

## **ALS 3110 Collegiate Master Gardener: Extension for Home and Community Gardens**

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Classes: ONLINE; Office Hours: Upon Appointment

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### Course Description:

The Florida Master Gardener Program trains UF/IFAS Extension volunteers to provide horticultural education to residents and communities. Students will receive training to become a Master Gardener, and learn, horticulture, Integrated Pest Management, plant pathology, and garden planning. This online class is composed of digital lectures, discussion, and hands-on activities

### Course Overview:

This course is ideal for students interested in home gardening, community gardening, community development, public health, public education, Extension, urban sociology, urban landscape design, and sustainability. After completing this course, students will be qualified to become a Florida Master Gardener. If they wish to pursue this, they must work through the State Master Gardener Office and their County Extension Office within two years, identifying any formal steps to take for certification and contributing 75 volunteer hours and 10 learning hours within the first year of training. Certified Master Gardeners serve their communities by answering gardening questions from local residents, participating in community and school garden projects, supporting youth activities, and more.

### Student Learning Outcomes:

By the end of this course, you will be able to:

- Explain the basic principles of horticulture in Florida, including native species and ecosystem considerations, soil health and management, plant biology and selection, and garden and landscape planning and maintenance.
- Apply practical solutions and troubleshoot landscape and garden issues.
- Apply the principles of integrated pest management and plant pathology in order to make recommendations for pests and disease management in home and community gardens.
- Critique the possibilities and limitations of Extension and its role in communicating science to the community.
- Identify various learning, diagnostics, and networking resources afforded to Master Gardeners.

### Grading and Assignments:

**Quizzes: 100 points (10 x 10 points each); 21% of total**

Students should review the lectures and any assigned readings, complete the assigned Quiz sheets, and post your work on Canvas by 10pm on the due date posted each week. Late assignments will not be accepted unless there are extenuating circumstances or other reasons outlined in University policies.

**Reflection and Participation: 150 points (20 points for each reflection and 10 points for each response); 32% of total**

Five reflection topics will be posted in the discussion section of Canvas on the dates noted on the schedule. Students must post an initial reflection to the questions by 10pm on the due date posted. Students must then read classmates reflections and offer a thoughtful response to at least one of the reflections by 10pm Friday. Reflections are not a book report and should not simply reiterate what you have learned. You are expected to discuss your thoughts on the topic: Do you agree with the central idea, and why or why not? Is there research or information supporting the main points you are making? Did you learn something new or reinforce what you already knew? What did you take-away from the lectures and/or readings related to the topic, and what questions do you have after reviewing them? *All reflections should be at least 300 words. Please check your writing before posting it – spelling, punctuation, and grammar count! All assignments should be posted on Canvas by 10pm on the due date.* Late assignments will not be accepted unless there are extenuating circumstances or other reasons outlined in University policies.

***Experiential Learning Activities: 120 points (20pts/activity); 26% of total***

Students must complete five experiential learning activities throughout the term, chosen from the eight options listed in the schedule. If students cannot accomplish the activities due to location or medical accommodation constraints, a substitute project that covers the relevant material for that module may be chosen with *prior approval* by the instructor, and it is due the same time as the regular activity. Assignment deliverables must be submitted on Canvas by 10pm on the due dates posted.

*Extra Credit may be given for completing all experiential learning activities and for attendance at specified events throughout the term. All students will have equal opportunity for extra credit.*

**Final Activity: 40 points; 8% of total**

Final activity will cover all modules and readings.

**Final Scenario Assignment: 60 points; 13% of total**

Final scenario will cover all modules and readings. Students must write a scenario problem that could act as a final exam question for an essay test.

**Assigned Readings**

Florida Master Gardener Student Manual. University of Florida Institute of Food and Agricultural Sciences, 2018. ISBN: 978-0-578-21363

*Additional readings are listed below in the schedule and will be posted on Canvas for the relevant modules.*

**Pre-requisites/Co-requisites:**

HOS1014 - 1 CREDIT OR Permission of Instructor

**UF Grading Policies and Student Accommodations**

This course will use the following grading for the course:

- A 94 – 100%
- A- 90 – 93.9%
- B+ 87 – 89.9%
- B 83 – 86.9%
- B- 80 – 8.92%
- C+ 77 – 79.9%

- C 73 – 76.9%
- C- 70 – 72.9%
- D+ 67 – 69.9%
- D 63 – 66.9%
- D- 60 – 62.9%
- E < 60%

More info on grades and policies can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Class Evaluation**

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/>.

### **Special Accommodations**

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Honor Code**

UF students are bound by The Honor Pledge which states:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.”

The Honor Code can be found here: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Class Demeanor, Attendance and Make-up Policy**

Students are expected to review each module and all materials and readings associated with each module. All assignments are due by 10pm on the date posted on Canvas. Late assignments will not be accepted unless there are extenuated circumstances or other reasons outlined in University policies. Excused absences that result in the inability to complete an assignment are consistent with university policies: (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Our goal in this class is to create a culture of acceptance, engagement and respectful discourse. We encourage differences of opinion and sharing ideas constructively. Opinions held by other students should be respected in discussion posts, and any rude or intolerant behavior will not be tolerated. Conversations that do not contribute to the discussion of course material should be held to a minimum. Cell phone use is not permitted in class, unless otherwise specified.

**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.

**Student Assistance**

At UF, we care for every single student. You are important to us, and if you are in need of assistance, we are here to help. UF has a number of resources, facilities, and success plans to allow every person to feel a part of this University of Florida community and to succeed in their academic career. One example is the [Dean of Students CARE Team](#) which provide ongoing support for students in distress dealing with a variety of issues. They also students complete the necessary medical petition paperwork for all courses or medical drops before or after the drop deadline for a medical withdrawal. Another important resource is the [Alan and Cathy Hitchcock Field and Fork Pantry](#). It offers food assistance to anyone with a valid UF ID. If you would like to discuss your needs or need find another type of assistance, please see me, reach out to the CARE team member, or ask your academic advisor.

**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](http://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/](http://www.umatter.ufl.edu/)
- *Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.*

**Student Complaints**

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

**Materials and Supplies Fees**

There are no additional fees for this course.

## Schedule of Topics and Readings

### Week 1: *Welcome and Orientation; Volunteerism*

#### *Master Gardener Overview*

- *Readings* - Text Chapter 1
- Beaulieu, Lionel and Sam Cordes (2014), *Extension Community Development: Building Strong, Vibrant Communities*, Journal of Extension, October 2014, Volume 52:5  
<https://www.joe.org/joe/2014october/comm1.php>
- Assignment - *Reflection 1 (3 parts -15 points)* For full credit, be sure to respond to the full reflection. Post reflection online, and respond to one other classmates reflection
  - o *Part 1 (5 points)*: Discuss your relationship with gardening and plants, and share why you took this class. Some questions to get you started: What interests you about plants and gardening? What are your core/central values and ideas around food production, landscaping, and gardening? What is your experience and history with plants, agriculture, gardening, food preparation, landscaping? What interested you about this class and what do you hope to get out of it?
  - o *Part 2 (5 points)*: Based on the module, readings in the text, and the article *Extension Community Development: Building Strong, Vibrant Communities*, do things like community and school gardens play a role in Community Development? As one of the most well-known programs and “faces” of Extension, what role do you feel Master Gardeners play in supporting Extension and Community Development?
  - o *Part 3 Response (5 points)*: Respond to one other classmates reflection, and offer a constructive critique and/or re-enforcement of their ideas. Be respectful and thoughtful.

### Week 2: *Florida Friendly Landscaping and Agroecology Part 1; Teaching Adult Learners*

- *Reading* - Text Chapter 2
- *Assignment Activity (20 points)*: Fix the Landscape (see instructions in online activity)
- *Quiz 1 (10 points)*

### Week 3: *Botany; Extension Resources*

- *Reading* – Text Chapter 3
- *Assignment Activity (20 points)*: Plant Parts and Dichotomous Key (see instructions in online activity)
- *Quiz 2 (10 points)*

### Week 4 – *Soils and Nutrients*

- *Readings* – Text Chapter 4
- *Video: A Waters Journey (3 parts 10 min each)*
- Evans, Erv & Deanna Osmond (2000) A Gardener’s Guide to Protecting Water Quality. NC State PDF. <https://content.ces.ncsu.edu/a-gardeners-guide-to-protecting-water-quality>

#### **Week 4, cont.**

- *Assignment – Reflection (2 parts - 15 points)*
  - o Part 1 (10 points): Think about the videos you watched and the article you read, and reflect on what you learned. What was new information for you? Do you think protecting water quality is important? Why or why not? Share relevant examples from your experience. How would you apply the ideas in this reading in your current living situation if you had control – eg. apartment complex landscape, home landscape, campus landscape? What advice might you give friends or family about adjustments they could make to help protect water quality?
  - o Part 2 Response (5 points): Respond to one other classmates reflection, and offer a constructive critique and/or re-enforcement of their ideas. Be respectful and thoughtful.

#### **Week 5 – Entomology**

##### ***Damage ID and Recommending Control Measures***

- *Reading – Text Chapter 5*
- *Assignment Activity (10 points) – Bug Damage ID: Go out into your landscape or a public area, and find evidence of insect damage. Take a photo of the damage and post this photo to Discussions along with a description of the type of damage you observed and your diagnosis of the type of insect that caused the damage.*
- *Quiz 3 (10 points)*

#### **Week 6 – Nematology and Integrated Pest Management**

##### ***Record-Keeping***

- *Readings –Text Chapter 6 and 7*
- *Assignment Activity (10 points) – IPM Remedy: Revisit the pest damage you posted from last week. Post a description of the Integrated Pest Management techniques you would use before, during, and after this damage to reduce its occurrence, mitigate its impact, and decrease the chance of it occurring in the future.*
- *Quiz 4 (10 points)*

#### **Week 7 - Plant Pathology**

##### ***Alternative/ Experiential Teaching Techniques***

- *Reading – Text Chapter 8*
- *Assignment Activity (20 points) – Disease and Dis-ease Who Wants to be a Millionaire (see instructions in the online activity)*
- *Quiz 5 (10 points)*

#### **Week 8 – Pesticides; Public Perception**

- *Readings – Text Chapter 9*

### **Week 8, cont.**

- *Assignment – Reflection (2 parts – 15 points)*
  - o *Part 1 (10 points)* Visit the pest control section of your local hardware store or go online and identify one pesticide used for a specific insect and one for a disease. Read the labels carefully. What did you learn about each of these two chemicals. Are they safe for food products? Can children and pets be exposed to them? What are your thoughts on the research regarding the effectiveness and impacts of these sorts of chemicals? Think back over the past several weeks. What are your thoughts about weed, pest, and disease management in landscapes and gardens and how do these labels change or reaffirm your ideas and attitudes? How do IPM and the use of chemical controls interact? What is the role of Extension in providing recommendations regarding pest, weed and disease management?
  - o *Part 2 Response (5 points):* Respond to one other classmate's reflection, and offer a constructive critique and/or re-enforcement of their ideas. Be respectful and thoughtful.
- *Quiz 6 (10 points)*

### **Week 9 – SPRING BREAK**

#### **Week 10 –Turf; Plant Propagation**

- *Reading – Text Chapter 10*
- *Assignment Activity (20 points)* - Seeds and Cuttings: Items you will need – seed packet of blue lake bush beans, one small plant such as pothos, African violet or basil (or a cutting from your landscape), two small pots filled with potting soil. Go into your home or local area landscape and take a proper cutting from a plant or purchase a small plant from a garden center and take a cutting. Take a photo of the plant and cutting, and the potted cutting. Keep cutting moist until you can plant it. Place cutting end in small pot with potting soil. Water and care for cutting until Week 12. Also, take 2-3 seeds from the packet you purchased for the class, and plant them in another small pot with potting soil, according to the instructions on the pack. Take a photo of the pack, seed, and potted seed. Water and care for the seeds/seedling until Week 12. Post photos you have taken. On Week 12, take photos again, and post them along with notes/measurements of the following: are the plants alive or dead? What is the general health of the plant – is it green thriving or yellowing, diseased, shriveled? Does it seem to be growing roots (very gently tug on plant or move a bit of soil to look for root growth), the height of the plants and how many new leaves each has.
- *Quiz 7 (10 points)*

#### **Week 11 – Weeds – ID, Prevention, and Control; Invasive Plants**

- *Readings – Text Chapter 11*
- *Raphael K. Didham, Jason M. Tylianakis, Melissa A. Hutchison, Robert M. Ewers and Neil J. Gemmill. Are invasive species the drivers of ecological change? TRENDS in Ecology and Evolution. Vol.20 No.9 September 2005, [https://repository.si.edu/bitstream/handle/10088/6904/Didham\\_Tylianakis\\_Hutchinson\\_Ewers\\_and\\_Gemmell\\_2005.pdf?sequence=1&isAllowed=y](https://repository.si.edu/bitstream/handle/10088/6904/Didham_Tylianakis_Hutchinson_Ewers_and_Gemmell_2005.pdf?sequence=1&isAllowed=y)*

**Week 11, cont.**

- *Assignment* – Reflection (2 parts 15 points)
  - Part 1 (10 points) Discuss your understanding of invasive species, and what you learned from the article. What surprised you? How do you think other ecological impacts relate to their dominance? Have you had any experiences with invasive species? What did you observe? How did it impact you or those who were dealing with it? How can extension help reduce the spread of invasive species?
  - Part 2 Response (5 points): Respond to one other classmates reflection, and offer a constructive critique and/or re-enforcement of their ideas. Be respectful and thoughtful.
- *Quiz 8 (10 points)*

**Week 12 – *Vegetables, Fruits, and Agroecology Part 2 Expectations, Seasonality, and Scale***

- *Readings* – Text Chapter 12&15
- *Assignment Activity* (20 points) – Seasonal Menus: Write two menus of foods you would prepare from vegetables and fruits grown in 1) February and 2) May in North Florida. Each menu should include three dishes.
- *Post Activity conclusion from Week 10*
- *Quiz 9 (10 points)*

**Week 13 – *Wildlife Attraction and Prevention***

- *Reading* – Text Chapter 14
- *Assignment* - Final Reflection (2 parts) For full credit, be sure to respond to all of the questions.
  - PART 1:* Think back to what you wrote in your first reflection. How has your individual understanding of gardening and your relationship to plants changed over the course of the class? Did you have any key realizations? Has your relationship to food and agriculture changed? What are your feelings about Extension, the Master Gardener Program, and the role of education in community development and civic life?
  - PART 2:* Please reflect on your learning process. What activities did you find most educational? Which readings or concepts, were the most thought-provoking or transformative personally? What other feedback do you have about the class or your personal experience?
- *Quiz 10 (10 points)*

**Week 14 – *Landscape Planting, Landscape Maintenance; Extension Resources***

- *Reading* – Text Chapter 13
- *Final Assignment Activity* (40 points) – Garden Plan (see instructions in online activity)

**Week 15 – *Review; Final Scenario***

- *Final Scenario Assignment (60 points)*
  - Part 1 (40 points) Final scenario will cover all modules and readings. Students must write a scenario problem that could act as a final exam question for an essay test. This scenario should contain at least three concepts that were learned in three different modules of the class and be a realistic example of a situation or set of issues that a person might encounter in a garden or landscape in Florida.
  - Part 2 Response (20 points): Respond to one other classmates scenario, and offer a constructive critique and/or re-enforcement of their ideas. Be respectful and thoughtful.