

## ORH 2752: Sensory Gardening

Spring 2016; 3 Credits

T 10:40 – 12:35, TH 10:40 – 11:30

PSF 5

**Instructor:** Dr. John C. Peterson  
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**Office Hours:** By appointment.

**Course Description:** A hands-on, multidisciplinary approach to environmental horticulture delivered through the context of the human senses. Class activities, assignments, and projects are designed to enhance students' awareness and understanding of how horticulture relates to the natural and built world, as well as the ways in which people perceive those worlds.

**Justification:** This course provides an introduction to environmental horticulture with emphasis on the relationship between plants and the human sensory experience and the impact of plant sciences on the daily lives of humans. To be responsible and effective stewards of our environment, students should understand not only the environment and the plants used in landscapes, but also the ways in which humans use, experience, and are affected by plants. Students will gain a fundamental understanding of people-plant interactions that they may not obtain from courses where primary emphasis is on identification, use, or management of plants and landscapes.

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

- Describe the basic biological functions of the human sensory organs.
- Assess uses of plants and explain how they relate to sensory perception.
- Demonstrate ways in which plants affect the sensory experience.
- Analyze the relationships between people and plants from biological and social perspectives.
- Interpret the effects of plant blindness on individuals and cultures.
- Evaluate roles of plants and human senses on adaptation and global distribution of people and plants.

**Required Text:** Pollan, M. (2002). *The Botany of Desire*. Random House. ISBN: 0375760393

Read this even if you saw the movie. Used and new copies are widely available at local bookstores and online.

### Grading\*:

Quizzes (5):	40%
Projects (5):	40%
Assignments(4):	10%
Participation:	10%

*\*Late submissions will be reduced by one letter grade for each day past due, including weekends.*

### Grading Scale:

A	90-100%
B	80-89
C	70-79
D	60-69
E	<60

### 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>

### Quizzes:

Quizzes will be given towards the end of each module. They will be based primarily on content from that module, but may include content from previous modules where appropriate. The format will vary, but they should take less than one half of a class period to complete. There will be no makeup quizzes.

### Projects:

Projects will be completed in groups or individually, depending on the nature of the assignment. Students will present their presentation projects to the class towards the end of each module. Each project should *build upon information learned in class* for an in-depth look at a specific part of each module's subject matter. Details and examples will be given in class. Formats will vary. Creativity required.

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**Assignments:** Most assignments will be given and turned in during the same class period or at the beginning of the following lecture period

**Participation:** Information in this course is delivered via in-class activities, discussions, and presentations. Your active participation is expected, and is impossible when you are absent from class. Students are permitted one absence per semester. If you are going to miss class, you are expected to notify me before the class that you are missing class. There will be no makeup quizzes and students are responsible for turning in assignments at by the beginning of class the day they are due, even if a student is missing class that day. Only documented doctor's excuses or UF-approved activities will be excused. Students who are late for in-class assignments or projects will have points deducted from the assignment. **In-class assignments and participation cannot be made up.**

**Electronic Devices:** Students are required to silence cell phones and other electronic devices before class. Unauthorized use of cell phones (including incoming calls with audible rings) or other devices during class may result in the administration of an unannounced quiz.

**Site Visit Days:** Occasional field trips to gardens and other sites will be arranged. Transportation will be provided as necessary or students will be expected to meet at nearby or on-campus locations. Students will be notified at least two weeks in advance of trips. If you miss class, you are responsible for catching up on announcements regarding meeting locations or field trips.

**Class info:** Official course information will be distributed in class or delivered via UF email and other electronic avenues as designated by the course instructor.

### Lecture Schedule:

#### Module 1: Sight

<i>Week 1</i>	Jan 5, Tues:	Introductions, Information Collection, Review Syllabus, Sight observation Assignment #1, Assigned reading: Botany of Desire, to be discussed on Feb 23 <sup>rd</sup> .
	Jan 7, Thurs:	How human vision works, Assignment of Sight Presentation Project #1
<i>Week 2</i>	Jan 12, Tues:	Plant Blindness, psychology and nature, Assignment of Baby Plant Project #2
	Jan 14, Thurs:	Color theory and emotion
<i>Week 3</i>	Jan 19, Tues:	Visual evaluation and tasting of fruit
	Jan 21, Thur:	No Class, Optional Trip to Tropical Plant Exposition (Attendees get 5 bonus pts.)
<i>Week 4</i>	Jan 26, Tues:	Container design and planting
	Jan 28, Thur:	Sight Quiz #1, Project#1 Due for In-class group presentations - Sight

#### Module 2: Touch

<i>Week 5</i>	Feb 2, Tues:	Site Visit: On campus - Wilmot Gardens, Plant Therapy
	Feb 4, Thur:	The somatosensory system, Wilmot Gardens Assignment# 2 Due, Assignment of Touch Presentation Project # 3
<i>Week 6</i>	Feb 9, Tues:	Plants to alter perception and plant tropisms
	Feb 11, Thur:	Plants, emotion, and physical sensation
<i>Week 7</i>	Feb 16, Tues:	Touch quiz #2, Blind Touch Test, B of D Assignment #1 Distributed
	Feb 18, Thur:	Project #3 Due for In-class group presentations - Touch, Baby Plant Journal Review (Bring to Class)

#### Module 3: Smell

<i>Week 8</i>	Feb 23, Tues:	How the olfactory system works , Discussion of The Botany of Desire, B of D Assignment #1 Due, Baby Plant Journals returned in class
	Feb 25, Thur:	How plants produce fragrance / VOC's, Assignment of Smell Project #4
<i>Break</i>	Mar 1, Tues:	<i>No Class Spring Break</i>
	Mar 3, Thur:	<i>No Class Spring Break</i>
<i>Week 9</i>	Mar 8, Tues:	Site Visit - On Campus, Sensory Lab
	Mar 10, Thur:	Fragrance, preference, and plant breeding
<i>Week 10</i>	Mar 15, Tues:	Smell quiz #3, Blind Smell test
	Mar 17, Thur:	Project #4 Due for In-class group presentations - Smell

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### Module 4: Taste

Week 11	Mar 22, Tues:	How humans taste, Coffee and chocolate, Plant Exploration Company Assignment # 3 distributed
	Mar 24, Thur:	Herbs, spices, and plant flavors, Assignment of Taste Project #5, Plant Exploration Company Assignment # 3 Due
Week 12	Mar 29, Tues:	Site Visit: On campus – Butterfly Rainforest, Butterfly Rainforest Assignment #4 Distributed
	Mar 31, Thur:	Plant exploration and collection, Butterfly Rainforest Assignment #4 Due
Week 13	Apr 5, Tues:	Taste quiz #4, Blind Taste Test
	Apr 7, Thur:	Project #5 Due for In-class group presentations - Taste

### Module 5: Sound

Week 14	Apr 12, Tues:	Use of plants to produce or affect sound produce
	Apr 14, Thur:	How humans hear, sounds plants make
Week 15	Apr 19, Tues:	Sound Quiz #5, The 6 <sup>th</sup> Sense
	Apr 21, Thur:	Baby Plant Journal Project #2, Due by 3 PM, Reading Day No Class

## Academic Honesty, Software Use, Campus Helping Resources, Services for Students with Disabilities

### Academic Honesty

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.

**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."**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2011-2012 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/](http://www.counseling.ufl.edu/cwc/)  
Counseling Services

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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/](http://www.crc.ufl.edu/)

**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.

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)