

Landscape Plant Establishment

ORH4848/HOS6932

2 credits

Fall 2014

Instructor: Brian Pearson

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Office Hours: Physical office hours: by appointment. Virtual office hours: Tuesdays, 1:30pm-2:30pm or by appointment (Skype: pearsonbrianj)

Course Website: <http://lss.at.ufl.edu>

Course Communications: If you have any questions or concerns **please do not hesitate to contact me** via e-mail or phone. I will respond within 24 hrs. M-F and within 72 hrs. on weekends. **My preferred method of communication is email.** If I will be out of the office, I will notify students prior via the course website. You may also choose to post your question(s) on the course discussion board. I review all discussion posts and provide additional feedback.

Required Text: none

All additional reading materials will be posted with each lecture on the course website. Please refer to the [tentative course schedule](#) for the list of reading assignments.

Additional Resources (not required):

Black, R. J., and K. C. Ruppert. 1998. *Your Florida Landscape*. Gainesville: University Press of Florida.

Course Description: Landscape Plant Establishment is a two-credit, web-based course that examines the establishment of ornamental plants in the landscape. The course focuses on the soil-plant-water relationship specific to transplanting ornamental plants from common production methods but also addresses other variables important to establishment such as plant selection, fertility, microclimate, etc. Additionally, sustainable landscape management practices which influence plant establishment will be a focus of this course.

Purpose of Course: To provide students with foundational knowledge and skills needed to successfully select, transplant, and establish plants into the landscape. Additionally, this course will provide students with a greater understanding of sustainable landscape management practices and techniques.

Course Goals and/or Objectives:

By the end of this course, students will:

- Identify genetic, physiological, and cultural variables that influence plant establishment
- Discuss the importance of plant selection
- Describe soil characteristics which impact plant water use
- Identify irrigation system components and design which maximize water use efficiency
- List steps to optimize transplant success
- List physiological plant responses to stress encountered during plant establishment
- Identify Florida-Friendly Best Management Practices
- Describe methods to determine establishment status
- List post-transplant methods to maximize plant quality
- Describe sustainable landscape management practices and techniques

How This Course Relates to the Student Learning Outcomes in the Plant Science major: This course provides students with an understanding of the abiotic and biotic factors that influence plant growth and establishment. Students will develop knowledge of environmentally sound practices through examination of Florida-Friendly Best Management Practices and sustainable landscape management techniques. This course will require students analyze and apply science-based data to solve plant management challenges and problems.

Prerequisite Knowledge and Skills: This course assumes background knowledge of plant physiology, soils, and biology.

Course Attendance & Policies:

Attendance & Weekly Assignments: This is an online course with weekly lectures and assignments. The week begins on Monday and ends on Sunday. Each week students will have a reading assignment, a narrated lecture and either homework, discussion, or challenge assignment. Students should review any provided readings or multimedia that relates to the lecture. After the student has completed the lecture, they should either complete the homework, discussion, or challenge assignment (links to assignments are under the assignment tab on the left of the course website; discussions should be posted under the discussion tab). Assignments will be accepted up to four days after the due date but will be marked down five points.

Quiz Policy: Quizzes will be given during the semester on the dates given on the topic outline. Quizzes will cover the material in the lecture preceding the exam. Make-up exams will only be given to students with an excused absence

Late Assignments & Make-up Policy: As previously stated, assignments will be accepted up to four days after the due date, however, a five point grade penalty will be assessed. Make-up

quizzes will only be given to students with an excused absence. The University of Florida defines an excused absence as: death in the family; illness; car accident; act of God (hurricanes happen in FL); or prior notification to instructor of absence. All require proper documentation.

Course Technology: The accepted format for all assignments is MS Word files. If there is a malfunction with the class site or computer malfunctions occur, assignments may be emailed or sent via fax. It is the obligation of the student to inform me of such malfunctions immediately.

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <http://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/>.

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. See <http://distance.ufl.edu/student-complaints> for more details.

UF Policies:

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>.

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/

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

Wellness Coaching

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior – <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

Netiquette (short for "network etiquette" or "Internet etiquette") is a set of social conventions that facilitate interaction over networks, ranging from Usenet and mailing lists to blogs and forums (as defined by Wikipedia).

Adapted from Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>)

1. REMEMBER THE HUMAN Never forget that the person reading your mail or posting is, indeed, a person, with feelings that can be hurt.
- 2: ADHERE TO THE SAME STANDARDS OF BEHAVIOR ONLINE THAT YOU FOLLOW IN REAL LIFE
- 3: KNOW WHERE YOU ARE IN CYBERSPACE
- 4: RESPECT OTHER PEOPLE'S TIME AND BANDWIDTH
- 5: MAKE YOURSELF LOOK GOOD ONLINE Check grammar and spelling before you post; Know what you're talking about and make sense; Do not post flame-bait.
- 6: SHARE EXPERT KNOWLEDGE
- 7: HELP KEEP FLAME WARS UNDER CONTROL Flame is a personal attack. It is possible to disagree without attacking the person. Use emoticons and acronyms to convey emotion to avoid misunderstanding
- 8: RESPECT OTHER PEOPLE'S PRIVACY
- 9: DON'T ABUSE YOUR POWER
- 10: BE FORGIVING OF OTHER PEOPLE'S MISTAKES

Getting Help:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

Learning-support@ufl.edu

(352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

Counseling and Wellness resources

Disability resources

Resources for handling student concerns and complaints

Library Help Desk support

Should you have any complaints with your experience in this course please visit

<http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Grading & Assignments:

See [schedule](#) for assignment dates. The week begins on Monday and ends on Sunday. All assignments need to be completed and submitted by the end of each week (Sunday, 5pm, Eastern time zone).

Assignments need to be completed in MS Word format and submitted through Canvas. If there is a malfunction with the course website, you may submit assignments via email. If an error occurs with the website, it is the responsibility of the student to contact the instructor immediately.

*All final grades are based on the number of points earned out of the total number of point (total possible points = 425).

Assignment	Points or percentage
Module 1	
3 quizzes	75 points (3 x 25 points)
4 challenge questions	100 points (4 x 25 points)
1 homework assignment	50 points (1 x 50 points)
Module 2	
1 quiz	25 points (1 x 25 points)
1 challenge question	25 points (1 x 25 points)
1 homework assignment	50 points (1 x 50 points)
1 semester project	100 points (1 x 100 points)

Quizzes: Four quizzes will be given throughout this course. Quizzes will be administered via Canvas using the “Assessments” tool. Quizzes will be available for 48 hours beginning on the date listed on the [schedule](#). Once you begin, you will have 30 minutes to complete the quiz.

Challenge questions: Five challenge questions will be given throughout this course. Challenges will be issued on Monday at 8 am ET and will be due by Sunday 5 pm ET.

Homework assignments: Two homework assignments will be issued throughout this course. Homework must be submitted by 5 pm Sunday ET. Homework assignments should be well written and clearly address the issue or question being discussed. Homework will be graded on quality and timeliness according to the rubric provided with the assignment.

Semester project: A semester project will be assigned during the beginning of the course. Students will be expected to assess a landscape and highlight concepts discussed in this course. The landscape could be that of your family, friends, or a public park or campus. The semester project must be submitted on **December 1st at 5:00pm**. Additional details of the semester project will be posted via the Canvas “Assignments” tool.

Graduate Student Project: Graduate students enrolled in the course will be expected to complete a research report on a landscape establishment topic during the course of the semester. The project will account for 20% of the total grade in the course. Students should contact Brian Pearson before starting either project to determine a suitable subject. The graduate student project will be due on **December 1st at 5:00pm.**

Grading Scale: The following grading scale will be used for this course:

Percentage of Points

- 94-100 A (400-425 points)
- 90-93 A- (383-399 points)
- 86-89 B+ (366-382 points)
- 83-85 B (353-365 points)
- 80-82 B- (340-352 points)
- 76-79 C+ (323-339 points)
- 74-75 C (315-322 points)
- 70-72 C- (298-314 points)
- 66-69 D+ (281-297 points)
- 63-65 D (268-280 points)
- 60-62 D- (255-267 points)
- 59-below E (0-254 points)

For information on current UF policies for assigning grade points see:

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

Tentative Course Schedule:

Module	Week	Date	Topic	Reading
1: Plant Factors Affecting Establishment	1	8/25	Introduction to Landscape Plant Establishment	TBA
	2	9/1	Plant Production Challenge Question #1	TBA
	3	9/8	Plant Selection Quiz #1	EDIS ENH1156: Right Plant, Right Place: The Art and Science of Landscape Design
	4	9/15	Soil Plant Environment	EDIS ENH1218: Soil Characteristics and Management Practices for Urban Residential Landscapes

	5	9/22	Planting Techniques Challenge Question #2	EDIS ENH856: Specifications for Planting Trees and Shrubs in the Southeastern U.S.
	6	9/29	Post-planting Techniques	TBA
2: Plant Water Relations & Water Management	7	10/6	Plant Water Relations Quiz #2 Homework Assignment #1	TBA
	8	10/13	Morphological & Physiological Factors Challenge Question #3	TBA
	9	10/20	Water Management	EDIS ABE355: Home Irrigation and Landscape Combinations for Water Conservation in Florida
	10	10/27	Quantifying Establishment Challenge Question #4 Quiz #3	EDIS ENH857: Irrigation Landscape Plants During Establishment
	11	11/3	Design	
2: Sustainable Plant Establishment & Management Techniques	12	11/10	Water Quality Challenge Question #5	EDIS SL254: Nitrogen in the Home Landscape
	13	11/17	Nutrients & Soil Conservation	TBA
	14	12/1	Pest Management Homework Assignment #2 Quiz #4 Semester Project	TBA

Critical Dates

- 9/1 Challenge Question #1
- 9/8 Quiz #1
- 9/22 Challenge Question #2
- 10/6 Quiz #2 & Homework Assignment #1
- 10/13 Challenge Question #3
- 10/27 Challenge Question #4 & Quiz 3
- 11/10 Challenge Question #5

- 12/1 Homework Assignment #2, Quiz #4, Semester Project, & Graduate Student Project (only if you're enrolled in HOS 6932)

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.