CALS Curriculum Committee Meeting
March 13, 2020
2:00 p.m.
1044 McCarty Hall D

Members: J. Brendemuhl, J. C. Bunch, D. Coenen, D. Gabriel, M. Gillen, V. Hull, P. Inglett (Chair), J. Larkin, T. Martin, A. Mathews, G. Nunez, K. Padgett-Pagliai, B. Pearson, W. Porter, N. Roberts, J. Scheffler, M. Sharp, J. Weeks, C. Wilson, A. Wysocki

Agenda and Index for Materials

Approve Minutes from February 14, 2020 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposal

1. WIS 6XXX – Professional Communication in Wildlife Forensic Sciences (req. #14300)

Undergraduate Course Change Proposal

2. FOR 4020 – Seminar in Contemporary Issues in Forest Resources and Conservation (req. #14713)

Recycled item

3. ORH 4804 – Annual and Perennial Gardening (req. #14328)
   Previous comments from 11/15/2019: A motion was made by Dr. Porter to recycle this item to the department for an update and resubmission. The motion was approved. All course change proposals require submission of a course syllabus.

CALS Curriculum Committee Meeting
February 14, 2020
Submitted by James Fant

Members Present: D. Coenen, D. Gabriel, V. Hull, P. Inglett, J. Larkin, T. Martin, A. Mathews, G. Nunez, K. Padgett-Pagliai, B. Pearson, W. Porter, J, Scheffler, M. Sharp, J. Weeks, C. Wilson

Guests: Kristina Haselier

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on February 14, 2020 in Rm. 1044 McCarty Hall D. Dr. Inglett called the meeting to order at 2:00 p.m.

Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives: https://cals.ufl.edu/faculty-staff/committees/

Approval of Minutes: A motion was made by Dr. Wilson to approve the minutes from the January 10, 2020 meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.

Links: Grades – https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/
Syllabus Statements – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf
Absences & Make-Ups – https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Update from UCC: No update was available. Dr. Brendemuhl was attending a conference and thus was unavailable for this meeting.

Graduate New Course Proposal

1. FOR 6XXX – Bark and Ambrosia Beetles (req. #14650)
      A motion was made by Dr. Coenen to recycle this item back to the department for required updates and resubmission. The Motion was approved. The contact hours on the UCC form need to be changed from 24 to two. Even though the course is only four days the form must be completed as if it was a full 16 week semester. All syllabuses are required to include available office hours. Scheduled appointments is not an acceptable option. The learning objectives need to include verbs more appropriate to the rigor of a graduate level course. Assistance with learning objectives can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. There is concern that grades are determined by a single exam. Consider the addition of quizzes, daily journal entries or other assignments. The UCC form indicates there is a textbook required, but the syllabus shows no textbook is required. If the course-specific guide

mentioned in the syllabus is the same as the text indicated on the form, make sure the descriptions match. Finally, the committee had a question as to whether this course is worthy of graduate level credit. Therefore, the instructor is encouraged to attend the meeting of the CALS CC, at which his submission will be re-reviewed, in person or via zoom (link available at committee site: https: //cals.ufl.edu/faculty-staff/committees/) to give a course background and field any questions.

Undergraduate New Course Proposal

2. AEC 4XXX – Communication and Leadership Development Internship (req. #14649)
      A motion was made by Dr. Porter to recycle this item back to the department for required changes and resubmission. The motion was approved. A list of prefixes or specific courses will be needed for item #2 in the proposed prerequisite section. If you provide only prefixes any course with those prefixes will be used. There appear to be some assignments that are not listed as part of the required work for the course (Exit interview, various forms, electronic journal entries, etc.). If these are part of the portfolio that needs to be made clearer. A concern was raised as to what would happen to a student who is unable to secure an internship. The instructor is encouraged to attend the meeting of the CALS CC, at which her submission will be re-reviewed, in person or via zoom (link available at committee site: https: //cals.ufl.edu/faculty-staff/committees/) to give a course background and field any questions.

Undergraduate Course Change Proposal

3. AOM 4060 – Agri-food Systems Innovation (req. #14581)
      A motion was made by Dr. Weeks to approve this item as submitted. The motion was approved.

General Edueation Proposal

4. ENY 1001 – Bugs and People (req. #14580)
      A motion was made by Dr. Porter to approve the item with changes required. The motion was approved. The course objectives need to contain better learning verbs. "Appreciate" needs to be removed. Assistance with learning objectives can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. The course description in the submitted syllabus is too long. The course description must match what is in the catalog and be 50 words or less. If you wish to include additional information about the course, you can put it under a different heading such as course background or additional course information. The syllabus must contain the most recent version of the CALS syllabus statements boilerplate. This can be found at: – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

Recycled Items

5. AGR 6XXX – Supervised Extension in Agronomy (req. #14556)

A motion was made by Dr. Porter to approve this item with a change required. The motion was approved. The course objectives on the UCC form and those in the syllabus must match.

6. WIS 4XXX – Wetland Management Techniques (req. #13496)

This item was reviewed along with item #7. Comments apply to both items unless otherwise stated. A motion was made by Dr. Sharp to recycle this item back to the submitter for required changes and resubmission. The motion was approved. The proposed course title for both courses must be the same and the title must match on both the UCC form and syllabus. An external consultation is required from the Soil and Water Sciences Department Chair (Matt Whiles). The undergraduate course must have a prerequisite. If no specific course is necessary, "Junior or Senior" standing is acceptable. Instructor permission is implied. The course description in the syllabus must match the description on the UCC form and it cannot exceed 50 words. This must be the same description that is in the catalog. Any additional information you wish to include in the syllabus needs to be listed under another heading such as course background or additional information. The course objective learning verbs need to be improved for both courses and the graduate course must have at least one objective that differs from the undergraduate course. Please refer to: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf for assistance with learning verbs. In addition to the management/monitoring plan there must be at least one other graded assignment difference between the two courses at the graduate level. The link to the universities attendance policy (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) needs to be included in the syllabus. Each syllabus must contain the most recent version of the CALS syllabus statements boilerplate. This can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf. Although it is not required for your submission you may want to consider reviewing the new CALS Curriculum Committee checklist. You can find this under Curriculum Committee – Information & Documents on the committee site: https://cals.ufl.edu/faculty-staff/committees/. This checklist will be a required document for all course submissions beginning in March.

7. WIS 6XXX – Wetland Management (req. #13763)

See item #6.

The meeting was adjourned at **2:42** p.m.

Cover Sheet: Request 14300

New graduate course

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jason Byrd jhbyrd@ufl.edu
Created	10/1/2019 8:18:41 AM
Updated	2/20/2020 3:35:27 PM
Description of request	This request is for the approval of a new graduate course in the Wildlife Forensic Sciences MS concentration in the Department of Wildlife Ecology and Conservation. The proposed course title is "Professional Communication in Wildlife Forensic Sciences. This course would provide wildlife forensic sciences students with critical skills in scientific communication for research, professional publications, and legal report writing.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 514947000	Eric Hellgren		2/20/2020
Professional writing and communication syllabus Feb 2020 _.docx					2/20/2020
uccconsult_Forensics Communication Syllabus.pdf					12/17/2019
College	Pending	CALS - College of Agricultural and Life Sciences			2/20/2020
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 14300

Info

Request: New graduate course
Description of request: This request is for the approval of a new graduate course in the Wildlife Forensic Sciences MS concentration in the Department of Wildlife Ecology and Conservation. The proposed course title is "Professional Communication in Wildlife Forensic Sciences. This course would provide wildlife forensic sciences students with critical skills in scientific communication for research, professional publications, and legal report writing.
Submitter: Jason Byrd jhbyrd@ufl.edu
Created: 9/26/2019 9:06:08 AM
Form version: 1

Responses

Recommended Prefix WIS
Course Level 6
Course Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Prof Comm Wildlife Foren Sci
Transcript Title Pro Com Wild Foren
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 1.5
Course Description Covers scientific communications for a successful career in science. Basic principles of written and verbal communication are covered before addressing scientific writing style and composition. This will be applied to principles for writing research papers, review articles, grant proposals, research statements, résumés, as well as academic presentations and posters.
Prerequisites None
Co-requisites None
Rationale and Placement in Curriculum Distance education students in wildlife forensic sciences do not have access to a scientific writing course. The only other courses offered within the forensic sciences program are Communications in Shelter Medicine, focused on aspects of shelter management and population health, and Communication Skills in a Forensic Context, which focuses on human medico-legal death investigation. This course would be focused on the communication skills needed for those involved in wildlife forensic sciences and conservation medicine.

Course Objectives -Critique writing mechanics to manuscript planning and organizational strategies.
-Compose scientific documents and presentations.
-Evaluate common mistakes to avoid when practicing scientific and academic writing.
-Review and apply style and composition principles to their writing.
-Organize documents such as manuscripts and grant proposals in common scientific writing for-mats.
-Practice revision of scientific manuscripts and grant proposals.
-Understand the process of grant application, from letter of inquiry to proposal revision, submis-sion, and final reporting.

-Appraise effective presentation and public speaking skills for scientific and academic purposes.

Course Textbook(s) and/or Other Assigned Reading Hofmann, Angelika; 2019, Scientific Writing and Communication: Papers, Proposals, and Presentations, Oxford University Press.
Weekly Schedule of Topics
Module Week   Topic

Lecture
1

1

Scientific Writing Ba-sics: Style & Composition   Science and communication

Individual word choice

Word placement

2

Technical sentence structure

Common ESL grammar mistakes

From sentences to paragraphs
2

3   Planning and Laying the Foundation

Writing a first draft

Referencing and plagiarism

Figures and tables

4

Basics of statistical analysis
3   Manuscripts: Research papers and review articles Writing the introduction

Materials and methods

5

Results

Discussion

Abstract

6

Titles, Title Pages, and Key Words, Footnotes, and Acknowledgements

Revising and Reviewing a Manuscript

Final Version, Submission, and Peer Review

7

Review Articles

The literature review

8

Work on midterm (precise week and due date will vary based on semester)
4

9

Grant Proposals

Proposal writing

Letter of inquiry and pre-proposals

Proposal abstract and aims

10

Background and significance

Innovation

Preliminary results

11

Approach and research design

Budget and special sections

Proposal revision and submission
5

12   Posters and Presentations

Posters and conference abstracts

Oral presentations

Resume and CV building and networking

Job applications and interviews

13

Work on final writing project

14-15

Final Project and presentations
Grading Scheme Grading:
Students will be graded based on a combination of their participation in weekly discussion boards or short assignments, module assessments, a mid term and a final exam or assignment. All written answers must be completed in your own words. Copying from other sources is not ac-ceptable and may be considered plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of 0 (zero) for the assignment. If you lose your internet connection during your exam time and scores are not recorded simply email the instructor for as-sistance. Always include your name when communicating with the course instructor. Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module found on the last page of each module. Students can check their progress in the course by viewing their grade records via the course interface.

Points breakdown:
Students will participate in weekly discussions led by the course instructor; participation is worth 5 points per week (75 pts)
Module assessments: at the end of each module students will participate in a review, case-based or real-world assessment that emphasizes the theme of the module (150 pts)
Midterm writing assignment (100 pts)
Final writing assignment and presentation (150 pts)
Total Points: 475

Point Assignments:
Discussions = 75 points total (16% of total)
Module Assessments = 150 points total (31.5% of total)
Midterm Exam = 100 points (21% of total)
Final Exam = 150 points (31.5% of total)

Total for the Course: 475 points

Grades will be assigned as follows:
100-93.4% A
93.3-90.0% A-
89.9-86.7% B+
86.6-83.4% B
83.3-80.0% B-
79.9-76.7% C+
76.6-73.4% C
73.3-70.0% C-
69.9-66.7% D+
66.6-63.4% D
63.3-60.0% D-
<59.9% and below = E

Percent Grade	Grade	Points	Course Points
100-93.4	A	4.00	100-93.4
93.3-90.0	A-	3.67	93.3-90.0
89.9-86.7	B+	3.33	89.9-86.7
86.6-83.4	B	3.00	86.6-83.4
83.3-80.0	B-	2.67	83.3-80.0
79.9-76.7	C+	2.33	79.9-76.7

76.6-73.4	C	2.00	76.6-73.4
73.3-70.0	C-	1.67	73.3-70.0
69.9-66.7	D+	1.33	69.9-66.7
66.6-63.4	D	1.00	66.6-63.4
60.0 - 62.9	D-	0.67	60.0 - 62.9
0 - 59.9 E		0.00	0 - 59.9

Registrar's Grade Policy regulations:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Grades and Grade Points For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Instructor(s) Hayley Adams, DVM, Ph.D., DACVPM, DACVM
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

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UCC: External Consultations

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
Wildlife Ecology and Conservation	Emilio Bruna - Professor

Phone Number	E-mail
352-846-0552	

Comments

Based on my experience, I think the course is trying to do too much IF the goal is for students to actually write a paper. If it's just to review the concepts of communicating science, and read examples, then maybe. I just can't tell, because there are topics, but not any assignments - only that there will be discussion.

Department	Name and Title

Phone Number	E-mail

Comments

If I may be frank, I've been either giving or sitting in writing workshops for several years now, and courses in which we "tell" people what to do (or discuss it) seem to have little impact - It's the courses where you actually try to write a paper or make a poster that are the most effective, but those are also the most labor intensive.

Department	Name and Title

Phone Number	E-mail

Comments

Professional Writing and Communication in Wildlife Forensics Sciences
WIS-

Instructor: Hayley Adams, DVM, Ph.D., DACVPM, DACVM

Office hours: Please contact me via email and, if necessary, you can make an appointment if we need to chat via phone. I will do my best to respond to emails within 24 hours on weekdays and within 48 hours on weekends.

Email: hayleyradams@ufl.edu

Website: www.forensicscience.ufl.edu/veterinary

Suggested texts:
A) **Hofmann, Angelika; 2019, Scientific Writing and Communication: Papers, Proposals, and Presentations, Oxford University Press.**

Supplemental Readings may be provided via Course Reserves on your course homepage.

Course Description:

This course will cover several key areas of scientific communication that are a crucial element to a successful career in any scientific discipline. We begin with the basic principles of written and verbal communication before progressing into scientific writing style and composition. This foundation will be used to apply the principles to writing research papers, review articles, grant proposals, research statements, and résumés, as well as to the preparation of academic presentations and posters.

This course will provide ample opportunity throughout the semester for the hands-on application of the topics discussed. Students will participate in small weekly writing assignments to practice writing skills, and will receive feedback to make improvements along the way. Additionally, students will submit a midterm and final writing assignment, where the grading emphasis will focus on grammar, style, and the scientific architecture of writing. They will practice oral communication skills through the creation of an audiovisual presentation on a topic of their own choosing. There will also be an opportunity for students to work on or create a CV, and to participate in mock interviews.

Primary Course Objectives:
By the end of this course, students should be able to:

-Apply basic writing mechanics to manuscript planning and organizational strategies.
-Practice composing scientific documents and presentations.
-Learn common mistakes to avoid when practicing scientific and academic writing.
-Review and apply style and composition principles to their writing.

-Learn the anatomy and practice the composition of common scientific writing formats such as the literature review, the manuscript, and the grant proposal.
-Practice revision of scientific manuscripts and grant proposals.
-Understand the process of grant application, from letter of inquiry to proposal revision, submission, and final reporting.
-Practice effective presentation and public speaking for scientific and academic purposes.

Course Assignments:
Students will participate in bi-weekly writing practice or a small assignment such as a mock interview or the building of a CV, led by the course instructor; participation is worth 10 points per assignment (**70 pts**)
Module assessments: at the end of each module students will participate in a review, case-based or real-world assessment that emphasizes the theme of the module (**125 pts**)
Midterm writing assignment: research manuscript or literature review (**100 pts**)
Final writing assignment and audiovisual presentation: mock grant proposal (**150 pts**)

Course Topics:

Module	Week	Topic	Lecture
1	1	Scientific Writing Basics: Style & Composition	Science and communication
			Individual word choice
			Word placement
	2		Technical sentence structure
			Common ESL grammar mistakes
			From sentences to paragraphs
2	3	Planning and Laying the Foundation	Writing a first draft

			Referencing and plagiarism
			Figures and tables
	4		Basics of statistical analysis
3		Manuscripts: Research papers and review articles	Writing the introduction
			Materials and methods
	5		Results
			Discussion
			Abstract
	6		Titles, Title Pages, and Key Words, Footnotes, and Acknowledgements

			Revising and Reviewing a Manuscript
			Final Version, Submission, and Peer Review
	7		Review Articles
			The literature review
	8	Work on midterm: research manuscript or literature review	
4	9	Grant Proposals	Proposal writing
			Letter of inquiry and preproposals
			Proposal abstract and aims
	10		Background and significance
			Innovation
			Preliminary results

	11		Approach and research design
			Budget and special sections
			Proposal revision and submission
5	12	Posters and Presentations	Posters and conference abstracts
			Oral presentations
			Resume and CV building and networking
			Job applications and interviews
	13	Work on final writing project: grant proposal	
	14-15	Final Project and presentations	

Grading:
Students will be graded based on a combination of their participation in weekly discussion boards or short assignments, module assessments, a mid term and a final exam or assignment. All written answers must be completed in your own words. Copying from other sources is not acceptable and may be considered plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of 0 (zero) for the assignment. If you lose your internet connection during your exam time and scores are not recorded simply email the instructor for assistance. Always include your name when communicating with the course instructor. Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module found on the last page of each module. Students can check their progress in the course by viewing their grade records via the course interface.

Points breakdown:
Students will participate in bi-weekly writing practice or small assignment such as a mock interview or the building of a CV, led by the course instructor; participation is worth 10 points per assignment (**70 pts**)
Module assessments: at the end of each module students will participate in a review, case-based or real-world assessment that emphasizes the theme of the module (**125 pts**)
Midterm writing assignment (**100 pts**)
Final writing assignment and audiovisual presentation (**150 pts**)
Total Points: 445

Point Assignments:
Discussions = 70 points total (16% of total)
Module Assessments = 125 points total (28% of total)
Midterm Exam = 100 points (22% of total)
Final Exam = 150 points (34% of total)

Total for the Course: 445 points

Grades will be assigned as follows:
  100-93.4% A
  93.3-90.0% A-
  89.9-86.7% B+
  86.6-83.4% B
  83.3-80.0% B-
  79.9-76.7% C+
  76.6-73.4% C
  73.3-70.0% C-
  69.9-66.7% D+
  66.6-63.4% D
  63.3-60.0% D-
  <59.9% and below = E

Makeup Policy:
Make up assignments are not given without prior permission by the instructor.

Grade Changes:
Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.
Grades and Grade Points For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Registrar's Grade Policy regulations: http://www.registrar.ufl.edu/catalog/policies/regulation-grades.html

Getting Started:
This course is instructed in Canvas. To get started, briefly introduce yourself via the discussion board located in the left-hand menu on the homepage of the course. Once you have responded to the Introduction you will then go to the first module. Read through the course content and any required reading listed in the module introduction. Do not hesitate to contact your instructor at any time if you need guidance; if you are unsure about the focus of the assignment; if you have assignment questions or questions relating to the course content. If you don't tell us you need help, we can't help you!

Revision and Notes:
As you go through the semester, keep copies of important emails, bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account.

Assignment Deadlines:
Please review the information regarding the policy for missed deadlines in the section on Instructional Policies. In some courses content modules may be released before the scheduled calendar date to help those who need to work ahead because of work commitments, court appearances, and work related travel. If a module is released ahead of time, the deadline for the assignment and exam will remain the same as it is on the course calendar.

Communication:
Course Email, not the discussion board, should always be used contact the faculty or staff if you have a problem of a personal nature. If you are having technical problems with the course content (downloads, etc) or you are unable to access your course interface, please contact the UF Help Desk. We don't want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are experiencing difficulty with your access to course email then please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. Please respond to all emails from your instructor or TA. When we email you we are usually contacting you because we want to

help you. If you have a question about your grade, an exam, or assignment question, please email us and we'll be happy to help you.

Attendance and Make-Up Work:
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Grade Changes:
Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

Instructional Policy:
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user friendly Web-based classroom management tool.

Attendance Policy: Students must participate in the bulletin board discussions, and are required to visit the course website daily for important updates and bulletins. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Class Participation: Students are expected to constructively join in bulletin board discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site, without crediting the source. Sources should always be referenced, a link to the website added, or quotation marks placed around the material. However, we expect more than simply cutting and pasting in this graduate level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly.

Assignments: While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of circumstances beyond your control, you are unable to meet an assignment deadline, students should e-mail the professor and explain the situation in advance. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you email us we will work with you around the deadline. If you have outstanding assignments at the end of the semester we will send you a follow up email as a reminder and as a means to determine your plans for completion. If you do not respond to us before the final day of classes you will be assigned a grade based on the completed assignments.

Drop Dates: consult the UF Calendar of Critical Dates at http://www.forensicscience.ufl.edu/Students/Dates.asp
Students must inform us that they are withdrawing from a course to ensure appropriate tuition reimbursement. Deleting yourself from the course roster does not officially withdraw you from a course.

Important Dates:
For Assignment deadlines - see the course Calendar in Canvas.
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu/

Additional information on the University of Florida Grades and Grading Policies may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting the accommodation"

University's Honesty Policy (cheating and use of copyrighted materials)

Academic Integrity – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details:

www.dso.ufl.edu/judicial/procedures/academicguide.php).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

We, the members of the University of Florida community,
pledge to hold ourselves and our peers to the
highest standards of honesty and integrity.

Academic Honesty
Academic Honesty As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:
http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
 • University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
> Counseling Services
> Groups and Workshops
> Outreach and Consultation
> Self-Help Library
> Wellness Coaching
 • U Matter We Care, www.umatter.ufl.edu/
 • Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/

Student Complaints

 • Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/
 • Online Course: http://www.distance.ufl.edu/student-complaint-process

Cover Sheet: Request 14713

Course modification to FOR4020

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kristina Haselier khaselier@ufl.edu
Created	2/5/2020 12:37:08 PM
Updated	3/2/2020 11:27:31 AM
Description of request	We are requesting to modify FOR4020 in association with the Curriculum changes that were made to the Natural Resource Conservation major and proposed for the Forest Resources and Conservation major.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Forest Resources and Conservation 514946001	Terrell Baker III		2/28/2020
Professional Practice in Natural Resources Syllabus.docx					2/27/2020
CALS-CC-Checklist_Professionalism.docx					2/27/2020
College	Pending	CALS - College of Agricultural and Life Sciences			2/28/2020
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 14713

Info

Request: Course modification to FOR4020
Description of request: We are requesting to modify FOR4020 in association with the Curriculum changes that were made to the Natural Resource Conservation major and proposed for the Forest Resources and Conservation major.
Submitter: Kristina Haselier khaselier@ufl.edu
Created: 2/5/2020 12:21:22 PM
Form version: 1

Responses

Current Prefix FOR
Course Level 4
Number 020
Lab Code None
Course Title SEMINAR IN CONTEMPORARY ISSUES IN FOREST RESOURCES AND CONSERVATION
Effective Term Fall
Effective Year 2020
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? Yes
Current Prefix FOR
Proposed Prefix FNR
Change Course Level? Yes
Current Level 4
Proposed Level 3
Change Course Number? No

Change Lab Code? No

Change Course Title? Yes
Current Course Title SEMINAR IN CONTEMPORARY ISSUES IN FOREST RESOURCES AND CONSERVATION
Proposed Course Title Professional Practice in Natural Resources
Change Transcript Title? Yes
Current Transcript Title Sem Cntmp Iss in Frc
Proposed Transcript Title (30 char. max) Nat Res Prof Practice
Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes
Current Course Description Seminar using the study of contemporary issues in forest resources and

conservation to build critical thinking and communication, leadership, presentation, and interview skills.

Proposed Course Description (50 words max) Prepares students for professional success, with emphasis on careers involving fieldwork. Addresses securing your first position (resume, interviewing, etc.), professional ethics and practice (ethical frameworks, work-life balance, etc.), and avenues for advancement (references, professional organizations, etc.). Intended for Forest Resources and Conservation, Natural Resource Conservation majors, and related.

Change Prerequisites? Yes

Current Prerequisites 4FY status or instructor permission

Proposed Prerequisites Requires 3AG-FRC, 3AG-NRC, 4AG-FRC, 4AG-NRC classification.

Change Co-requisites? No

Rationale Course is being revised in association with changes made to the Curriculum

CALS Curriculum Committee
Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (https://approval.ufl.edu/). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with eaeh new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

__KH__ It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: https://cals.ufl.edu/faculty-staff/committees/.

_KH___ Review the CALS Syllabus Policy. This document can be viewed at the committee site (https://cals.ufl.edu/faculty-staff/committees/) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

__N/A__ Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

__KH__ The Course Description is the catalog copy and cannot exceed 50 words. The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

__KH__ The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

__KH__ The course schedule should be concise and include the appropriate number of weeks in the semester.

__N/A__ All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

__N/A__ Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: https://registrar.ufl.edu/pdf/uccconsult.pdf.

__KH__ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

__KH__ Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

_KH___ The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

__KH__ The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

SEMINAR IN CONTEMPORARY ISSUES IN FOREST RESOURCES AND CONSERVATION
FOR 4020

Fall 2019
Thursdays
Period 7-8 (1:55-3:50)
222 Newins-Ziegler Hall

Instructor: Alison E. Adams
Office: 357 Newins-Zeigler Hall
Office Hours: Thursdays 12:00-1:00 and by appointment
Email: alison.adams@ufl.edu

COURSE DESCRIPTION

This course is designed to help students understand the concepts, organizations, and people involved in a wide variety of contemporary issues in forest resources and conservation. Students in this course will use critical thinking to understand and evaluate natural resource issues, problems and conflicts. Students will also lead discussions geared to investigating controversial issues from numerous perspectives. Throughout this course, students will work to enhance their presentation skills, as well as engage in persuasive dialogue related to resolving conflicts. In addition, this course will help students to develop professional resumes or curriculum vitae and prepare for interviews for jobs or graduate school.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- Describe concepts, organizations and people involved in several contemporary issues
- Use critical thinking and lead discussions presenting both sides of controversial issues
- Make objective presentations and engage in persuasive dialog related to resolving conflicts
- Prepare professional resumes or curriculum vitae and cover letters for jobs or graduate school
- Use the Marston Science Library and UF Libraries website to locate electronic and print resources for presentations and future work

COURSE WEBSITE
We will be using a Canvas course web site throughout the semester for grade management, access to course materials, course announcements, and submission of class assignments. Please

1

check this site before every class to check for announcements, schedule changes, or other important information.

COURSE STRUCTURE AND ATTENDANCE POLICY

Each student will choose one contemporary issue and will become familiar with the topic including biological, social and political dimensions. The student will be expected to identify and discuss the key institutions, stakeholders and people involved in and affected by the issue.

Students will explore the differing perspectives that varying groups have about the issue and will be able to explain the rationales of those perspectives.

Each student will make a 20-minute presentation to the group about the issue and then lead the ensuing 10-minute discussion with their classmates.

All students will actively participate in the discussion about each issue, and will write a one-paragraph summary of the issues presented.

As the focus of this course is discussion and communication, attendance at and active participation during all sessions are expected and count toward 10% of grade. One unexcused absence is permitted. Each additional unexcused absence will reduce this part of your grade by 5%. Excused absences (e.g., attendance at one academic conference, doctor, military duty, etc.) will be addressed on a case-by-case basis.

Separately from the contemporary issue discussions, each student will develop a curriculum vita or resume and write a cover letter or personal statement tailored to a specific job announcement or a dream job. This exercise also may be undertaken with graduate school as an objective, if the student prefers.

EVALUATION OF STUDENT PERFORMANCE

Course Component	Possible Points
Presentation	40 points
Five credible sources	5 points
PowerPoint slides	15 points
Presentation	15 points
Leading discussion	5 points
Participation in discussions	20 points
Attendance and active involvement	10 points
One-paragraph summaries of each student or guest presentations	10 points each
Curriculum Vita/Resume and Cover Letter	20 points

Grading Scale ≥ 90% A ; 86% - 89.9% B+; 80% - 85.9% B; 76% - 79.9% C+; 70% - 75.9% C; 66% - 69.9% D+; 60% - 65.9% D; < 60% E

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Lateness Policy
Late assignments will lose 10% of the total points available for each day the assignment is late. If you have extenuating circumstances, please let me know as far ahead as possible so that we can make alternative plans for your assignment submissions.

COURSE SCHEDULE

Week 1: Introduction and course overview

Week 2: Preparing a resume or curriculum vita and cover letters

Week 3: Navigating conflicts in professional settings; presentation overview

Weeks 4-15: Student presentations and guest lectures

Note: There will be no class on November 28th for Thanksgiving

ACADEMIC HONESTY, SOFTWARE USE, UF COUNSELING SERVICES, SERVICES FOR STUDENTS WITH DISABILITIES

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

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Students should report any condition that facilitates dishonesty to the instructor, department chair, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2016-2017 Undergraduate Catalog).

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Training Programs
Community Provider Database
Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/dre/

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at **https://evaluations.ufl.edu**. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

4

FNR3XXX Professional Practice in Natural Resources

Fall 2020

Instructor: Kristina Haselier, MS

Meeting Time: Tuesdays, Periods 3-4 (9:35am-11:30am)

Contact:

- Office: 121 Newins-Ziegler Hall – Schedule an in-person appointment through online scheduler or drop by 121 Newins-Ziegler Hall M-F from 10am-2pm
- Telephone: (352) 846-0847
- E-mail: khaselier@ufl.edu – Please use this email address rather than Canvas discussion

Course Description:

Prepares students for professional success, with emphasis on careers involving fieldwork. Addresses securing your first position (resume, interviewing, etc.), professional ethics and practice (ethical frameworks, work-life balance, etc.), and avenues for advancement (references, professional organizations, etc.). Intended for Forest Resources and Conservation, Natural Resource Conservation, and related majors.

Course Objectives: Upon completion of this course, students should be able to:

- Successfully develop a resume and cover letter, suitable for a professional position matching the student's objectives.
- Identify common issues with professional practice, and develop strategies to address these issues successfully.
- Examine paths to professional advancement, and develop the skills associated with these paths.

Prerequisites: Junior or Senior in the Forest Resources and Conservation or Natural Resource Conservation major. Requires 3AG-FRC, 3AG-NRC, 4AG-FRC, or 4AG-NRC classification.

Credits: 1

Course Requirements

Topic Discussions/Attendance

This class moves quickly and builds on each day's discussion, so attendance is vital and required. In order for the instructor to gauge your understanding of class topics, your participation in weekly discussions during class is also evaluated. Topic discussions and attendance make up 10 points of the final grade, at 0.625 points per class. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Tasks

Tasks are not graded, but are necessary in order either to complete an assignment or prepare for a presentation. Task completion will be evaluated by a screenshot of the completed task, Canvas/email submission, or as evident during the related presentation. Instructions will be given during class about how to validate completion of each task.

Assignments

Weekly assignments are based on the weekly topics are required. These assignments are essential to your understanding of the discussion topics; this understanding is necessary to fulfill the Course Objectives. The 10 assignments will account for 60% of your grade at 6 points each. Each assignment is due by 11:59pm on the Sunday before the following class. Late assignments will result in a 1-point deduction for every 24 hours that it is late; late assignments will not be accepted more than 3 days after their due date.

Presentations

There are 4 required presentations for this course that are intended to help students develop conversational skills within their area of interest, as well as encourage them to become comfortable discussing topics they find interesting and important to the natural resources and forestry professions. Each presentation is based on a topic discussion and/or assignment and, collectively, they're worth 20% of your grade at 5 points each.

Final Assignment

The Final Assignment should incorporate information from the entire course as a fully-prepared application package to the *Right* job, including the official job description, a resume tailored to that position, 3 professional references, and a cover letter outlining your readiness for this specific job that specifies your knowledge of professional behavior and/or ethical concerns that the hiring manager would expect you to consider. This application package is worth 10% of your grade and is due during the final exam period assigned to this course. A late final will result in a 1-point deduction for every 24 hours that it is late; a late final will not be accepted more than 3 days after its due date.

Grading and Grade Points

For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Grades are based on the following: A (93-100%), A-(90-92.9), B+ (86-89.9%), B (82-85.9%), B-(78-81.9%), C+(74-77.9%), C (67-73.9%), C-(63-66.9%),D+(59-62.9%), D (55-58.9%), D-(51-54.9%), and E (<50.9%)

Topic Discussions/Attendance	10 points
Assignments	60 points
Presentations	20 points
Final Assignment	10 points
Total	100 points

Textbooks: Readings will be assigned in class, and provided as part of the course. This might include *Who Moved My Cheese* by Dr. Spencer Johnson

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Do not plagiarize! When you use information from a source, please site the source of the information. Copying information from other documents (websites, other people, newspaper or journal articles, or anything) is plagiarism and you will fail the course if caught plagiarizing.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu: Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/. Student Complaints:
- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.
- Online Course: http://www.distance.ufl.edu/student-complaint-process

Week	Topic	Task	Assignment	Presentation
1	Introduction to course: topics, scheduling, grading	Create state and federal job profiles	–	–
Professional Behavior & Ethics				
2	Professional communication	Identify 3 relevant professional organizations	Create professional email address/signature	–
3	Time Management/Planning	Field Aid App research	Set-up fall semester calendar	–
4	Working well with others	Attend/report back on professional organization meeting by end of fall semester	Submit 2 state and 2 federal job descriptions that you'd consider	Field Aid Apps – weather conditions, location, conversions – posted on Canvas; reviewed in class
5	Personal, Ethical, & Safety Boundaries	–	Respond to 3 scenarios – draw your boundary	Review remaining Field Aid Apps
6	Hygiene/Self care	Create work-life balance goals	–	Present 1 boundary from 3 scenario responses
7	Top 3 work-life balance goals; Open discussion of behavior/ethics	–	Submit an additional 2 state and 2 federal job descriptions that you'd consider	–
Finding/Getting the Right Job				
8	Guest Speaker – Corey Graf, CALS-CCC Liaison: Prepare for life after the Swamp	Create a Gator CareerLink account; schedule Mock Interview for anytime during week 13, 14, or 15	–	–
9	Career Action Plan; Shadowing professionals in your field	–	Answer Career Action Plan?s for each of 4 Mindsets	–
10	The *Right* job	Choose *Right* job description – prepare to present its 3 *Rights* and which you'd compromise	–	–
11	Transferable skills, Resumes, and CVs	Visit CCC – get tips for writing resume & cover letter for *Right* job	Create resume or CV for *Right* job	Present ideal job description – 1/3 of students
12	Cover letters	–	Write cover letter for *Right* job	Present ideal job description – next 1/3 of students
13	Interviewing; Etiquette after the interview	–	Mock Interview at CCC or CALS	Present ideal job description – final 1/3 of students
14	LinkedIn and ePortfolios	–	Create LinkedIn profile or ePortfolio; Continue Mock Interviews	–
15	Develop references	Create list of references	Continue Mock Interviews	LinkedIn profile or ePortfolio - posted on Canvas; reviewed in class
16	Review highlights of Course Objectives	–	Final: Finalized Resume/CV, References, and Cover Letter	Complete LinkedIn profile or ePortfolio reviews

Recycled item (handwritten)

(3) (handwritten, top right)

Cover Sheet: Request 14328

Change of prerequisite for ORH4804 Annual and Perennial Gardening

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Mack Thetford thetford@ufl.edu
Created	10/9/2019 9:07:12 PM
Updated	3/5/2020 11:52:30 AM
Description of request	This request is to change the prerequisites for the Annual and Perennial Gardening courses (ORH4804, ORH4804L, ORH4804C, and ORH5026C) from two upper division courses (ORH3513 and PLS3223) to Junior standing.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Environmental Horticulture 514918000	Dean Kopsell		10/10/2019
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Recycled by the CALS CC. See comments form 11/15/19 meeting.	12/2/2019
No document changes					
Department	Approved	CALS - Environmental Horticulture 514918000	Dean Kopsell		3/4/2020
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			3/4/2020
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 14328

Info

Request: Change of prerequisite for ORH4804 Annual and Perennial Gardening
Description of request: This request is to change the prerequisites for the Annual and Perennial Gardening courses (ORH4804, ORH4804L, ORH4804C, and ORH5026C) from two upper division courses (ORH3513 and PLS3223) to Junior standing.
Submitter: Mack Thetford thetford@ufl.edu
Created: 10/9/2019 8:44:05 PM
Form version: 1

Responses

Current Prefix ORH
Course Level 4
Number 804
Lab Code L
Course Title Annual and Perennial Gardening
Effective Term Earliest Available
Effective Year 2020
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 2
**Change Course Description?** No

Change Prerequisites? Yes

Current Prerequisites Prereq: ORH 3513C and PLS 3223; Coreq: ORH 4804L
Proposed Prerequisites Junior standing
Change Co-requisites? No

Rationale The present prerequisites are difficult for the students to obtain (difficulty in sequencing the offering of the three courses) in order to take advantage of the alternate year offering of this course. The plant identification skills available for the presently listed prerequisites are obtained in the preadmission biology requirements (lower division course requirements) for the plant science curriculum. I have taught the course for over 10 years to students who did not have these two course requirements and they have performed very well with the skills and knowledge obtained in the lower division biology courses.

This change in prerequisite should be applied to all forms of the course (ORH4804C, ORH4804L, ORH5026C)
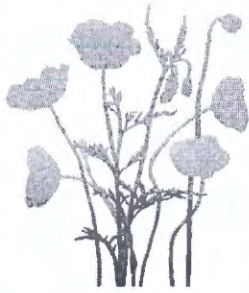
Lab Syllabus
ORH 4804L Annual and Perennial Gardening Lab
Spring, Odd years
1 Credit

Milton	Ft. Lauderdale	Gainesville
Dr. Mack Thetford	Dr. Kimberly Moore	Dr. Sandy Wilson
850-983-7130	954-577-6328	352-273-4576
thetford@ufl.edu	Klock@ufl.edu	sbwilson@ufl.edu
4922 Milton Campus	Room 131 FLREC	108 Mehrhof Hall
5988 Hwy 90	3205 College Ave	Gainesville, FL
Milton, FL 32570	Davie, FL 33314	32611-0675

Course Description:
ORH 4804L Annual and Perennial Gardening Laboratory
Credits: 1; Prereq: ORH 3513 and PLS 3223; Coreq: ORH 4804.
A hands-on lab to implement identification, production, propagation, installation, and maintenance of annual and perennial specialty garden designs. Activities include assessment (site evaluation and diagnosis), planting (design, site preparation and installation) and maintenance of the color portion of landscapes utilizing local gardens and plants produced in lab. Weekend field trip may be required.

Learning Objectives: At the conclusion of this course, the student will be able to:
- Recognize and identify 50+ annual and perennial plant species by common and scientific name through exposure to locally available live plant samples and application of concepts introduced as part of on-line lectures and hands-on laboratory exercises such as plant propagation, production, out-planting and maintenance activities.
- Gain annual and perennial plant production experiences via crop management activities, evaluation of crop performance and interpretation of annual and perennial plant growth performance across geographic regions and growth zones.
- Assess annual and perennial plant use and practice implementation of garden design concepts through the development of specialty garden designs, compiling lists of recommended plants, and participating in critiques of specialty garden designs.
- Practice implementation of garden management concepts via assessment and analysis of established annual and perennial gardens and development of a management activity plan/outline.

Websites
CANVAS (for supplemental lectures, print-outs, additional readings, plant identification lectures, Lab Workbook, group assignment descriptions, discussions, etc.) https://lss.at.ufl.edu/

Annuals and Perennials Plant Database with images http://hort.ufl.edu/faculty/orh4804/index.shtm

Optional Texts
Your Florida Guide to Bedding Plants. 1997. R. Black & E. Gilman. UF/IFAS. (ISBN: 0916287173).

Your Florida Guide to Perennials. 2006. S. Park Brown & R. Schoellhorn, University Press of Florida (ISBN: 0813029279)

Optional readings:
1. *Southern Living Annuals & Perennials.* 1998. Oxmoor House, Inc. (ISBN: 0848718542).
2. *Your Florida Garden.* Watkins and Wolfe. (ISBN: 0813002338).
3. *Best Garden Color for Florida.* Vol. 2. 2003. P. Crawford. Color Garden Inc. (ISBN:0-9712220-1-0)
4. *Easy Gardens for South Florida.* 2001. P. Crawford. Color Garden Inc. (ISBN) 0-9712220-2-0)
5. *Container Gardens for Florida.* 2005. P. Crawford. Color Garden Inc. (ISBN 0971222037)

1

Lab Format and Structure

- Format: See local posting for lab day and time. The use of tools and some outdoor, physical work can be expected. You will be notified when these outdoor activities are scheduled so that you can dress appropriately. A field trip will also be scheduled and your local lab may occur on a Saturday.

- Plant Identification: Students will be exposed to almost 200 different plant species but only quizzed on 50 plants. A core set of plants representing several key groups of annual and perennial species are presented in CANVAS beginning in week 2. There will be three cumulative ID exams. On exam days, plan on taking a 20 minute quiz followed by other scheduled lab activities. The exams are cumulative, meaning that by the end of the semester the identification exams will cover all 50 plants. These will be administered and graded by your local instructors for a total of 80 points, as designated below.

- Written Assignments: Five written exercises are described within the Lab Workbook. The Lab Workbook Exercises and the written Field Trip Report will be due one week after they are assigned. The Lab Workbook is provided in an electronic format and may be accessed in CANVAS.

- Plant Production: Each lab site will be assigned a group of plants to produce from a liner stage to a marketable plant. You will be asked to measure growth parameters, evaluate the growth and visual quality of these plants and to keep a photo log of your plants. There are three production assignments associated with this group of plants as outlined below. Each assignment will indicate if a single class report or individual student lab reports are assigned. For projects where individual student lab reports are required students will collect data and information as a group but individual and independent lab reports will be prepared. For individual, independent lab reports there shall be no collaboration on synthesis, interpretation or presentation of results. Data collected for these assignments is not optional and must be turned in as scheduled to allow for statewide coordination and comparison of results.

- Annual and Perennial Planting Projects:

Germination of Annual/Perennial Seed: Each student will germinate one or more flats of seed provided in lab and monitor the four stages of plug development. You will be responsible for the care of the seeded trays and present the seedling performance orally and in written format. This assignment is worth 10 points and will be graded using a rubric.

Individual Container Project: Each student will be given a container for greenhouse plants to be transplanted into (you will choose the design and plants for your individual container). You will be responsible for caring for your container garden. This includes watering, fertilizing, weeding, protecting from unusual cold temperatures, etc. This assignment is worth 10 points and will be graded using a rubric.

Student Plant Lecture Presentation: Students will pair in teams of two. Each group will choose five plants (minimum of three plant families) from the list of plants that we are growing or have in the landscape and complete a detailed species report that will be presented to the class. The lecture should include: scientific name, common name, botanical description, growth form, size, flower description, culture, tolerances, and use. Information on hybrid parentage, closely related species, or other available cultivars is encouraged. Presentations may use PowerPoint, video, photography, hands-on activities, or other methods. This assignment is worth 10 points and will be graded using a rubric.

Field Trip: During a required scheduled lab day we will take a field trip to a commercial plug producer. Students will summarize the operation in a one page or less report and submit the following week. This assignment is worth 5 points.

Landscape Project Assessment and Discussion
As a group students will design, install and maintain one or more garden projects using the plants grown and studied in class. These may include container and landscape gardens on campus. This activity is worth 5 points for participation.

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Student Evaluation

You will be graded on the accuracy, conciseness, and grammar of your work. Questions regarding your performance are welcome. Grading follows University standards and will based on the following:

Activity	Points
Plant identification quizzes	80
Lab Workbook Exercises	75
Exercise #1 – Taxonomy, Nomenclature, Terms (10)	
Exercise #2 – Leaf Terminology (10)	
Exercise #3 – Flower Anatomy (10)	
Exercise #4 – Site and Soil Analysis (15)	
Exercise #5 – Plant Selection, Garden Layout and Cost Analysis (30)	
Statewide Production and Assessments	30
Production Assignment 1 - Site Information and Production Protocol (10)	
Production Assignment 2 - Plant Report 1 (10)	
Production Assignment 3 – Plant Report 2 (10)	
Annual and Perennial Planting Projects	30
Germination of annual/perennial seed (10)	
Container design and presentation (10)	
Student presentations of 5 Annual/perennial plants (10)	
Field Trip Report	5
Landscape Project Assessment and discussion	5
Total	225

• Grading follows University standards and will based on the following scale:

TOTAL POINTS	PERCENTAGES	ASSIGNED GRADE
212- 225	94 – 100	A
202- 211	90 - 93	A-
195- 201	87 - 89	B+
186- 194	83 - 86	B
179- 185	80 - 82	B-
172- 178	77 - 79	C+
163- 171	73 - 76	C
157- 162	70 - 72	C-
150- 156	67 - 69	D+
141- 149	63 - 66	D+
135- 140	60 - 62	D-
<135	<60	E

Student Responsibilities

- *Attendance:* You are expected to attend all meetings of the class, including a scheduled fieldtrip.
- *Preparation:* You are responsible for printing the lab hand-outs.
- *Plant ID Quizzes:* In order to do well in this lab, students will need to spend considerable time studying living samples and power points, and practicing rote memorization of the scientific, common and family names. A digital camera or smartphone can aid you in this aspect of the lab.
- *Handing in written assignments:* Unless otherwise stated, all assignments must be turned in at the beginning of class on the due date
- *Completion of all assignments:* You must complete all assignments and participate in class in order to pass the course. Data collection for group assignments is not optional as student collected data are needed by others for subsequent assignments.

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Week	Lab Topic	Lab Activity and Assignments	Points
	ORH 4804L - Annual and Perennial Gardening Lab Tentative schedule Consult with local site instructor to confirm local lab schedules		
1	Lab organization; Introduction of students/faculty; Tour of greenhouses and Teaching Garden.	Lab safety; Planting of plugs for statewide production projects. Assess greenhouse for Production Assignment 1	
2	Vegetative propagation Seed germination	Due: Production Assignment 1 - Site Information and Production Protocol (group report) Seed Germination	10
3	Plant Nomenclature and Plant Groups Plant ID review	Due: Lab Workbook Exercise #1 Taxonomy & nomenclature	10
4	Morphology review Plant ID review	Due: Lab Workbook Exercise #2 Leaf terminology	10
5	Crop management Plant ID review	Evaluate plants for Production Assignment 2 Due: Lab Workbook Exercise #3 Flower anatomy	10
6	Field Trip	Due: Production Assignment 2 - Plant Report 1 (group report)	10
7	Plant ID review	Plant ID Quiz 1 Due: Field Trip Report	25 5
8	Plant ID review	Evaluate plants for Production Assignment 3 Container planting	10
9	**Spring Break**		
10	Site and Soil Analysis Plant ID review	Landscape project discussion and planning Due: Production Assignment 3 - Plant Report 2	5 10
11	Plant ID review	Plant ID Quiz 2 Due: Lab Manual Exercise #4 – Site and Soil Analysis	25 15
12	Plant Selection, Garden Layout and Cost Analysis	Student presentations (Container and germination projects)	20
13	Plant ID review	Due: Lab Manual Exercise #5 – Plant Selection, Garden Layout and Cost Analysis	30
14	Student Presentations Plant ID review	Student Presentations 5 Annual & Perennial Plant species per student group	10
15	Landscape Project Assessment and discussion	Cumulative ID Exam Greenhouse clean-up	30
			225

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1. Class attendance, make-up exams and other work: 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://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. You are required to inform your lab instructor if you must miss a class as some activities require significant preparation time prior to the scheduled date of the activity and you may not have an option to make it up.

2. Accommodations for students with disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. www.dso.ufl.edu/drc/   0001 Reid Hall, 352-392-8565

3. Textbooks: Optional as described in syllabus

4. UF grading policies for assigning grade points: See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

5. Online course evaluation process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

6. Materials and Supplies Fees: $50

7. Critical dates for exams or other work: Critical dates are posted within the Canvas E-Learning system and conform to the general weekly schedule of topics and assignments provided in the tentative lecture schedule.

8. Academic Integrity: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

9. Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* www.counseling.ufl.edu/cwc/
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *Career Resource Center,* First Floor JWRU, 392-1601, www.crc.ufl.edu/

10. Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

11. Class demeanor: *Common courtesy:* Cell phones and other electronic devices may be used to photograph plants during class but must be placed in silent mode. Students who receive or make calls/messages during class will be asked to leave. Students engaging in disruptive behavior (e.g., talking, texting, etc.) will be asked to leave the class. Repeat violations of these rules will result in dismissal from class.

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2019 Lecture Syllabus
ORH 4804 Annual and Perennial Gardening
Spring, odd years
2 Credits

Dr. Mack Thetford
Milton Campus
850-983-7130
thetford@ufl.edu

Course Description
ORH 4804 Annual and Perennial Gardening
Credits: 2; Prereq: ORH 3513 and PLS3223
Identification, selection, use and management of herbaceous annuals and perennials in the Florida landscape. Modules include identification, production, installation and management of herbaceous annuals and perennials and specialty gardens and issues related to the use of potentially invasive plants species. Teaching methods include on-line lectures, handouts, assignments, and discussion activities.

Learning Objectives: At the conclusion of this course, the student will be able to:

- Recognize and compare the major annual and perennial plant categories and identify annual and perennial plants suited to diverse regional climates.
- Identify, compare and contrast retail availability of annual and perennial plants across geographic regions and growth zones.
- Recognize the importance of annual and perennial plant growth characteristics in assessing the potential use of problematic (invasive) annuals and perennials.
- Identify, describe and compare various types of specialty gardens and the key concepts, designs, and plants that are particular to each.
- Assess annual and perennial plant performance in existing landscapes, develop maintenance and installation design recommendations and compile lists of recommended plants based on application of basic landscape design principles related to specialty annual and perennial gardens.

Optional Texts
Your Florida Guide to Bedding Plants. 1997 R. Black & E. Gilman. UF/IFAS.
(ISBN: 0916287173).

Your Florida Guide to Perennials. 2006. S. Park Brown & R. Schoellhorn, University Press of Florida
(ISBN: 0813029279)

Website
CANVAS (for lectures, print-outs, additional readings, assignments, discussions, etc.)
https://lss.at.ufl.edu/

Optional readings:
1. *Southern Living Annuals & Perennials.* 1998. Oxmoor House, Inc. (ISBN: 0848718542).
2. *Your Florida Garden.* Watkins and Wolfe. (ISBN: 0813002338).

3. *Best Garden Color for Florida.* Vol. 2. 2003. P. Crawford. Color Garden Inc. (ISBN:0-9712220-1-0)
4. *Easy Gardens for South Florida.* 2001. P. Crawford. Color Garden Inc. (ISBN) 0-9712220-2-0)
5. *Container Gardens for Florida.* 2005. P. Crawford. Color Garden Inc. (ISBN 0971222037)

Student Responsibilities
- *Attendance:* You are encouraged to participate in data collection assignments and participate in statewide discussions of compiled project data.
- *Preparation:* You are responsible for observing the online lectures, assigned readings, and obtaining site specific data for lecture assignments.
- *Completion of all assignments:* You must complete all assignments and participate in class in order to pass the course.

Student Evaluation
- There will be 5 quizzes, 4 assignments, an online discussion, and two exams (a mid-term and a cumulative final exam) comprised of multiple choice, short answer, true/false, matching and short essay questions. Any questions regarding your performance on any test are welcome. Please arrange an appointment whenever you need help.

Course Assignments
Distribution of Points

5 Quizzes (10 points each)	50
4 Gardening Assignments	
1. Plant availability assessment	30
2. Landscape assessment (part 1)	35
3. Landscape assessment (part 2)	35
4. Annual and perennial garden design exercises (3 @ 30 pts each)	90
Online discussion of current topic in Annual and Perennial Gardening	10
Mid-term exam	100
Final exam	100
Total Points	450

Grading follows University standards and will based on the following scale:

TOTAL POINTS	PERCENTAGES	ASSIGNED GRADE
421-450	94-100	A
403-420	90-93	A-
389-402	87-89	B+
371-388	83-86	B
358-370	80-82	B-
344-357	77-79	C+
326-343	73-76	C
313-325	70-72	C-
299-312	67-69	D+
281-298	63-66	D+
268-280	60-62	D-
<267	<60	E

Annual and Perennial Gardening Lecture Schedule

Week	Lecture Topics	Lecture quizzes Lecture Assignment	Point Value
Module 1. Identification, production, installation & management			
1	Course Overview, Important Terms and Concepts – Mack Thetford Classification, Taxonomy, Nomenclature - Thetford		
2	Key Plant Families - Erin Alvarez Plant group - Cool Season Annuals – Part 1	Quiz 1 (weeks 0-2) (20 min) Plant Availability Assignment	10
3	Basic Principles of Landscape Design - Thetford Propagation and Production systems for Annuals and Perennials - Thetford Cool Season Annuals – Part II		
4	Installation and Maintenance of Bedding Plants - Brian Pearson Plant group - Asteraceae Family – Part I	Quiz 2 (weeks 3-4) Landscape Assessment Assignment – Part 1	10
5	Cool & Warm Season Annuals; Designing with Color - Kim Moore Plant group - Euphorbiaceae and Verbenaceae		
6	Geophytes (Tropical Bulbs, Corms and Tubers) – Mack Thetford Plant group – Geophytes - "Bulbs"	Due: Landscape Assessment Assignment - Part 1	35
7	Tropical Perennials - Sydney Park Brown Vertical Gardening (Flowering Vines) - Sydney Park Brown Plant group - Crassulaceae	Quiz 3 (weeks 5-7) Due: Plant Availability Assignment	40
8	Ornamental Grasses - Mack Thetford Plant group - Asteraceae – Part II		
9	Spring Break		
10	Mid-Term Exam	Landscape Assessment Assignment - Part 2	100
MODULE 2. – Specialty Gardens, Invasive Species, and Current Topics			
11	Container Gardening - Kim Moore Plant group - Acanthaceae		
12	Rain Gardens - Marina D'Abreau Wildflower Gardening - Erin Alvarez Plant group - Warm Season Annuals	Quiz 4 (Weeks 11-12) Landscape Design Exercise Assignments	10
13	Water Gardening - Mike Kane Plant group - Lamiaceae	Due: Landscape Assessment Assignment - Part 2	35
14	Butterfly Gardening - Jaret Daniels Plant group - Perennials	Quiz 5 (Weeks 13-14)	10
15	Problematic (Invasive) Annuals and Perennials - Sandy Wilson	Due: Landscape Design Exercise Assignment	90
16	Current topic in annual or perennial gardening - guest lecture or assigned reading Current Topic Online Discussion		10
17	Final Exam		100
		Total Class Points	450

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3. Textbooks:
Textbooks are Optional and include:
Your Florida Guide to Bedding Plants. 1997 R. Black & E. Gilman. UF/IFAS. (ISBN: 0916287173).

Your Florida Guide to Perennials. 2006. S. Park Brown & R. Schoellhorn, University Press of Florida (ISBN: 0813029279)

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6. Distance Learning Program Student Complaint Process: Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. For more details see http://distance.ufl.edu/student-complaints

7. Materials and Supplies Fees: None.

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