Instructor: Luanna Prevost
Office: SCA318
Phone: 974-7836
E-Mail: prevost@usf.edu
Office Hours:

Teaching Assistant: Luanna Prevost
E-Mail: prevost@usf.edu

Course Description: This field course focuses on identification and classification of native and naturalized flowering plants of Florida including historical, climatic, and floristic aspects of plant communities. The course format includes lecture, laboratory, field trips and a community engagement component.

This course is part of the University of South Florida's General Education Curriculum. It is certified for High Impact Practice. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

Course Learning Outcomes
Upon completing this course, students demonstrate the ability to:
1. Identify major plant families and common species of central Florida plants
2. Understand and use plant terminology, dichotomous keys, and other plant identification skills
3. Understand ecological factors that determine plant communities and the interactions between plants and other organism in Florida Natural communities
4. Discuss the interaction between people and plants in local communities.
5. Communicate their knowledge of local plants to a general audience
6. Appreciate diverse perspectives on the value of Florida plant diversity

Required Texts and Materials

Plant Identification Terminology: An Illustrated Glossary, James G. Harris & Melinda Woolf Harris
Grading
Assignments in the course include inclass assessments, plant identification quizzes, exams, a plant collection and a service learning project.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent</th>
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<tbody>
<tr>
<td>InClass Assignments</td>
<td>15</td>
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<tr>
<td>Plant ID Quizzes (drop the lowest quiz)</td>
<td>15</td>
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<tr>
<td>Vegetation Analysis Paper</td>
<td>15</td>
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<tr>
<td>Service learning project</td>
<td>20</td>
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<tr>
<td>Midterm Exam</td>
<td>20</td>
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<tr>
<td>Plant Collection</td>
<td>15</td>
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</tbody>
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Grading Scale (%)

| 90-100   | A       |
| 80 - 89  | B       |
| 70 - 79  | C       |
| 60 - 69  | D       |
| 0 - 59   | F       |

Plant Identification Quizzes. There will be four plant identification quizzes; the lowest quiz score will be dropped.

InClass Assignments. There will be three inclass assignments.

Exam. The Midterm constitutes 20% of your total grade. This exam will include plant identification and short answer questions. Topics of short answer questions will include the ecology and natural history of plant communities, service-learning concepts and botanical terminology.

Vegetation Analysis Paper: Students will collect and analyze data and report on the various plant communities surveyed. A draft and a final version are to be submitted for full credit. Further details will be provided in class and on Canvas.

Plant Collection: A plant collection will be due at the end of the semester. Detailed instructions about the content and guidelines for the collection will be given in class and on Canvas.

Service Learning Project: This project will be 20% of your grade

What is service learning? An educational experience where students interact with a community in a way that benefits both students and the community. Students reflect on course concepts in an authentic collaborative context; community members engage students in the projects that are meaningful to the community.

Why service learning in botany?
Central Florida contains a mosaic of natural habitats scattered within a landscape of human-influenced disturbance. The interaction between people and the plant communities is essential for their preservation and also informs their trajectories. In this course, you will use your knowledge of field botany concepts to produce these educational opportunities in response to community needs.

The students in Field Botany will identify plants and create educational signage that will be posted along the trail. Students will work with CDC staff and community members who will use the nature trail to identify plants that are of interest to the community (for example: edible or decorative plants).

The service learning project will contain assignments worth 20% of the total grade

Service learning project assignments

1. GA#1 Reflection Assignment: Plant identification and community Feedback
   a. What plants did your group select and why?
   b. To what extent do you think what you’ve chosen will be of interest to the community?
   c. To what extent were your assumptions and interests confirmed by the community and/or different from community interests/needs?
   d. Why do you think there were differences?

2. GA#2 Reflection Assignment upon completion of project
   a. What have you learned about plant identification, communication and collaboration from this project?
   b. What components of this project were most informative for your learning?
   c. How will this inform your future activities (courses, jobs, hobbies, interactions)?
   d. Evaluation component of reflection 3
      i. What did you like about the project?
      ii. What needs improvement?

Make-ups
There will be no make-up plant identification quizzes as quizzes are conducted during field trips. The lowest quiz score will be dropped. A missed quiz will receive a score of zero. If a student misses one quiz, this quiz score will be dropped. If more than one quizzes is missed, only one score will be dropped.

There will be no make-ups for lab assignments and exams missed as a consequence of an unexcused absence or late arrival, and a score of zero will be assigned. Lab assignments and exams missed for excused and documented absences (e.g. medical, legal, funerary, military) will be eligible for a make-up. Make-ups must be requested ahead of time if possible, and at the latest on the day of the missed exam or assignment, unless you are physically unable to do so (e.g. due to grave illness and hospitalization).

Attendance Policy
Attendance is required and will be recorded. Students are responsible for all of the information provided in class. There are 10 attendance points. Five points will be deducted for the first unexcused absence and the remaining five points for a second unexcused absence.
Therefore students missing 2 or more classes without an excused absence will not receive any attendance points.

**Conduct on Field Trips**
In preparation for field trips, check the weather and dress appropriately for the outdoors. You may visit areas that are wet and/or dirty. Wear comfortable and suitable attire, and rain gear when necessary. Open-toed shoes and shorts are not recommended. You may wish to carry water to drink. Plant collecting is **not permitted** on our field trips. Removing plants form county or state property is strictly prohibited.

**Disability Access**
The University of South Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities are responsible for registering with the USF Students with Disabilities Services office in order to receive special accommodations and services. "Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation." Please notify the instructor during the first week of class if a reasonable accommodation for a disability is needed for this course. A letter from the USF Students with Disabilities Services office must accompany this request.

**Sexual Misconduct/Sexual Harassment Reporting**
USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

**Religious Observances**
The University compiles a list of established religious days when classes may need to be missed for religious observances, and only these established religious days are addressed by University policy (http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf). Students who anticipate the necessity of being absent from class because of the observation of an established religious day must provide notice of the date(s) to the Instructor, in writing, by the second class meeting.

**Intellectual Property**
Students are not permitted to take notes or record lectures by any means for the purpose of sale.
Electronic devices
Personal computers may be used during lectures for taking notes and other class related
activities only. Cameras may be used only for photographing plants during laboratory sessions
and field trips. Use of cell phones, including texting, is prohibited at all times during the class,
except for the use of cell phone cameras to photograph plants during laboratory sessions and
field trips.
While conducting the service learning project, please abide to guidelines for cell phone use
in your service-learning agreement.

Computer and Network Access
The use of Canvas must be consistent with the agreement that a student signed to
obtain a NetID.

Academic Dishonesty
USF and the Integrative Biology department are committed to academic integrity. Academic
dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic
dishonesty, please consult the University of South Florida's Student Handbook for further
details. Violations of these rules will result in a receiving a zero on the work in question. At the
instructor’s discretion, you may also receive a failing grade for the course. Serious offenses may
result in the record of the infraction being placed in your file.

Important Notice for USF Students
In the event of a campus closure resulting from a pandemic escalation or other emergencies,
USF may opt to continue delivery of instruction through methods that include but are not
limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It
is the responsibility of the student to monitor Canvas site for each class for course specific
communication, and the main USF, College, and department websites, emails, and MoBull
messages for important general information.

Disruption of the Academic Process
Disruption of academic process is defined by the University as the act or words of a student in
a classroom or teaching environment which in the reasonable estimation of a faculty member:
(a) directs attention from the academic matters at hand, such as noisy distractions; persistent,
disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents
a danger to the health, safety or well-being of the faculty member or students. The penalty for
disruption of the academic process depends on the seriousness of the disruption and may
range from a private verbal reprimand to dismissal from class with a final grade of “W,” if the
student is passing the course, “F” if he/she is not passing the course.
TENTATIVE SCHEDULE (subject to change during the semester): **Will be modified to accommodate community partner**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Subtopics</th>
<th>Field Trip Locations</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction; Vegetative Morphology; Dichotomous Keys</td>
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<td>2.</td>
<td>Upland Plant Communities; Plant Identification</td>
<td>hammocks</td>
<td>Lettuce Lake Park</td>
<td>InClass Activity</td>
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<tr>
<td>3.</td>
<td>Meet with community partner to assess needs and location</td>
<td>introduction</td>
<td>At site</td>
<td>Identify plant of interest – take photo</td>
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<tr>
<td>4.</td>
<td>Upland Plant Communities; Plant Identification</td>
<td>flatwoods</td>
<td>Trout Creek Park</td>
<td>Reflection 1 due Plant ID Quiz 1</td>
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<tr>
<td>5.</td>
<td>In class Flower and Fruit Upland Plant Communities; sandhills</td>
<td></td>
<td>USF - Botanical Garden On campus</td>
<td>InClass Activity</td>
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<tr>
<td>6.</td>
<td>Lowland Plant Communities; Vegetative Analysis</td>
<td>introduction</td>
<td>USF Herbarium On Campus</td>
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<td>7.</td>
<td>MIDTERM EXAM</td>
<td></td>
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<td>8.</td>
<td>Design and plants presented to the community partner &amp; park users</td>
<td>Feedback from focus group</td>
<td>At site may occur outside of park hours</td>
<td></td>
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<tr>
<td>9.</td>
<td>Plant Identification Data collection for veg analysis paper</td>
<td></td>
<td>USF Forest Preserve</td>
<td>Plant ID Quiz 2; Reflection 2 due</td>
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<tr>
<td>10.</td>
<td>SPRING BREAK</td>
<td></td>
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<td>11.</td>
<td>Lowland Plant Communities; Plant Identification</td>
<td>salt marshes, mangrove swamps</td>
<td>Upper Tampa Bay Park - Nature Center</td>
<td>Vegetation Analysis Paper Draft Due;</td>
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<tr>
<td>12.</td>
<td>Lowland Plant Communities; Plant Identification</td>
<td>salt marshes, mangrove swamps</td>
<td>Diamondback Preserve</td>
<td>Final content for signage and website due Plant ID Quiz 3</td>
</tr>
<tr>
<td>13.</td>
<td>Lowland Plant Communities; Plant Identification</td>
<td>freshwater marshes &amp; swamps, bottomland forests</td>
<td>Morris Bridge Park</td>
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<tr>
<td>14.</td>
<td>Installation</td>
<td>freshwater marshes &amp; swamps</td>
<td>At site</td>
<td>Edits to final website content due</td>
</tr>
<tr>
<td>15.</td>
<td>Presentation to Community Partner &amp; park users Feedback/ survey/ comments from public</td>
<td></td>
<td>At site</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Finals week</td>
<td></td>
<td></td>
<td>Final course reflection Vegetation Analysis Paper Due; Plant collection due by 4pm</td>
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Optional Saturday Field Trip to Archbold Biological Station, Venus FL Date: TBA