Herbaceous Landscape Plants - PLSC 211
Fall 2018
Professor: Anna Wik, RLA
Office: 139 Townsend Hall
Office Hours: Tuesday 2:30-5:00 PM/ by apptnt
Sign Ups: http://www.udel.edu/004020

F LEC/LAB 9:05AM-12:45 PM
Fischer Greenhouse Room 103
Email: annawik@udel.edu

Course Aims and Objectives:
Welcome to PLSC 211, Herbaceous Landscape Plants. Upon completing this class, students should be able to:

- Describe an herbaceous plant, using proper botanical terms.
- Use knowledge of plant families, research skills, and identification process to discover information about unknown plants.
- Transmit information about plants through verbal, visual, and written means of communication.
- Identify a series of annuals, herbs, perennials, grasses, bulbs, and tropical plants.
- Understand basic maintenance, culture, and landscape uses of various types of herbaceous plants.
- Generate a series of plant palettes to apply to various landscape situations.
- Provide conceptual design for an herbaceous garden, using plant species we have studied.
- Create a clear conceptual idea to guide a project.
- Advocate for sustainable changes to the landscape.
- Develop general knowledge of several specialty gardening topics, including, but not limited to:
  - organic vegetables/ production scale agriculture
  - native plants, including meadow & woodland species
  - container and seasonal display design
  - rain gardens & constructed wetlands
  - roof gardens and roof garden design
  - bulb planting/ forcing
  - sustainable planting design.

This course is first and foremost an identification course. Plants listed in the master list will be learned by their growth habit, leaf or other vegetative characteristics and flower characteristics. These are usually illustrated by habit, leaf and flower pictures. All of the plants covered in class lectures can be viewed via the posted slide presentations on Google and the textbook. Most plants can be found in the University of Delaware Botanical Garden or elsewhere on the University of Delaware campus.

Required Texts:
ISBN Number: 978-1-60469-316-4

ISBN Number: 978-1-892784-35-3

 Portions of the text about specific plants should be read when plant list is assigned. Other readings will be posted to Canvas as assigned.

Other Items Needed for Course:
Clipboard for Quizzes/ Fieldwork
Camera/ Camera Phone
Pruners or Plant Shears (Check Before You Trim!)
Water Bottle
Bug Spray
Optional Items for Plant Walks and Field Trips:
Sketchbook
Sunblock

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Course Policies:

This class meets an hour and forty minutes on Tuesday and three hours on Thursday. Students can expect 3 to 5 hours of preparation (studying plants, preparing fact sheets and presentations, reading, reviewing notes, preparing for quizzes/ tests, working on projects, etc.) per week.

Learning Environment: The best place to learn plants is in the field. While we will often meet in the classroom, we will also be spending a great deal of time in the larger outdoor classroom of the University of Delaware Botanic Gardens, with the plant collection in Fischer greenhouse, other places on campus, and off-campus field trips. Much of class time will be taken up by plant walks, in class activities, student presentations of plants, and discussion. This course is designed to be very hands on. Each of us will be doing a lot of talking and listening in class this semester. I intend to foster an environment where everyone feels comfortable enough to share and is excited to participate and engage with one another and the material. Please be respectful of one another and the learning environment by arriving to class regularly and on time, turning off/ silencing your cellphone, and giving your full attention to the material being discussed and the person speaking, whether that is me or a classmate.

Field Trips: Several field trips occur throughout the semester to provide opportunities to observe the plants in different habitats and gain an appreciation for their cultural requirements. We will discuss travel arrangements for these visits and carpooling/ ridesharing is encouraged.

Cell Phones, Laptops, and Personal Handheld Devices: Cell phones should be silenced or turned off during class. If you have to make or take a call, please do so before or after class or check in with me. Texting, shopping, and use of social networking sites are not permitted during class time. Use of laptops for reasons other than note-taking and course related work detracts from your ability to be an engaged member of the classroom, and points will be deducted from your participation grade. Repeated violations may lead you to be asked to leave class for the day, resulting in an unexcused absence.

Course Grading: The course grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation, Contribution to Discussion, Attitude</td>
<td>10%</td>
</tr>
<tr>
<td>Plant Fact Sheets (9)</td>
<td>20%</td>
</tr>
<tr>
<td>Plant ID Quiz(9)</td>
<td>20%</td>
</tr>
<tr>
<td>Tests (2x10)</td>
<td>20%</td>
</tr>
<tr>
<td>Projects/ Reflection Assignments</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

- A: 92-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B+: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 60-62
- F: <60

Course Requirements:

Attendance (10%): It is important for you to come to class and get to know the plants in person. Therefore, attendance counts toward your final grade. One unexcused absence is allowed per semester. Any unexcused absences after the first one will reduce your attendance grade by .5 percent. Excused absences are permitted. Acceptable excused absences are: religious holidays; true emergencies (e.g., death in the family, illness, automobile accident,); athletic, academic (exam/ fieldtrip), or other extracurricular engagement with advance written excuse. Please email me in advance or as soon as possible after class is missed if you wish an absence to be excused. I will handle these requests on a case by case basis. Repeated late entrances to class may also deduct points from overall participation grade.
Class participation, Contribution to Discussion, Attitude (10 %): See learning environment, above.

(9) Plant Slides and Presentation (20%): Each week, students will be responsible for researching their assigned plant and presenting to the class. Students will prepare a google doc slide(s) that has images of different identifying aspects of the plant, as well as important information about the plants cultural requirements and use. During the lecture period devoted to plant identification, each student will present their plant. Assignment submission requirements will be discussed in more detail in class. This assignment develops and assesses students’ ability to research, properly describe, and otherwise transmit information about herbaceous plants. (Note first assignment on plant families is included here.)

(9) Identification Quizzes (20%): Nine identification quizzes will be given throughout the semester. These low stakes quizzes will test the student’s ability to identify live and photographic plant specimens. Every attempt will be made to have live plant material/ specimens for identification, although this is not guaranteed. Due to their brief nature, there will be no make-up quizzes. Bring a pen or pencil and a clipboard and your smartphone or camera to class. Lowest quiz will be dropped.

(2) Tests (20%): Students will complete two tests over the course of the semester, which will consist of multiple choice, fill in the blank, and true/ false questions as well as plant identification. These tests will assess student understanding of basic maintenance, culture, and landscape uses of plants, specialty gardening topics covered in the course, and plant identification skills.

Projects/ Reflection Assignments (20%): Students will complete two main projects and several small reflection assignments throughout the semester. More details will be provided as the semester progresses. These are meant to assess student comprehension of material and personal growth as relates to herbaceous plant material. For the final project, students will solve a design problem on a familiar landscape. This assignment will assess the students’ ability to synthesize and apply course material through the generation of plant palettes and consideration of design.

Lateness Penalties for Assignments: Assignments are due at the beginning of the specified class or when indicated upon being assigned. Unless otherwise indicated, assignments shall be posted to Canvas and handed in via hard copy. In order to be fair to everyone, no late assignments will be accepted for full credit without a legitimate excuse (illness or emergency). If you know that you will have to miss class on a particular date, submit your assignment in advance and you will still receive the points for that day. Late assignments without a legitimate excuse will be penalized .5 points for each day late. Assignments will not be accepted for credit after one week has passed from the due date, without permission.

UNIVERSITY POLICIES
Policy on Academic Honesty:

"All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct." (http://www.udel.edu/stuguide/14-15/code.html)

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. http://www1.udel.edu/studentconduct/policyref.html
Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu.

Students must assume that all graded assignments are to be completed individually unless otherwise noted in writing in this syllabus. The instructors reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; We also reserve the right to assign a grade of “F” for the given assignment.
Inclusion of Diverse Learning Needs

This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation should contact Disability Support Services and the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643, or dssoffice@udel.edu. DSS staff will coordinate accommodations for students.

Please note: The University of Delaware is committed to all students' learning and welcomes students with disabilities. If you have a documented disability and need for an accommodation in this course, please contact the Office of Disability Support Services located at dssoffice@udel.edu or call 302-831-4643 to coordinate accommodations.

Harassment and/or Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University’s Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: http://sites.udel.edu/sexualmisconduct/how-to-report/.

Communication Faculty Statement on Disclosures of Instances of Sexual Misconduct:

If, at any time during this course, we happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), the instructors are obligated by federal law to inform the university’s Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to one of the instructors in class, in a paper assignment, or in office hours, we promise to protect your privacy—we will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

Non-Discrimination Statement, July 2017

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:
Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu
305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu
Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643

OR contact the U.S. Department of Education - Office for Civil Rights (https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm)
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Fischer Greenhouse Room 103
Professor: Anna Wik
TA: John Kaszan
Office Hours T2:30-5:00PM/ Sign Ups: http://www.udel.edu/004020 or by appointment

Schedule is subject to change. Revisions will be discussed in class and posted to Canvas.
Individual plant fact sheet and images are due the day the plant list is indicated. Although you are only expected to become an expert in your assigned plant, you should review the description of all the plants on the list in the text book: ‘Essential Perennials’ in advance of the day we will be discussing them. In addition, appropriate short readings will be posted to Canvas.

Week One – Introduction/ Identifying Plants/ Plant Families

8/31 – Class Introduction
Basics of Plant Identification
Plant Morphology (AW)
Botanic Nomenclature (JK)
Lab: Keying Plants/ Plant Family Assignment Introductions

Week Two – Annuals: Herbs, Vegetables, and Useful Weeds

9/7 – Quiz One: Plant Parts (Photo ID Quiz)
Meet at Farm House
Field Trip: Maize Genomics & Breeding Program/ Fresh to You (Dr. Randy Wisser/ Mike Popovich)
Plant Lists: Plant Families
Assignment: Plant Family Speed Dating

Weekly Reading: Botany in a Day pp. 1-36 and Assigned Families
Watch Botany in a Day Tutorial
Weekly Reading: “Nomenclature and Classification of Plants” by Michael Dirr; “Leaf and Flower Morphology” from Botany for Designers by Kimberly Duffy Turner pp. 62-71 (Canvas)

Week Three – Annuals for Sun

9/12– LAST DAY TO REGISTER/ ADD/DROP COURSES
9/14 – Quiz Two: Plant Families
Lecture: Introduction to Annuals
Plant List: Herbs and Vegetables
Lecture: Creating Awesome Containers
Lab: Container Planting

Weekly Reading: “The Encyclopedia of Container Plants” (Canvas)

Week Four – Annuals for Shade

9/21 – Quiz Three: Herbs and Vegetables
Plant List: Warm Season Annuals for Sun/ Tender Bulbs
Plant Walk – Trial Garden with Dr. Lyons

Weekly Reading: “The Curious Case of the Disappearing Asters” by Alan Weakley (Canvas)

*REQUIRED - DREW HAYES LECTURE* 12:20-1:15 in TNS 132
Week Five - Spring Flowering Bulbs/ Annuals Review

9/28 - Quiz Four: Warm Season Annuals for Sun
Plant List: Warm Season Annuals for Shade/ Cool Season Annuals/ Hardy Bulbs
Due: Speaker Reflection
Lab: Bulb Planting/ Forcing
Review Test I
Weekly Reading: “Forcing Bulbs” from Iowa State University Extension (Canvas)

Week Six - Introduction to Perennials

10/5 - Test I Annuals and Vegetables
*Field Trip: North Creek*
Weekly Reading: “The Chickadee’s Guide to Gardening” by Doug Tallamy;
“The Flora of the Future” by Peter Del Tredici; “Don’t judge species on their origins” by Mark
Davis (Native Plant Writing Assignment)

Week Seven - Native Plants for Sun

10/12 - Plant List: Native Plants for Sun
INTRO TO NATIVES vs AGGRESSIVE EXOTICS (ie. INVASIVES)
Due: Native vs Exotic Debate Reflection
Lecture: Planting for Pollinators
Plant Walk: Herbaceous Garden
Weekly Reading: William Cullina “What is a Native Plant” pp. 1-3 from Native Ferns, Moss, and
(Canvas)

Week Eight - Why Native?

10/19 - *Field Trip: Mt. Cuba*
Guest Speaker: Eileen Boyle : Ferns and Why Plant Native?

Week Nine - Ferns and Shade Perennials

10/26 - Quiz Five: Native Plants for Sun
Plant List: Ferns and Native Shade Perennials
Lecture: Using Scale/ Basic Plant Selection and Design
*Field Trip: STAR Campus* (on campus)
STAR Campus Planting Design

Week Ten - Sedum and Roof Garden Plants

11/2 - Quiz Six: Ferns and Native Shade Perennials
Plant List: Sedums and Roof Garden Plants
*Field Trip: Caesar Rodney/ ISE/ Colburn Lab Walk* (on campus)
Guest Speaker: Roofmeadow
Introduce Project One: Green Roof Signage and Experiment Design Project
Weekly Reading: “Planting on Green Roofs” from Planting Green Roofs and Living Walls by Nigel
Dunnett & Noel Kingsbury pp. 79-103 (Canvas)
Week Eleven - Ornamental Non-native Perennials

11/9  Quiz Seven: Sedums and Roof Garden Plants
      Plant List: Ornamental Non-native Perennials
      Project One: Roof Garden Bullets Due (to give to ENGL410)
      Project Two: Plant Palette Assigned
      Lecture: Sustainable Planting Design

      Weekly Reading: “Principles of Designed Plant Communities” from Planting in a Post Wild World
      by Claudia West pp. 29-42 (Canvas)
      “Morphology: Spatial and Physical Characteristics of Plants as Design Features” from Botany for
      Designers by Kimberly Duffy Turner pp. 51- 62 (Canvas)

Week Twelve - Raingarden Plants/ Grasses

11/16  Quiz Eight: Ornamental Non-native Perennials
       Plant List: Raingarden Plants/ Grasses
       Project One: Roof Garden Assessment and Recommendations Due

*Field Trip: Raingardens: Extension/ ISE (on campus)

      Weekly Reading: DNRC Green Technology BMPs; Introduction to Pocket Guide of Ornamental
      Grasses by Rick Darke pp. 10-27 (Canvas)

Thanksgiving Break

11/19 - 11/23

Week Thirteen - Perennials Review

11/30  Quiz Nine: Raingarden Plants/ Grasses
       Project One: Roof Garden Feedback for ENGL410 Students Due
       Test II Review

*Field Trip: Green Roof Experimentation/ Maintenance* (on campus)

Week Fourteen - Test II

12/7   Test II Perennials
       Final Project Check-in
       Working Day Final Project

Finals Week- Final Presentations

12/X   Project Two Presentations: Planting Palette