



**Oregon State**  
**University**

**Department of Horticulture**

Oregon State University  
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Corvallis, Oregon, 97331

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## Syllabus

**Course Name**      Permaculture Design Certificate Course

**Course Credits:**    Non-credit

**Instructor:**        Andrew Millison

**Instructor's email**   Andrew.millison@oregonstate.edu

### **Link to instructor's on-line bio/website.**

<http://horticulture.oregonstate.edu/content/andrew-millison>

### **Teaching Assistant name and contact info:**

Marisha Auerbach: marisha.permaculturerising@gmail.com

## **Course Content:**

Permaculture Design is a method of landscape planning that can be applied at scales from the home garden to city block to village to farm. It is an ethically based whole-systems design approach that uses concepts, principles, and methods derived from ecosystems, indigenous peoples, and other time-tested practices to create sustainable human settlements and institutions. Although rooted in horticulture and agriculture, Permaculture design is interdisciplinary, touching on a wide range of subjects including regional planning, ecology, animal husbandry, appropriate technology, architecture, and international development.

The course consists of narrated and animated slide shows by Permaculture instructors, educational video tours, assigned readings and viewing of selected material, and interactive assignments that all build up to each student completing an extensive final design project portfolio. Each student posts their work on a blog that is viewed by other students, who are required to give feedback on each others' work.

Upon satisfactory completion of the course, students will receive a Permaculture Design Course Certificate affiliated with the Permaculture Institute of North America and Oregon State University.

## **Week 1: Climate**

Assignments: Personal Survey, Climate Survey, Design Site, Peer review

## **Week 2: Landform**

Assignments: Base Map, Client Interview, Peer review

## **Week 3: Site Analysis**

Assignments: Site and Regional Challenges Survey, Sector Compass, Peer Review

## **Week 4: Design**

Assignments: Microclimate Assessment, Map Current Zones, Peer Review

## **Week 5: Water**

Assignments: Water Survey, Watershed Map, Site Water Flow Analysis, Peer Review

## **Week 6: Soil and Nutrient Cycling**

Assignments: Soil Map and Tests, Peer Review

## **Week 7: Trees**

Assignments: Local Ecology Survey, Elevation View, Peer Review

## **Week 8: Gardens and Animals**

Assignments: Local Plants Survey, Plant System Design, Peer Review

## **Week 9: Structures and Settlements**

Assignments: Building Survey, Zone 1 Design, Peer Review

## **Week 10: Energy and Economy**

Assignments: Local Network Survey, Final Project, Peer Review

◆ **Canvas** — This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and with me. Within the

course Canvas site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. For technical assistance, Canvas and otherwise, see

<https://courses.ecampus.oregonstate.edu/studentresources.html>

**\* Measurable student learning outcomes:**

- \* Comprehension of the Permaculture design system and the protocols for the Permaculture site design process.
- \* Understand the basic Permaculture design strategies for water, soil, gardens, trees, climatic zones, structures, and communities.
- \* Apply Permaculture teachings to all assignments.
- \* Articulate the Permaculture design system through feedback to other students and presentation of projects and assignments

**\* Required Materials:**

- \* Each student must have a way to document their design work and post it to the internet, whether it is a digital camera, scanner, or if they do their mapping projects using a computer program.
- \* Students will be producing maps and visual designs, so may need to obtain colored pencils, markers, rulers, circle templates, a sketch pad, or other art supplies deemed necessary by the student depending on the presentation of their work.

**\* Learning resources:**

- \* Required Text: “Practical Permaculture for Home Landscapes, Your Community, and the Whole Earth”, by Jessi Bloom and Dave Boehnlein, Timber Press 2015
- \* Link to reading assignments on an online reader
- \* Narrated presentations on Canvas
- \* Educational video segments on Canvas
- \* Links to online video material

*NOTE to prospective students: Please check with the OSU Bookstore for up-to-date DVD, course packet, and textbook information for the term you enroll (<http://www.osubookstore.com/> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.*

**\* Evaluation of student performance:**

- \* Students will be graded on completion of class assignments, peer review comments, and the final design project:
- \* Each assignment will be worth varied points between 4-18, with 21 assignments (180 points)
- \* Each student will make 2 peer review comments on other student’s work (to be assigned by instructor) worth 2 points per week (20 points)

With a total of 200 points, students must get a minimum of 160 points to receive their certificate.

**Grades:** A=180-200 points, B=160-180 points, C=140-160 points, D=120-140 points, F=119 points or lower

### **Permaculture Design Course Certificate:**

- 1) Student must complete every assignment
- 2) Student must not fall behind more than 2 weeks to allow for instructor feedback and revisions
- 3) Student must earn at least a B (160 points) in the course
- 4) Issuing the certificate is at the sole discretion of the instructor
- 5) If a student falls behind more than 2 weeks and wishes to earn their certificate, they may be asked by the instructor to re-enroll in a future term to complete their work.

### ◆ **Course Policies:**

◆ **Incompletes** — Take this course only if you plan to finish it in a timely manner

### \* **Statement Regarding Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and [Disability Access Services \(DAS\)](#) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### \* **Expectations for Student Conduct:**

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct: information and regulations](#).

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by [Oregon Administrative Rule 576-015-0015 \(1\) and \(2\)](#) and is subject to sanctions under university policies, [OSU Office of Student Conduct](#).

♣ **Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further

information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

♣ **Conduct in this online classroom** — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#). Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](#).

### ♣ **Communications:**

#### ♣ **Ground Rules for Online Communication & Participation:**

- *Online threaded discussions* are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- *Online Instructor Response Policy:* I will check email frequently and will respond to course-related questions within 36 hours Monday through Friday, unless I post to the class in advance that I will be offline for a specific period of time, in which case Marisha Auerbach will monitor class questions. I can not guarantee a response on the weekend or on National holidays.
- *Observation of "Netiquette":* All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
  - writing online: <http://goto.intwg.com/>
  - netiquette: <http://www.albion.com/netiquette/corerules.html>.
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then please contact me.

#### ♣ **Guidelines for a productive and effective online classroom**

The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion. Participate actively in the discussions, having completed the readings and thought about the issues.

Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.

Think through and reread your comments before you post them.

Assume the best of others in the class and expect the best from them.

Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.

Be open to be challenged or confronted on your ideas or prejudices.

### ◆ **Student Assistance:**

◆ **Contacting the instructor** — Contact the instructor via e-mail for any communications that you wish to remain private. For questions in which the answer may be a benefit to the rest of the class, please post your question on the discussion forum. I will monitor that forum and respond according to the same time stated above in the *Instructor Response Policy*.

### ◆ **Technology Support**

If you experience difficulties, errors, or problems in Canvas, please click the Help button located at the bottom of the left sidebar within your Canvas course. Tier 1 technical support is available to you 24 hours a day, 7 days a week.

If you have difficulties accessing your course in Canvas, please contact WorkSpace at (541)737-4197 or email [workspace@oregonstate.edu](mailto:workspace@oregonstate.edu). We are available Monday through Friday from 8 a.m. until 5 p.m. Pacific time.