**HORT 609 PLANTS FOR LANDSCAPE DESIGN II**

**Course Syllabus, Spring 2017**

**Instructor:**  Dr. Michael Aloysius Arnold (<http://aggie-horticulture/faculty/arnold.html>)

**Lecture:** HFSB 102, Monday and Wednesday, 11:30 AM - 12:20 PM, stacked with HORT 308

**Laboratories:** One of five available laboratory times at the\*Nursery/Floriculture Field Lab should

be arranged immediately at the start of classes. Available times are Tuesday

10:00AM - 12:00PM, Tuesday 1:00PM - 3:00PM, Tuesday 3:00PM - 5:00PM,

or Wednesday 3:00PM-5:00 PM.

\*Laboratory sessions will normally meet in 110 HFSB unless otherwise announced. Any alternative laboratory locations will be announced in preceding lectures or laboratory sessions or via official TAMU email accounts as indicated in Howdy. If no location is announced students should report to 110 HFSB for that week's laboratory. Laboratories will meet during the first week of classes.

**Offices and telephone numbers:**

Dr. Michael Arnold, HFSB 207, 845-1499, Home telephone number is 690-0265, ***emergencies only***, not after 8:00 PM nor before 7:00 AM.

**Messages:**

Messages may be left in Dr. Arnold's or the lab instructor’s mailboxes in HFSB 201, 979-845-1499, or via email for Dr. Arnold at ma-arnold@tamu.edu.

**Office Hours:**

Office hours for Dr. Arnold will be held for one hour prior to each lecture, 10:30 AM - 11:30 AM Monday and Wednesday, or by appointment (979-845-1499 or ma-arnold@tamu.edu).

Ms. Lauren Fedenia, HSFB 413, office hours and contact information to be announced during his first laboratory period.

Mr. John Montoya, HFSB 418, office hours and contact information to be announced during his first laboratory period.

**Course Description:**

HORT 609. Plants For Landscape Design II. Credit 4. 3 Lecture Hours. 2 Lab Hours. Identification and use of indigenous and introduced landscape plants; plants for special uses in urban environments; emphasis on plants’ ornamental attributes, cultural requirements, and adaptability in urban and suburban environments. Not open to students who have completed HORT 308. Prerequisite: BOTN 101 or HORT 201 or HORT 306 or HORT 608, or approval of instructor.

**Course Objectives**: Students will be expected to develop understanding and skill in the following areas:

(1) Identification of selected landscape plant species on the basis of leaf, stem, fruit, flower, dormant twig, bark and whole plant characteristics.

(2) Correct usage of scientific names and terminology to describe plant taxa.

(3) Understanding the ecological roles of selected plants in cultivated landscape environments.

(4) Demonstrate basic knowledge of ornamental characteristics, design attributes and environmental adaptability of important native and introduced plant species relating to their use in specific landscape situations when incorporated into designs for built environments.

(5) Develop a working knowledge of potential limitations and hazards associated with the use of certain plant species in the built environment.

(6) Demonstrate an ability to obtain cultural and descriptive information on plant materials from traditional literature, online sources and human resources.

(7) Enhance skills for incorporating appropriate plants into landscape designs to maximize the chances for achieving the desired design goals within the environmental constraints of varied sites.

**Lecture**:

***No electronic devices (laptop computers, palm pilots, raspberries, translators, calculators, cell phones, etc.) may be used during any lectures, exams, quizzes, or laboratory quizzes unless specifically requested in advance by student services on the student’s behalf or approved by the instructor.***

**Examination Procedures**:

**Course grade**:

Each student's grade will be based on a total of 3000 points for the semester. A standard grading scale will be utilized. However, the instructor reserves the right to curve individual exam or course grades upward if an individual or the class performance warrants such action. In no case will the curving of grades result in a worse grade than was earned using the standard scale enumerated herein. Do not count on a curved grading scale for the course. After teaching plant materials courses for over fifteen years, the instructor has curved only three exams. In order for an individual grade to be considered for curving up to the next highest grade, a student must be within 1% (30 points) of the next highest grade and have not missed more than two labs and/or lectures (as evidenced by missed examinations, lecture quizzes, lab quizzes, or bonus point opportunities). If the student has missed more than two labs and/or lectures, then their grade will not be eligible for curving up. This will apply to both excused and unexcused absences.

Each student's grade will be based on a total of 3000 points for the semester. A standard grading scale will be utilized. The tentative grading scale for the course is:

2700 (90%) to 3000 points (100%) = A

2400 (80%) to 2699 points (89%) = B

2100 (70%) to 2399 points (79%) = C

1800 (60%) to 2099 points (69%) = D

0 ( 0%) to 1799 points (<60%) = F

**Point breakdown by grading testing instrument:**

Approximate

Instrument Points % course total

Lecture midterm 250 8.4 %

Lecture quizzes 550 (45 each) 18.3 %

(10 quizzes)

Lecture final 400 13.3 %

*Lecture subtotal 1200 40.0 %*

Proposal for individual project 100 3.3 %

Individualized application project 200 6.7 %

Field trips 300 10.0 %

*Recitation subtotal 600 20.0 %*

Laboratory quizzes 900 (100 each) 30.0 %

(9 of 11 required)

Laboratory final 300 10.0 %

*Laboratory subtotal 1200 40.0 %*

*Course total 3000 100 %*

**Lecture**:

**Lecture Exams:**

Lecture exams will emphasize cultural, environmental and design information concerning growth habit, ecological considerations, ornamental and cultural attributes, origin, availability and commercial value and use of selected plant taxa in the built and transitional landscapes. Lecture exams will encompass materials presented in lecture, reading assignments in the textbook or from the class website, and handouts. Students are expected to have read the sections of the required text relating to the topics and species covered in lecture. Weekly plant lists will be provided as handouts in laboratory or posted on the class website (http://aggie-horticulture.tamu.edu/syllabi/308/home/frameset.htm). All taxa covered will be fair game for the lecture exams. Only the indicated taxa for laboratories (about 20 new taxa will be added each week to the cumulative total) will be covered on laboratory identification quizzes. Lecture exams will be cumulative, but emphasize the material covered since the previous exam. The lecture midterm and the lecture final will consist of a variety of questions including multiple choice, fill in the blank, lists of requested information, true/false, matching, labeling, design suggestions and/or short essay questions. The lecture final will generally be more comprehensive in nature than the midterm exam. ***No cell phones, computers, translators, or other electronic devices are allowed during any lecture or lab examinations or quizzes. All work is expected to be independent, no group work is allowed unless expressly permitted by the instructor***.

Two lecture exams will be given on the tentative dates indicated below:

*Midterm = 250 points. Wednesday, March 8, 2017, in class.*

*Final = 400 points. Tuesday, May 9, 2017, 10:30 AM - 12:30 PM.*

**Lecture Quizzes and Take-Home Assignments**:

Past tracking of students' attendance at lecture and their performance on exams consistently indicated that good attendance tended to equate with good exam scores. Hence, eleven weekly quizzes and / or short take-home assignments will be made at the instructor's discretion during the semester. Each quiz / assignment will be worth 50 points each (550 total points for the eleven quiz / assignments) toward the final semester point total. These lecture quizzes will be not be cumulative, but cover material covered since the last lecture quiz. This will give students an opportunity to assimilate the course information in "chunks" prior to testing on the cumulative midterm and final exams. Students must be present to take the quiz or personally hand in the assignment. One student may not hand in a quiz for another. In some cases these quizzes may be given as take-home assignments and must be turned in at the beginning of the next lecture (or other date and time as specified by the instructor). **All assignments are to be done individually unless you are directed otherwise by the instructor**; any collaboration on said quizzes or assignments unless you are directed to do so by the instructor will constitute plagiarism. Students are expressly forbidden from copying any quiz or assignment handouts for use by other students; no student is permitted to obtain a take-home quiz or assignment for another student; if students do so it will constitute cheating. **Late quizzes and assignments will not be accepted.** Quizzes will be based on questions from the previous lectures, assigned readings, or students will be asked to apply acquired skills and knowledge in problem solving scenarios. Assignments will be made that will enhance information gathering skills, incorporate current events into the course, or integrate plant materials use with landscape / interiorscape design concepts. A medical excuse from TAMU student health services or a qualified medical doctor, prior approval to be absent by the instructor, or a university approved event absence is required to avoid zero points on missed quizzes or assignments. Self explanatory excuses for illness are not accepted. A medical excuse, as defined in the university handbook, or a field trip or function that is a university approved absence are required to avoid zero points on missed quizzes or assignments. ***All work is expected to be independent, no group work is allowed unless expressly permitted by the instructor***.

**Individualized Application Project:**

Each student in HORT 609 will be required to complete a two phased individualized application project. These project are designed to either enhance the student’s skills in practical large scale applications of the skills acquired in the course related to specification of plants for landscape designs or to permit students to develop additional expertise in communicating on in-depth information learned through literature searches or research efforts related to specific landscape plant materials topics. Examples would include such projects as, developing a detailed planting design and plants specifications for a large scale landscape design project (for example a planting design level plans and materials specifications for all or a large portion of an MLA student’s thesis design project), or the development of an extension bulletin or similar type of outreach educational materials for publication (after internal department review) on an in-depth landscape design or plant materials topic, or an in-depth review of a specific topic associated with the use of plants in built environments. Such topics will be selected on an individual basis with the student in consultation with the instructor. A preliminary one or two page proposal outlining the specific topics to be included in the project will be required before each student begins their project. This **proposal will be worth 100 points toward the final course grade and must be completed prior to the midterm exam**, but students are encouraged to start earlier if possible. This **project** **worth 300 points (including the 100 points for the proposal) toward the final course grade will be** **due by Friday of the last full week of regular classes** for the semester (prior to the week finals begin), but students are encouraged to complete it prior to this date.

**Field Trips:**

Three field trips will be organized for Fridays in the semester. These field trips will be held to familiarize the students with examples of various applications of the plant materials studied during the semester in real world settings. The finalized dates for the field trips will be announced early in the semester to allow students to coordinate the dates with their other course responsibilities. If an unavoidable course conflict arises, the student is responsible for notifying the instructor well in advance of the date. In such case, a fully referenced term paper (12 pt double spaced text with no more than 1 inch margins) of at least 10 pages in length (not including the bibliography) on a suitable substitute topic will be assigned in place of the field trip and due prior to or upon the day of the field trip. In the case of illness, a medical doctor’s excuse will be required by class the Monday following the field trip and the term paper will be due one week after the field trip. Participation in each field trip will count 100 points toward the final grade (300 points total for the three field trips).

Tentative dates for the field trips are (subject to change based on transportation availability):

San Antonio trip on *March 3, 2017*

Dallas trip on *March 31, 2017*

Orange, Nacogdoches or Houston trip on *April 21, 2017*

(locations are dependent upon host availabilities and weather conditions)

**Laboratory**:

**Announced Quizzes**:

Eleven weekly plant identification quizzes will be given beginning the second full week of classes. Each quiz will be worth 100 points. The first nine quizzes are required. The remaining two quizzes are intended as make-ups for excused absences during the prior nine quizzes. In the event that a student has not had two or more excused absences from the first nine quizzes, that student may take one or both of the make-up quizzes and use them to replace their lowest respective scores on the first nine quizzes. Thus, each individual's best 9 quizzes (of 11 possible) will count toward the final grade. Unexcused absence during a quiz will result in zero points for that quiz. Excused absences as previously defined will be required to be presented to the course instructor (Dr. Arnold) within 24 hours of the quiz. If more than two excused absences are approved, the 900 point total for quizzes will be based on the average performance achieved on those quizzes that were taken. Prorated quiz grades will be assigned for students only if there have been three or four excused absences for laboratory quizzes. If more than four excused or unexcused quizzes are missed, an incomplete may be assigned for the course at the instructor’s discretion.

The first quiz will test your knowledge of the correct writing of scientific and common names of plants and identification of morphological traits of plants discussed in the initial laboratory and assigned lecture readings. Each of the succeeding quizzes will consist of 10 plants or cuttings (10 points per plant). Students will be expected to know the scientific (family, genus, specific epithet, and subtaxa if covered; 8 points) and common name (2 points) of each plant species (10 points total). Each misspelled word will count one point off. Leaving off appropriate punctuation (single quotes, hyphens, periods, etc.) counts as a spelling error.

Bonus plants may be added to quizzes at the discretion of the laboratory instructors, if in their judgment adverse weather conditions or other factors have made identification of the regular 10 plants or cuttings difficult. Bonus plants can only be used to increase students' quiz totals, not decrease them. *Note that the same species/cultivar may occur more than once on a given quiz.* ***Quiz material is cumulative throughout the semester.*** In addition to the names of plants that we have formally covered in laboratories, bonus questions may include family names or the genus name for a closely related species to those that we have formally studied in laboratory or other plant identification activity as designated by your laboratory instructor.

Laboratories and quizzes will be held rain or shine, so dress appropriately and bring pencils (ink will run if wet). Cuttings and/or potted specimens of the species covered for the week will be placed in the laboratory classroom in HFSB 110 or the appropriate greenhouse prior to the first laboratory each week. These specimens will be retained in the classroom or the greenhouse for the remainder of the work week, longer if the specimens remain intact. After this time students will need to go to the greenhouse, nursery or landscape locations of the specimens to study them or access the plant images on the Plant Picture Pages section or the laboratory plant images section of the class website.Laboratory instructor's decisions on laboratory quizzes are final. Print legibly (print, no script), illegible answers count as incorrect answers.

***Schedule of Topics:*** Note, some topics will not require full weeks to cover.

* Introduction to the course
* Sustainable concepts for plant utilization in built environments
* General terminology and definitions
* Plant hardiness and design issues
* Texas and USA regional environmental considerations (self study topic)
* Disease and pest implications for plant selection in our regional built landscapes
* Plant development and genetic variation impacts on plant utilization in built environments
* Landscape plants as design elements
* Tropical & Subtropical plants – recreating paradise, coastal ecosystem services, and summer flare
* Cacti, succulents, & related arid region taxa – water conserving plants for xeric landscapes
* Ornamental grasses, turfgrasses, & related monocots – from turfgrass to bananas, grasses in the landscape
* Bulbs, corms, tubers, & rhizomes (geotrophes) – more than just a breath of spring
* Groundcovers – unsung heroes for difficult sites
* Vines & climbers – versatile vertical exclamation points with numerous ecosystem services, how and why of which vines and where they fit in the built environment
* Cool season annuals – annual color is not just for summer and not just flowers in the winter landscapes
* Transition annuals – annuals for northern climates offer a cornucopia of color for our regional spring and fall displays including an opportunity to include many edible crops for dual purposes
* Warm season annuals – bringing out the toughest hombres for summer impacts in heat affected landscapes
* Herbaceous perennials – from traditional herbal and culinary perennials to the latest ornamental additions for living walls and green roofs, perennials offer unique colors, forms, textures and timing for year-round enhancement of built environments
* Water garden and wetland plants – once viewed as connoisseur garden plants, their contributions to essential ecosystem services in biofiltration, water detention, erosion control for rain gardens, bioswales, constructed wetlands, as well as traditional water features have gained recognition
* Overview of economic, social, and cultural considerations are incorporated throughout
* Semester wrap up and introduction to fall course

**Laboratory grading for scientific and common names on laboratory quizzes:**

Each plant is worth 10 points, which are awarded as follows:

**Straight species;**

Aceraceae *Acer rubrum* Red Maple

1 4 3 2

**Subspecies, variety, or forma of a species;**

Bignoniaceae *Chilopsis linearis* subsp. *arcuata* West Texas Desert Willow

1 4 2 1 2

Malvaceae *Malvaviscus arboreus* var. *mexicanus* Giant Turk’s Cap

1 4 2 1 2

Caprifoliaceae *Viburnum plicatum* f. *tomentosum* Doublefile Viburnum

1 4 2 1 2

**Cultivar of a species;**

Bignoniaceae *Chilopsis linearis* ‘Dark Storm’ Dark Storm Desert Willow

1 4 2 1 2

**Cultivar of a subspecies, variety or forma;**

Fabaceae *Gleditsia triacanthos* var. *inermis* ‘Skyline’ Skyline Thornless Common Honeylocust

1 4 1 1 1 2

Common names must include all words in the common name in the correct order to receive credit for the common name.

One point will be deducted for each misspelled word, total points will not go below zero.

Leaving out the “” on intergeneric hybrids, “” on intrageneric hybrids, or single quotation marks on cultivars counts as a 1 point spelling error each.

Leaving out the subtaxa designations (“subsp.”, “var.”, or “f.”), or indicating them improperly, counts as a 1 point spelling error.

**Laboratory Final**:

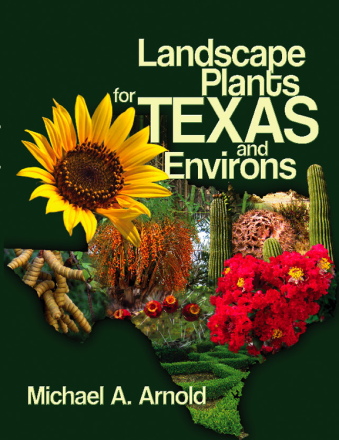
***The lab final will consist of 30 potted plants or cuttings***, with each plant being graded as described on the quizzes. The lab final will be worth 300 points toward the final course grade. The lab final will be given during the last regularly scheduled lab periods of the semester. Decisions on the lab final by the laboratory instructors are definitive. Be aware that the laboratory final will likely include a greater proportion of the plants from the last few plant lists than from the first ones as these latter lists contain the material that has not been as thoroughly tested at that time.

Laboratory final exams will be given on the tentative dates indicated below:

*Final = 300 points. Tuesday April 25 or Wednesday April 26, 2017, during your lab period.*

**Makeup Policy**:

Makeup examinations or lecture quizzes (see quiz section) will be granted only for excused absences (prior approval of the instructor, excuse from the student health center, or verifiable medical doctor's excuse if the student is out of town, student self-generated excuses will not be accepted). Two opportunities for dropped lab quizzes are provided during the laboratories. ***Makeups for lecture exams must be scheduled within twenty four hours of the originally scheduled exam time.*** Failure to contact the instructor (Dr. Arnold) within this twenty four hour period with a valid medical excuse will result in a zero for that examination, exceptions will be granted only if hospitalization is required.



**Required Textbook:**

Arnold, Michael A. 2008. *Landscape Plants for Texas and Environs, Third Edition*. Stipes Publishing L.L.C., Champaign, IL. p. 1334. ISBN 1-58874-746-8. (available at the University Bookstore on main campus, other local bookstores, or on the web at http://[www.stipes.com](http://www.stipes.com)/ or <http://amazon.com/>). Use of this textbook for HORT 609 has been approved by the Head of the Texas A&M University Department of Horticultural Sciences.

**Supplementary lecture materials:**

Official plant lists will be posted on the class home page accessible at http://aggie-horticulture.tamu.edu/syllabi/308/home/frameset.htm, these will be the official lists of plants covered during the semester. Copies of the lecture presentations are available on the same web site as PowerPoint presentations. Color images and a synopsis of critical plant characteristics may also be available on the PowerPoint image sets for each week's lab or on the Plant Pictures Pages. Taxa can be accessed via this searchable data base. One way that the plants can be accessed is by list (week) of coverage in on the search page. I will try to keep these updated during the semester. Any additional reading materials will be provided as linked pdf files on the course website. The above materials all carry the same copyright reservations as materials presented in the text and syllabus.

**Laboratories:**

Laboratories will be conducted as indoor labs, in greenhouse laboratories or on-campus field trips during the laboratory periods. We will walk to landscape locations of plant materials on or near the Texas A&M University campus. Labs will originate from either the room 110 in the Horticulture / Forestry Sciences Building or other location as announced in advance. Dress for mild hiking conditions (long pants, hiking boots or tennis shoes, and appropriate coats, gloves, raincoats, etc. for cool or wet weather). Students will be notified of where the labs will meet in lecture or the previous lab or via official TAMU email, if no notification is given the labs will meet in 110 HFSB. ***Laboratories will meet during the first week of classes.*** All work is expected to be independent.

**Attendance:**

***Attendance in both lecture and laboratory is mandatory***. Due to the nature of the material, slides and fresh plant samples, it is necessary for students to attend lectures and labs. Unexcused absences (without prior approval of the instructor or a doctor's excuse from student services or a verifiable medical doctor’s excuse if you are out of town) during quizzes and exams will result in zeros for that quiz or exam. ***Students are expected to attend the laboratory section in which they are officially enrolled,*** unless prior permission is obtained from both the course instructor (Dr. Arnold) and the laboratory instructor(s) involved. See the sections on laboratory quizzes, lecture quizzes/assignments, and exam policies for information specific to attendance and these examination procedures.

**Use of Electronic Devices in Lecture or Laboratory:**

***Cell phones should be turned off during lectures and laboratory periods. If a person’s cell phone rings, they are expected to turn it off or leave. Text messaging during lectures, labs or examinations is prohibited. No electronic devices (laptop computers, palm pilots, raspberries, translators, calculators, cell phones, etc.) may be used during any lectures sessions, exams, quizzes, or laboratory quizzes unless specifically requested in advance by student services on the student’s behalf or approved by the instructor. The single exception will be that a camera is permitted to photograph the plants during laboratories, however, taping of lectures or labs is not permitted. Photographing of fellow students or the instructors is prohibited without their permission.***

**Cheating and Plagiarism:**

“An Aggie Does Not Lie, Cheat or Steal or Tolerate Those Who Do.” ***Cheating in any form during quizzes, take-home assignments, or exams, will result in a zero for that examination and possible other disciplinary actions up to and including expulsion per current TAMU Student Rules***. Students observed giving or receiving answers during a quiz, exam, or assignment will receive a zero on that examination instrument. In the event of a repeat offense, an F will be assigned for the course. Copying or plagiarism (including failure to cite sources) on the assignments will result in a zero for the assignment. ***Cheating and plagiarism defrauds the instructor and fellow students, is a violation of the TAMU honor code, and will not be tolerated.*** In compliance with TAMU policy, all infractions will be reported via the Aggie Honor Code system and may result in more severe disciplinary actions than outlined above. Resources for students to clarify what is cheating, plagiarism, or academic dishonesty can be accessed on the web at http://aggiehonor.tamu.edu/.

**Suggested Inclusions from Speaker of the TAMU Faculty Senate:**

*Copyright / plagiarism statement:*

"The handouts used in this course are copyrighted. By “handouts”, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”".

*Americans With Disabilities Act (ADA) Policy Statement:*

"**The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit** [http://disability.tamu.edu](https://dsamail.tamu.edu/owa/redir.aspx?SURL=LIm34Wjf9FcO8GCMdbvKDSylLQkV1XbXl2fvJsIz-u_5lAzPZRjTCGgAdAB0AHAAOgAvAC8AZABpAHMAYQBiAGkAbABpAHQAeQAuAHQAYQBtAHUALgBlAGQAdQA.&URL=http%3a%2f%2fdisability.tamu.edu)**.”**

If you would like to be considered for disability accommodations, you must first register with disability services and provide medical documentation to support your request for consideration.

**Safety Guidelines:**

* Work only as authorized by your instructor. Do not perform unauthorized experiments.
* Maintain a professional demeanor during laboratory and field exercises. Do not run, engage in horse-play, or otherwise act recklessly.
* Purchase and wear safety goggles and other personal protective equipment as directed by your instructor.
* Learn emergency procedures and know the locations of the nearest first aid station, eye wash, fire extinguishers, and/or chemical cleanup materials.
* Carefully read all instructions and thoroughly plan your work.
* Wear appropriate clothing and secure-fitting, hard-soled, closed-toe shoes during all laboratory and field sessions. Confine long hair and remove dangling jewelry. Store personal items in the area designated by your instructor.
* Keep work areas neat, clean, and free of clutter.
* Do not eat, drink, use tobacco products, chew gum, apply cosmetics, or handle contact lenses in the laboratory.
* Do not use cell phones, computers, or other personal electronic devices during laboratory or field sessions unless asked to do so by your instructor.
* Notify your instructor immediately if any type of accident or emergency occurs.
* Notify your instructor immediately and seek appropriate medical treatment if you are injured during a laboratory or field exercise.
* Be watchful during field sessions for hazards such as uneven soil surfaces, roots and other trip hazards, steep terrain and depressions, poison ivy, fire ants, bees, wasps, snakes, etc.
* Stay with the class group at all times unless directed to do otherwise by your instructor.
* Dress appropriately for bright sun or inclement weather conditions. Apply water-resistant sunscreen prior to field exercises.
* Do not operate power equipment unless asked to do so by the instructor.
* Notify your instructor of any known allergies to insect bites or other plants or animals that may be encountered in the field before field exercises.
* Notify your instructor immediately and seek appropriate medical treatment if you are injured during field exercises.

**Study Hints For HORT 609:**

- Learn to identify approximately 20 or so species covered each week within the week that they are covered. This will not only enhance performance on lab quizzes, but reinforce the lectures with the identification features of each species.

- Copies of lecture slides (PowerPoint format) will be available on the class website (http://aggie-horticulture.tamu.edu/syllabi/308/home/frameset.htm) along with the course syllabus; other plant materials information is also available on the Plant Picture Pages.

- Go back and review what the twigs of deciduous plants look like after they loose their leaves in the fall or as the leaves expand and mature in the spring.

- Make flash cards with the species' common name and identification features on one side and the scientific name on the other side to aid identification skills and to learn the correct spelling of scientific and common names.

- Make lists of species with similar cultural, ornamental, ecological, and identification characteristics.

- Pay attention to family names, they are often clues to distinguishing among broad categories of species and provide hints on ecological requirements of unfamiliar taxa.

- Organize a study group. Students who participate in study groups and routinely attend lectures and labs consistently earn better grades.

- Study the specimens provided in the laboratories in a timely manner. Fresh specimens can deteriorate rapidly in hot weather (this can be a particular problem early in the fall semester or late in the spring).

- Do not wait till the last minute to study. This course contains much information and the plants take time to learn. It can be likened to learning a foreign language, if you keep up it is easy, if you once fall behind it is very difficult.

- There is a great deal of information to learn about the individual taxa in addition to the general concepts. Learning this detailed information is critical to proper use of the plants in landscape designs, however, it is often useful to think about what are the general characteristics or requirements for the majority of trees and shrubs. Then emphasis studying how an individual taxon differs from the “typical shrub or tree” for a give group. For instance, most trees and shrubs will grow well in a moist well drained slightly acidic fertile soil. Now for instance with most *Rhododendron spp*., one must have moist well drained acidic soils or they develop micronutrient deficiencies, hence they have an absolute requirement rather than being adapted to a broader range of soil conditions. Conversely, with Texas Mountain Laurel, *Sophora secundiflora*, plants have a tolerance for alkaline soils, but will also work on the more ideal soils which *Rhododendron spp*. inhabit. This tolerance to a particularly challenging soil condition would be important to remember. Similar typical versus atypical traits and responses can be envisioned for other plant characteristics. Essentially, remember what makes a given taxon unique, either good or bad, plus or minus in design use or site adaptation.

- Start early on your individual projects, fewer time conflicts with other courses’ projects and exams are likely to occur early in the semester than near the end. Do not procrastinate.

- Spend time outside the lab and lecture periods studying the plants, it takes time, there is no substitute for hard work! It is expected that students will spend two to three hours outside of class or lab for each hour spent in lecture or lab. The laboratory is open weekdays from approximately 8:00 AM to 5:00 PM and sometimes the hours extend past those times. Please keep in mind that specimens will be cleared out for room cleaning and returned to the greenhouse, nursery, or storage cooler Friday afternoon so that they will be in good shape for Monday morning. Students are welcome in the lab any time during the work week that there is not a formal laboratory session underway in the room.

- Laminate your notes to avoid ink run from rain, spills, and tears, lol ☺.

**Bonus Point Opportunities:**

- As described under quizzes and attendance sections.

- Bonus questions may be included on some exams.

- Plant Materials Games will be held during one or more lecture periods.

- Students must be present, whether an absence is excused or not, to receive credit for bonus points. These are meant to be an extra incentive to students who are actually in attendance and are not a part of the required examinations for the course. Missing these however does document an unexcused absence if a medical or other excuse deemed valid by the instructor is not available for that day.

- Bonus points during lecture and laboratory often total 5 to 10% of the total points for the course. This means there is a potential for a built in 5 to 10% curve that can be earned throughout the semester. These points are only available to those in attendance during that period, regardless of if it is an excused absence or not. Bonus points must be earned and are another mechanism to encourage attendance and participation.

**Extra Credit Work:**

- ***Extra credit work will not be assigned, put your efforts into the assigned work.***

This syllabus is copyrighted and was last revised on 12/29/2016 by Michael A. Arnold.

**-----------------------------------------Detach along dotted line------------------------------------------------------**

**Acknowledgment of the terms of this class as stated in the above syllabus**

I, the undersigned, acknowledge that I have read and understand the terms of this HORT 609 course syllabus (as stated in the preceding syllabus) and that I agree to abide by the terms of this syllabus. All terms of this syllabus are subordinate to published TAMU policies and all federal, state, and local laws and ordinances. Subordination of one or more clauses in this syllabus does not render the remaining ones unenforceable.

Print your name:

Sign your name: Date

**HORT 609**

**Permission to Post Grades, Spring 2017**

**(This is optional)**

If you wish to have your grades posted on the class website for HORT 308 (or a separate HORT 609 website if it becomes available during the semester) using a code you provide, then please sign the release below and provide a code. If you do not provide a code or do not sign for permission, your grades will not be posted.

I wish to have my grades posted on the HORT 308/609 class website during Spring Semester 2017 using the following code I have provided.

Print your Name:

Sign your Name:

Code to use when posting my grade (choose any combination of five letters and/or numbers, please **avoid** **using your student ID, social security numbers, or other numbers that would personally identify you to others**; please do **not** begin the code with a zero, if you do use a zero as the first digit in the code, it will be treated as the letter O).

Code: