



**Syllabus**  
**Annual and Perennial Gardening**  
**ORH 5026C – Spring, 2015**  
**3 Credits**

**Course Statewide  
Coordinator**

**Dr. Mack Thetford**  
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**Local Facilitators/Instructors**

**Dr. John C. Peterson - Gainesville**  
**Dr. Kimberly Moore – Ft. Lauderdale**  
**Judy Gersony – Ft. Pierce**

**Course Description**

The course concentrates on the identification, selection, use and management of a wide array of herbaceous annuals and perennials in the Florida landscape. The lecture component is web based with UF Faculty from around the state presenting information on various topics. Corresponding labs will be taught on site at the respective campuses.

The course is divided into two units: Types of plants considered to be herbaceous annuals and perennials and specialty gardens. Teaching methods include lectures, handouts, one field trip, and occasional discussion activities.

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

- Understand the major plant categories suited to Florida's diverse regional climates and issues (annuals, perennials, ornamental grasses, bulbs, etc.) by successfully performing on quizzes, web assignments, and two written exams.
- Appreciate various types of specialty gardening (wildflower, water, wildlife, etc) and the key concepts, design, and plants that are particular to each through successful performance on quizzes, web assignments, and two written exams.
- Identify 100+ annual and perennial plants by common and scientific name. This ability will be measured by weekly lab quizzes.
- Understand the cultural needs of certain annuals and perennials in production.
- Apply an understanding of site selection, preparation, design, installation and maintenance by creating and maintaining an annual/perennial landscape project.

**Optional Texts**

*Your Florida Guide to Bedding Plants*. 1997 R. Black & E. Gilman. UF/IFAS.  
(ISBN: 0916287173).

*Your Florida Guide to Perennials*. 2006. S. Park Brown & R. Schoellhorn, University Press of Florida  
(ISBN: 0813029279)

**Website**

CANVAS(for lectures, print-outs, additional readings, assignments, etc.)  
<https://lss.at.ufl.edu/>

## Student Responsibilities

- *Attendance:* You are encouraged to attend the field trip and participate in discussions during the field trip.
- *Preparation:* You are responsible for observing the online lectures and for printing the lecture hand-outs and additional assigned readings from the website.
- *Site presentations:* Each site is responsible for three presentations regarding the plants grown in lab.
- *Plant Identification:* Graduate students will learn and be quizzed on 10 sets of plants consisting of approximately 10 plants per set. On quiz days, plan on taking a 20 minute exam followed by a 20-30 minute lecture on new plant materials for the next quiz. The quizzes are cumulative, meaning that by the end of the semester the identification quizzes will cover all plants.
- *Plant Production/Lab Record Book:* Each grad student will be assigned a group of plants to produce from a liner stage to a marketable plant. You will keep a Lab Record Book which will include a photo log of your plants at different growth stages.
- *Landscape Maintenance Project:* Each grad student will be assigned a section of the student gardens to maintain during the semester.
- *Landscape Design Project:* Graduate students (working with undergraduate students) will design, install and maintain a class garden project at their site using the plants grown and studied in class.
- *Field Trip:* You are expected to attend one field trip.
- *Lab Workbook:* Each grad student will complete 5 written exercises from the workbook.
- *Class Reports:* Graduate students will provide leadership to three class projects consisting of a written report (with images), power point, or video of (1) your growing site and production protocol, (2) a mid-term progress report and analysis of the plants grown in lab and (3) a late-term report and analysis of the plants grown in lab. These will all be posted on the class website.
- *Graduate Student Project* (Select one of these three options and develop a grading rubric after discussion with your local lab instructor)
  - *Journal Articles:* Each graduate student will submit critiques of two journal articles assigned during the semester. Assignment outline and grading rubric attached.
  - *Undergraduate Mentoring for local labs:* Each graduate student will serve as a mentor for the undergraduate students for the lab portion of the course based on activities coordinated with the local lab instructor. Assessment for this activity will include input from undergraduate students using the attached Mentor Assessment tool.
  - *Teach a Supplemental Lecture:* Develop and deliver a supplemental lecture related to an Annual and Perennials topic based on input from your local lab instructor.

## Student Evaluation

- Graduate students receive a combined lecture/lab grade. For the Lecture portion (300 pts) there will be 5 quizzes, 4 web assignments, and two exams (a mid-term and a cumulative final exam) comprised of multiple choice, short answer, true/false, matching and short essay questions based primarily on lecture material, but including major concepts from the lab also. The lab portion (300 pts) will be based on the local lab activities. An additional 10% (50 pts) will be earned through a graduate student project selected in conjunction with the local lab instructor. *Only students with a valid and prior excuse will be given makeup tests.* Any questions regarding your performance on any test are welcome. Please arrange an appointment whenever you need help.

## Course Assignments

## Distribution of Points

### Lecture

5 Quizzes (10 points each)	50 points
Mid-term exam	100 points
Final exam	100 points
4 Web Assignments (Plant Reports/presentations)	50 points

**Lab**

10 Plant Identification Quizzes (10 points each)	50 points
Plant production/Lab Record Book	50 points
5 Lab Workbook Exercises	75 points
Field Trip Report	5 points
A & P Garden Design Project	10 points
A & P Garden Maintenance Project	10 points
Lecture/Lab total	500 points
<b>Graduate Student Project (additional 10%)</b>	50 points
Course Total	550 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
- 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.

**Optional readings:**

- Southern Living Annuals & Perennials*. 1998. Oxmoor House, Inc. (ISBN: 0848718542).
- Your Florida Garden*. Watkins and Wolfe. (ISBN: 0813002338).
- Best Garden Color for Florida*. Vol. 2. 2003. P. Crawford. Color Garden Inc. (ISBN:0-9712220-1-0)
- Easy Gardens for South Florida*. 2001. P. Crawford. Color Garden Inc. (ISBN) 0-9712220-2-0)
- Container Gardens for Florida*. 2005. P. Crawford. Color Garden Inc. (ISBN 0971222037)

**Lecture Schedule****Modules 1 – General Information and Types of Annuals and Perennials**

- Week 1 Course Overview, Important Terms and Concepts – Mack Thetford
- Week 2 Key Plant Families - Erin Alvarez
- Week 3 Installation and Maintenance of Bedding Plants - Brian Pearson
- Week 4 Problematic (Invasive) Annuals and Perennials - Sandy Wilson
- Week 5 Cool & Warm Season Annuals; Designing with Color - Kim Moore
- Week 6 Tropical Perennials - Sydney Park Brown
- Week 7 Ornamental Grasses - Mack Thetford
- Week 8 Mid-Term Exam
- Week 9 Spring Break

## MODULE II – Specialty Annual & Perennial Gardens

Week 10 Container Gardening - Kim Moore  
Week 11 Butterfly Gardening - Jaret Daniels  
Week 12 Water Gardening - Mike Kane  
Week 13 Rain Gardens - Marina D'Abreau  
Week 14 Field Trip  
Week 15 Wildflower Gardening - Erin Alvarez  
Week 16 Vertical Gardening (Flowering Vines) - Sydney Park Brown  
Week 17 Final Exam

### Sample Lab Schedule

Contact your local lab instructor for a site specific schedule

#### Week 1

- Introduction of students/faculty;
- Overview of lab syllabus / Information on lab organization;
- Plant seedling and rooted liners
- Lab lecture: Review of Plant Nomenclature/Vegetative Characteristics (leaves)

#### Week 2

- Crop Management
- Gather info needed for *Site Info and Production Protocol* (Lecture Web Assignment #2)
- Lab lecture: Cool Season Annuals – Part I
- Due: Lab Workbook Exercise #1 – Taxonomy

#### Week 3

- Plant ID - Quiz 1
- Crop management
- Lab lecture: Cool Season Annuals – Part II
- Group work on *Site Info and Production Protocol* (Lecture Web Assignment #2)

#### Week 4

- Plant ID – Quiz 2
- Crop management
- Lab Lecture: Asteraceae – Part I
- Due: Lab Workbook Exercise #2 – Leaf Terminology
- Group Work on *Site Info and Production Protocol* (Lecture Web Assignment #2)

#### Week 5

- Plant ID – Quiz 3
- Crop Management
- Lab lecture: Crassulaceae Family

#### Week 6

- Plant ID – Quiz 4
- Crop management
- Gather data for *Plant Report #1* (Lecture Web Assignment #3)
- Lab lecture: Euphorbiaceae and Verbenaceae
- Due: Lab Workbook Exercise #3 – Flower Anatomy

#### Week 7 – Feb 20

- Plant ID
- Crop Management
- Lab lecture: “Bulbs” – Geophytes
- Group Work on *Plant Report #1* (Lecture Web Assignment #3)

#### Week 8 – (Mid-term Exam Week)

- Plant ID – Quiz 6
- Crop management
- Lab lecture: Acanthaceae and Asteraceae – Part II

#### Week 9 – Spring Break – No Lab

#### Week 10

- Plant ID – Quiz 7
- Crop Management
- Lab lecture: Lamiaceae

#### Week 11

- Plant ID – Quiz 8
- Crop management – Final Measurements
- Collect data for *Plant Report #2* (Web assignment #4)
- Lab lecture: Warm Season Annuals

**Week 12**

- Plant ID – Quiz 9
- Container Garden Design and Planting
- Lab Lecture: Miscellaneous Perennials
- Group Work on *Plant Report #2* (Web Assignment #4)

**Week 13**

- Plant ID – Quiz 10
- Site Analysis of flower bed(s)
- Flower Bed Design – Group discussion and planning
- Due: Lab Workbook Exercise #4 – Site and Soil Analysis

**Week 14**

- Planting and Maintenance of Flower Beds and Containers
- Due: Lab Record Book

**Week 15**

**Statewide (or local) Field Trip – No Lab**

**Week 16**

- Plant Distribution
- Greenhouse clean-up
- Due: Field Trip Report
- Due: Lab Workbook Exercise #5 – Plant Selection, Garden Layout, Cost Analysis

**Week 17**

**Lecture Final Exam – No Lab**

**Academic Honesty**

In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students. In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code. **The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.** On all work submitted for credit by students at the university, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”** The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. (Source: 2007-2008 *Undergraduate Catalog*) 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.

**Software Use**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
- *Career Resource Center*, CR-100 JWRU, 392-1602, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://www.shcc.ufl.edu/smhs/)
  - Alcohol and Substance Abuse Program (ASAP)
  - Center for Sexual Assault / Abuse Recovery & Education (CARE)
  - Eating Disorders Program
  - Employee Assistance Program
  - Suicide Prevention Program

### **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. 0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

### **Journal Article Review**

Each article will be from a peer reviewed scientific journal. As you read the article, you need to note and evaluate the following: 1) journal name, article title, authors, 2) quality of the presentation – was it easy to follow; 3) what were the major findings and how does it contribute to horticulture; 4) impact of the results - do the author's findings seem logical and/or reasonable (explain), and 5) sophistication of knowledge - what new questions does this research suggest or lead to?

Use the rubric below to critique the article. In your write up, please indicate why you gave the author the score for each section. Please indicate what could be improved. Your review should state what the author did well and what could be improved.

Your write up should be approximately 1 page – typed. It is worth 50 points. Please follow the format below for your write up.

Your name:

Article title, authors, and journal:

Ratings: (40 points)

1. Quality of presentation: score \_\_\_\_\_ ; reason for the score
2. Contribution to horticulture: score \_\_\_\_\_; reason for the score
3. Impact of results: score \_\_\_\_\_; reason for the score
4. Sophistication of knowledge: score \_\_\_\_\_; reason for the score
5. Other noteworthy comments:

Summary: What did the author(s) do well? What areas were confusing? What areas could be improved? What was your overall impression of the article? (10 points)

## Journal Article Review Grading Rubric

Criteria	Excellent (5 points)	Very good (4 points)	Good (3 points)	Mediocre (2 points)
Quality of Presentation	Writing is focused, concise, and has a clear fluent progression of ideas.	Coherence is good with links between events and relationships. There is no break in progression.	There are a few minor flaws in coherence.	The delivery and sentence structure are understandable but contain some errors.
Contribution to Horticulture	There is strong reasoning for its importance. Specific, relevant details are provided in support.	Major topics are described with reasons for its importance.	The major topics are provided but supporting information is not as strong as a 4 or 5.	The major topic is stated but fails to describe it or add supporting data or information.
Impact of results	An effective and interesting discussion was provided on the major topics that were novel as well as well defended.	An interesting and plausible discussion on the major topics was provided and defended.	Some discussion on the major topics but they are not as well defended as a 4 or 5.	If discussion on the major topics were presented, they were somewhat defended.
Sophistication of Knowledge	The author was insightful with new questions and ideas generated from the major topics	The author was proficient with adequate questions and ideas generated from the major topics.	The author was competent with understanding the major topics but few new questions or insights.	The author does not directly address all aspects of the major topics.

Other noteworthy comments:

### Graduate Student Mentor Assessment –

1. Was your mentor available for questions?
  - a. Yes
  - b. No
2. Was your mentor easy to understand?
  - a. Yes
  - b. No
3. Were your questions answered in a timely manner?
  - a. Yes
  - b. No
4. Did you have regular meeting with your mentor?
  - a. Yes
  - b. No
5. How often did you meet with your mentor throughout the semester?
6. How would you rate your mentor?
  - a. Excellent
  - b. Above average
  - c. Average
  - d. Below average

Comments and suggestions for your mentor: