



Syllabus

Dendrology of Forest Plants

FNR 3131C – Fall 2017

3 Credits

Instructor

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Course Description

The course concentrates on the identification, classification, nomenclature, uses and characteristic habitats of major tree, shrub and groundcover species of the United States and common understory and wetland species in the Southern United States. Emphasis is placed on examples found in plant communities of Florida. We will study how to use different characteristics such as leaf shape, arrangement, bark texture, and habitat to identify trees and other plant species.

The course is divided into two integrated components. Lectures provide background information essential to developing identification skills and laboratory exercises provide hands-on application of identification skills and an opportunity to practice plant identification. Teaching methods include lectures, handouts, field trips, and occasional, student presentations, group activities, demonstrations, assigned readings, discussions and hands-on laboratory sessions and field study.

Learning Objectives: At the conclusion of this course, the student will be able to:

- Identify major tree, shrub and herbaceous species in the forests of the United States from living specimens as well as from samples of flowers, twigs, leaves, and fruits;
- Use rules of scientific nomenclature to correctly present the common name and binomial;
- Employ dichotomous plant keys to identify unknown species in the future;
- State major and minor uses of each species; and,
- Describe physical and biological features associated with the major tree species and forest types in other regions of North America.
- Synthesize, write and publicly present information about trees and plants.

Class Website

Canvas (for lectures, print-outs, additional readings, assignments, etc.)

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

Recommended Texts:

Harrar, E.S. and J.G. Harrar. 1962. *Guide to southern trees, second edition*. Dover Publications, Inc. New York. 709 p.

Harris, J.G. and Harris, M. W. 2000. *Plant Identification Terminology: An Illustrated Glossary*. Spring Lake Publishing, Spring Lake UT. 206 p.

Other Sources:

Burns, R.M. and B.H. Honkala. 1990. *Silvics of North America, Volumes 1 (conifers) and 2 (hardwoods)*. U.S.D.A. For. Ser. Agr. Handbook No. 654. Washington, D.C. 675 & 877 p. http://www.na.fs.fed.us/spfo/pubs/silvics_manual/table_of_contents.htm

Clewell, A. G. 1985. *Guide to the Vascular Plants of the Florida Panhandle*. University Press of Florida, Gainesville. 605 p.

Duncan, W.H. and M.B. Duncan. 1988. *Trees of the southeastern United States*. The University of Georgia Press, Athens. 322 p.

Godfrey, R. K. 1988. *Trees, Shrubs and Woody Vines of Northern Florida and Adjacent Georgia and Alabama*. The University of Georgia Press, Athens. 734 p.

Hardin J.W., Leopold D. J. and White, F. M. 2000 *Harlow and Harrar's Textbook of Dendrology* 9th ed., McGraw Hill. 544 p.

Harlow, W. M. 1941 *Fruit Key & Twig Key to Trees & Shrubs* Dover Publications, New York.

Kirkman, L.K., C.L. Brown & D.J. Leopold. 2007. *Native trees of the Southeast: An identification guide*. Timber Press, Portland, OR. 370 p.

Lakela, O. and Wunderlin, R. P. 1980. *Trees of Central Florida*. Banyan Books, Miami. 208 p.

- Lance, R. 2004. *Woody Plants of the SE United States: A Winter Guide* University of Georgia Press, Athens. 441p.
- Langeland, K. A. and Burks K. C. 1998. *Identification & Biology of Non-native Plants in Florida's Natural Areas*. University of Florida IFAS. Gainesville. 165 p.
- Miller H. J. and Miller K. V. 1999. *Forest Plants of the Southeast and Their Wildlife Uses*. University of Georgia Press. 454 p.
- Myers, R. L. and Ewel, J. J. 1990. *Ecosystems of Florida*. University of Central Florida Press. Orlando. 765 p.
- Nelson G. 1996. *The Shrubs & Woody Vines of Florida*, Pineapple Press Inc. Sarasota, FL. 391 p.
- Nelson G. 1994. *The Trees of Florida*. Pineapple Press Inc. Sarasota, FL. 338 p.
- Riffle, R. L. and Craft, P. 2003. *An Encyclopedia of Cultivated Palms*. Timber Press. 528 p.
- Taylor, W. K. 1998. *Florida Wildflowers in Their Natural Communities*. University Press of Florida, Gainesville. 370 p.
- Wilson, B.F. 1970. *The Growing Tree*. The University of Massachusetts Press, Amherst. 152 p.
- Wunderlin, R. P. and Hansen, B. F. 2003. *Guide to the Vascular Plants of Florida*, 2nd Ed. University Press of Florida, Gainesville. 787 p.

Tree & Plant Online Resources:

- <http://edis.ifas.ufl.edu/index.jsp> - EDIS Documents
- <http://plants.usda.gov/> - list of plants and characteristics
- <http://www.floridata.com/> - database of Florida trees and plants
- <http://www.fs.fed.us/database/feis/> - fire effects on plants
- <http://www.flmnh.ufl.edu/herbarium/cat/> - UF herbarium
- <http://www.plantatlas.usf.edu/> - plant atlas (USF)
- http://www.sfrc.ufl.edu/Extension/florida_forestry_information/forest_resources/ - FL
- <http://centerforplantconservation.org/> - endangered plants
- <http://www.hort.uconn.edu/plants/index.html> - NE US
- <http://www.invasivespeciesinfo.gov/plants/databases.shtml> - invasive species
- <http://davesgarden.com/guides/botanary/> - botanical terminology
- <http://www.flmnh.ufl.edu/herbarium/voucher.htm> - how to produce a pressed specimen
- <http://www.cnr.vt.edu/dendro/wwwmain.html> - Virginia Tech dendrology page
- <http://oregonstate.edu/trees> - Trees of the Pacific Northwest
- <http://plants.ifas.ufl.edu/node/22> - Aquatic plants
- <http://plants.ifas.ufl.edu/identif.html> - Non-native plants in Florida
- <http://www.sfrc.ufl.edu/Extension/ffws/tof.htm> - Trees of Florida
- <http://www.freshfromflorida.com/pi/pubs.html> - FDACS Publications
- <http://www.shirleydenton.com/plants/plantindex.php> - FI plant photographs by Shirley Denton
- <http://efloras.org/> - Harvard's Flora of the world (see Flora of North America)
- <http://www.fleppc.org/> - Florida Exotic Pest Plant Council
- <http://www.invasiveplantatlas.org/> - Invasive Plant Atlas
- <http://www.forestencyclopedia.net/> - Forest Encyclopedia
- <http://www.npwrc.usgs.gov/resource/plants/floras/species.htm#contents> - Southern wetland flora
- <http://plant-materials.nrcs.usda.gov/> - NRCS flora information

Many other valuable online resources are available. A Google search can help you find endless amounts of information.

Equipment and Clothing:

I will have 10X hand lenses available. You may also need a sharp pocket knife and clothing which will withstand direct sun, rainy days and rough vegetation and terrain. A clipboard or small notebook will also be useful as most laboratory sessions are in the field. You also need a canteen or similar vessel for water. If you are prone to irritations or allergies by mosquitoes, fire ants, chiggers, ticks and poisonous plants, it is strongly recommended that you always use repellents and take precautions during and after each lab session. I personally use some kind of mosquito spray to put on exposed skin AND Repel Permanone for ticks and chiggers to put on clothes. (Wal-Mart, Target etc. should have all the selection you need). NOTE: Permanone is extremely lethal to cats. It stays on your clothes for up to 6+ washes. Do NOT apply Permanone to your skin.

If you are allergic to insect bites, or if you have other medical conditions for which emergency treatment may be required, it is your responsibility to inform the instructors before the course starts, about: (1) your specific condition, (2) where you keep your medicine, and (3) how to administer emergency treatment should the situation arise. Field labs are long and tedious (oops, we mean energizing); therefore, if you are diabetic it is your responsibility to maintain your personal supply of required food or liquids, should you need them, in order to continue the laboratory.

Lyme disease, which may be contracted through tick bites, is a disease that all people working in natural resources should respect. While not fatal, it can be very painful and even debilitating. It is a risk of the profession; therefore, it is your professional responsibility to wear clothing and repellents that will minimize your chances of getting this disease. Even with these precautions, you should conduct a "tick search" each day after field sessions.

The following is important information you need to know when working outdoors:

Chiggers: <http://edis.ifas.ufl.edu/pdffiles/IG/IG08500.pdf> or

<http://pherec.org/EntGuides/EntGuide6.pdf>

Ticks & Lyme Disease: <http://edis.ifas.ufl.edu/pdffiles/MG/MG20400.pdf> or

<http://fmel.ifas.ufl.edu/buzz/clticks.shtml>

West Nile Virus: <http://edis.ifas.ufl.edu/IN117>

Dengue Fever: <http://edis.ifas.ufl.edu/in699>

Heat: http://solutionsforyourlife.ufl.edu/hot_topics/agriculture/heat_stress.html

Dehydration: <http://fineinstitute.com/patienteducation/?>

id=11913&lang=English&db=hlt&ebSCOType=static&widgeTtitle=Spinal+Links

Class and Laboratory Attendance:

Due to the size of each class and lab section, roll call will usually not be taken. As a new natural resources professional you are expected to assume the responsibility of choosing when absence from class or lab is to your personal or professional advantage. For whatever reason may justify your absence, you are entirely responsible for obtaining the information missed from someone other than the instructors. A student missing a lab cannot make up the missed session by attending a lab of the other section. In general, No make-up tests will be given for absence from the exams or quizzes. Of course, some situations merit exceptions (hurricanes, death in the family, serious illness).

Examinations/Graded Exercises:

Lectures will be directed discussions, explanations and question/answers from the material that you have been assigned to read. They will also contain additional information that is not in the text or this manual. Outlines for most lectures are included in the manual to assist your note taking.

Lecture Exams will be comprehensive, covering all material presented in lecture, laboratory and reading assignments from the beginning of the course. The format of each exam will vary, and may include definitions, compare/contrast, short answer, fill in the blanks, multiple choice, true/false, list/explain, crossword puzzle completions, construction of plant identification keys and maybe short essay questions, and possibly a real plant specimen to identify. These exams will be given in class during normal class times or they may be online through Canvas. Exams in Canvas are timed exams. You will only be able to access the exam ONCE; therefore, be sure you have enough time to complete it and are on a trustworthy internet connection. DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE ONLINE EXAMS IN THE EVENT A SITUATION ARISES (e.g. computer, internet, or power outage)!

Laboratory:

A plant identification-information quiz will be given at each lab session and the time of the exam may vary depending on the structure of the lab for that day. The format of each quiz will remain constant but the length and value of the quizzes will vary. For each plant on each quiz, you will be expected to print, correctly and legibly in scientific nomenclature, the family to which the plant belongs, the binomial name of the plant, the accepted common name of the plant, and answer any question regarding the plant that has been discussed in lecture, lab or the text and readings. There will be a time limit on each identification specimen on each quiz. In order to allow you to adjust to the testing type and procedures, initially you will be given 2 minutes for each plant. The time limit will be reduced gradually to 30 seconds per plant before the final field exam. Correct spelling and presentation of scientific nomenclature (family and binomial) is essential! Regardless of the weights of laboratory or lecture quizzes, spelling credit will be deducted from each word of scientific nomenclature that is not spelled or presented correctly!

Plant Presentation:

Each student will prepare a short Powerpoint presentation on two selected species, using class references and whatever additional library resources you prefer. Your primary objective is to briefly describe the species, its silvics, phenology and range, then focus the major portion of the presentation on the morphological characteristics necessary to identify the species. Your secondary objective is to make comparisons or contrasts to other species with which the plant may be easily confused. Your presentation should conclude with a list of references. The total presentation time for your project should not exceed 5 minutes for each species. Photographs for morphological characteristics must be your own for all

plant parts available during the time of the class and photo credits must be included for all photos in the presentation. You will have an opportunity to narrate (record) the two species as separate presentations and they will be uploaded to the class website for class review (This is where I can determine if you have more than 5 minutes of presentation!). The 50 possible points will be determined on the basis of Content – Is the information correct? and Proper use of terminology (20); Organization & coherence – Logical flow, clarity of speech. (10); Species ID – Clear display of plant and plant parts. (10); Professionalism - (10). **This project will be due by midnight 15 Nov. 2017.**

Herbarium Collection:

You may find yourselves in future professional positions in which collection and identification of new/unknown plants will be important for your own reference or for presentation to others. You will **prepare a herbarium collection of 50 specimens** over the course of the semester. Proper press and mounting procedures will be demonstrated in lab. Collected specimens should be of good quality, pressed flat and dried. Once specimens are pressed and dried they should be mounted on good quality paper for inclusion in a loose-leaf binder or similar collection system. Mounted specimens should be arranged to show the distinguishing characteristics of the leaves, buds and twigs. On the bottom, right, front side of each mounted specimen an herbarium label (including correct scientific name with authors, location of live specimen, associated species, date of collection, your name, and other information) will help you in later review of your collection. Specific instructions for the herbarium collection will be provided to you in class. Collections will be graded on accuracy, completeness, and neatness. Grading for correctly identified specimens will be as follows: Completeness of sample (includes leaves and twig) = 1 point, accurate labeling = 1 point. Total collection point value = (2 points per specimen x 50 specimens) + 5 points for table of contents + 5 points for 25 families + 5 points for overall presentation (neatness). **This project will be due by 5 pm, 21 Nov. 2017.**

ASSESSMENT AND GRADING:

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Student Evaluation

- The lecture topic quizzes, two exams, and final exam will be comprised of multiple choice, short answer, true/false, matching and short essay questions based primarily on lecture material, but also including major concepts from the lab. *Only students with a valid and prior excuse will be given makeup tests.*
- The instructor reserves the right to add 1-3 points to the final percentage score on the basis of meaningful class participation, demonstrated student interest, and overall student dedication.

Policy on Questioning Test Scores: Any questions regarding your performance on any test are welcome. Questions on quiz or exam scores must be addressed before the end of the next class period after the quizzes or exams are returned. The instructor reserves the right to reevaluate the entire quiz or exam.

Grades for the course will be based on a total of 865 points, allocated as follows:

8 Identification quizzes (15-20 plants each) 200 points
 1 Identification final (50 plants) 100 points
 10 lecture topic quizzes (10 points each) 100
 Lecture Exams (2 @ 100 points each) – 200 points
 Final Exam – 100 points
 Projects Plant Collection 115 points
 Plant Presentation 50 points

- Grading follows University standards and will be based on the following scale:

94-100%	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
≤ 59%	E

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/honorcodes/honorcode.php>.

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.

Computer Requirement: Access to and on-going use of a computer are required of all students to complete their degree programs successfully. The university expects each student entering the university and continuing students to acquire computer hardware and software appropriate to the degree program. Competency in the basic use of a computer is a requirement for graduation (www.circa.ufl.edu/computers).

E-learning technical support, 352 392-4357 (select option 2) or e-mail learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>

Counseling Center: The University Counseling Center offers counseling services to currently enrolled students for personal, career and educational concerns (www.counsel.ufl.edu).

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

Health and Wellness 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.

U Matter We Care, <http://www.umatter.ufl.edu>. If you or a friend are in distress, please contact umatter@ufl.edu or 352 294-2273 so that a team member can reach out to the student.

Counseling & Wellness Center, 3190 Radio Road, 352 392-1575, <http://www.counseling.ufl.edu/cwc/default.aspx>

Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Training Programs
Community Provider Database

Academic Resources

Career Resource Center, Reitz Union, 352 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 352 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu>.

Writing Studio, 302 Tigert Hall, 352 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio>.

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, <http://www.dso.ufl.edu/drc/>

STUDENT COMPLAINTS

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.

INFORMATION SOURCES: The tentative lecture schedule is presented below. However, this schedule is subject to change at the instructor's notice and is subject to weather and day length constraints.

NOTE: The visual aspects and memorization requirements of this course make it imperative that students view all lectures, read all handouts.

COURSE EVALUATIONS:

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://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>.

Tentative Course Schedule

Available column indicates the date the material will become accessible in E-Learning. Students should complete all reading, review all recorded lectures, and complete the lecture quizzes by the due or complete date prior to attending class. E-Learning quizzes are to be completed by the date in the Due or Complete column. On-site Live Plant Quizzes will begin at the very beginning of class on the Wednesday of each week.

Week	Assignments, Activities, Lecture Topics Plant List= PL; Plant Quiz= PQ; Lecture Quiz = LQ		Available	Due or Complete
Week 1	PL1	Nomenclature and Classification	21 Aug	29 Aug
Week 2	PL1, LQ1	Vegetative Morphology	21 Aug	29 Aug
Week 3	PL2, LQ2	Reproductive Morphology	24 Aug	5 Sept
Week 4	PL3, Q1, LQ3	Variation	31 Aug	12 Sept
Week 5	PL4, Q2, LQ4	Habitat, Range & Communities	7 Sept	19 Sept
	PL5, Saturday Lab	Garcon Point and Eglin AFB	14 Sept	23 Oct
Week 6	Exam 1	All topics from Weeks 1-5		27 Sept
Week 7	PL6, Q3, LQ5	Hardwood Forested Uplands	21 Sept	3 Oct
Week 8	PL7, Q4, LQ6	High Pine and Scrub	28 Sept	10 Oct
Week 9	PL8, Q5, LQ7	Pine Flatwoods	5 Oct	17 Oct
Week 10	PL9, Q6, LQ8	Coastal Uplands	12 Oct	24 Oct
	Saturday Lab, PL10, Q7	Solon Dixon Center	19 Oct	28-29 Oct
Week 11	Exam 2	All topics from Weeks 1-10		1 Nov
Week 12	PL10	Fresh Water Non-forested Wetlands	26 Oct	7 Nov
Week 13	Q8, LQ9	Fresh Water Forested Wetlands	2 Nov	14 Nov
	Plant Presentations Due			15 Nov
	Saturday Lab	Blackwater River State Forest or Gulf Islands National Seashore		18 Nov
Week 14	Herbarium Collections Due			21 Nov
	LQ10	Tree Biology	9 Nov	28 Nov
Week 15	Plant ID review	Invasive Plants / Urban Forests	16 Nov	28 Nov
Week 16	Final Plant ID Exam	Final Lecture Exam review		6 Dec
Week 17	Final Exam	All topics from Weeks 1-15		13 Dec