatively impact a student’s final course grade.

If unavoidable circumstances (e.g., family emergency, bereavement, or a required field trip for another course) will result in an absence or late work, students must communicate with the instructor in advance whenever possible. The expectation is clear: communicate early and proactively, rather than after an issue has occurred.

Class lectures begin promptly at 9:30 a.m. Students are expected to be seated and prepared to take notes at that time. Course lecture slides will not be provided, making attendance and active note-taking essential.

Research consistently demonstrates a strong link between class attendance and student success. See [this study](#) on the link between attendance and student success.

Course attendance policies are consistent with [University policies regarding student absences](#). Absences will be excused for the following reasons: funeral and bereavement leave; jury duty; late course addition; military service; observance of religious holidays; pregnancy leave; participation in University- or department-approved athletic activities; and University advisories.

Students may encounter other circumstances (e.g., car accidents or job interviews) that result in absences. Only the course faculty member may excuse these absences, and any adjustments are made at the discretion of the instructor. When possible and supported by appropriate documentation, faculty will consider field-specific best practices as well as student well-being when making determinations.

In general, students are expected to notify all instructors once an absence is anticipated or as soon as possible after an unexpected absence occurs (e.g., illness or injury). Students may be required to provide documentation, with confidential information redacted when appropriate, if requested.

7. Recommended Statements, Policies, and Information

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment – including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [bsu.edu/titleix](https://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

Your instructor is a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after your instructor makes a report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process](#).

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with your instructor if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement

No Generative AI Use

All work conducted and/or submitted in this course should reflect your own ideas and demonstrate your current knowledge, abilities, and skills. Therefore, generative AI should not be used to complete any portion of the assignment(s). Doing so constitutes a violation of Ball State University's [Student Academic Ethics Policy](#).

However, there may be conditions or assignments where you may use generative AI applications for some work submitted in this course. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Ball State University's [Student Academic Ethics Policy](#).

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: [BallStateLC](#).

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to

students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

CANVAS Accessibility

CANVAS provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making CANVAS screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). CANVAS is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted CANVAS the Gold Level Web Certification in 2010. Find more information by visiting the [CANVAS Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent.

However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through CANVAS. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

8. Course-Specific Expectations and Policies

Course Content and Permissions Policy

- Students may **not** reproduce, distribute, share, or publicly post any course materials without prior written permission from the instructor.
- Students may not record (including photography, video, or audio) instructor lectures or any other instructional content without prior written permission from the instructor.
- Course lecture slides will **not** be provided to students.

Course Etiquette and Professionalism Policy

- Students are responsible for reading – and responding when requested to - all course communications from the instructor, including messages sent via CANVAS and Ball State University email.
- Outside of class, CANVAS Announcements will serve as the primary method of course communication. Students are responsible for ensuring that their CANVAS notification settings are turned on.
- The best way to contact the instructor is through CANVAS or BSU email. All email correspondence should include “LA 100” in the subject line. Students should not expect an

immediate response; messages will typically be answered within 24 hours, during standard business hours (9:00 a.m. – 5:00 p.m., Monday through Friday).

Course Participation Expectations

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your CANVAS course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during week days (Monday-Friday) and within 48 hours on the weekend.
- I will read every discussion post but I will not always personally comment on posts.
- I will grade your assignments and exams no later than within 2 weeks of submission.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy

- All assigned work must be submitted on time to receive full credit. Unless otherwise stated, all assignments are due by 11:59 p.m. (EST/EDT) on the posted due date.
- At the discretion of the instructor, assigned work submitted after the due date and time will be penalized one (1) point per day late, with each day ending at 11:59 p.m. (EST/EDT). Late work will not be accepted beyond three (3) weekdays after the original due date.
- Assignments submitted after the due date will be subject to a reduced grade, consistent with the late-penalty policy. CANVAS will not accept assignments for grading after 11:59 p.m. (EST/EDT) on the third day following the due date, and work not submitted by that time will receive a grade of zero (0).
- Students are responsible for anticipating and managing potential technical or internet connectivity issues. Technical difficulties do not excuse late submissions. Students are strongly encouraged to submit work early and to maintain a backup plan (e.g., access to an alternate computer or location such as a library).
- If a student has an excused absence on the day an assignment is due or an exam is scheduled, the student must communicate with the instructor to arrange a revised due date or exam make-up and provide appropriate documentation (e.g., a doctor's note or other official verification).

Assignment Submission Policy

- All assignments must be submitted using the **file type and file-naming convention** specified in the assignment description, unless otherwise indicated.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module in CANVAS.

Grading Policy

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

Assignment Integrity Policy

- Students are encouraged to discuss assignments and course concepts with classmates. However, all work submitted for evaluation must represent the student's own individual effort, unless the assignment is explicitly identified as a group or collaborative project.
- Academic dishonesty – including plagiarism, unauthorized collaboration, or any other form of cheating – will not be tolerated. If it is determined that submitted work is not the student's own, a grade of zero (0) will be assigned for that assignment.
- All incidents of academic dishonesty will be addressed in accordance with Ball State University's academic integrity policies and procedures.

Incomplete (I) Grade Policy

- No incomplete ("I") will be given as a final course grade without sufficient and compelling cause (e.g., documented illness, family crisis, etc.). In such a case, the instructor(s) must be fully informed and agree to the appropriateness and expectations of the "Incomplete."

Engagement Expectations

Rules often lead to rebellion; norms establish culture. On the first day of class, students will collaboratively establish a set of classroom norms that define the culture of the learning environment in this lecture course. These norms will operate under the guiding principle of **professionalism**.

Students are expected to engage in all aspects of the course – including class sessions, discussions, activities, and communications – in a professional, respectful, and courteous manner.

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- Respect different perspectives. Share your ideas and let others share theirs.

- Challenge ideas, not people. Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- Listen to understand. Stay curious, ask questions to understand, and give others space to speak.
- Assume good intentions. Approach discussions with curiosity and compassion.
- Keep it private. What is shared in class stays in class. Do not share others' words or work without permission.
- Be respectful. Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

9. Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on CANVAS. I encourage you to check CANVAS regularly for updates and contact me if you have any questions.

10. Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.