HORT 150
The Science and Art of Growing Plants
syllabus Spring 2020

Instructor
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office hours: any day- by appointment

lecture: MWF 10:10 – 11:00 pm in PBS rm.43
Lab: Mon 1:10 – 4:00 pm meet in PBS rm. 35

Course Objectives:

To provide you with personal, hands-on experiences in the biological sciences that will
guide you through the process of generating, evaluating, disseminating, and applying the
scientific method in ways that you may use during your life.

To introduce you to horticultural concepts, allowing you to experience science and the art
of growing plants as you apply basic horticultural knowledge to the production of plants
utilizing controlled environments.

To challenge any pre-existing assumptions you may have and to promote a reasoned
consideration and evaluation of different production practices, including conventional
production, sustainable production and organic production.
Student Learning Objectives

1. Students in groups of five will plant, grow, record observations, and keep data collection on 24 different flowering annuals and perennials.
2. Students will select a refereed journal article and prepare a report using terminology they understand. Items covered in the report are the research topic, experimental design or how the experiment was set up, what were the results, the conclusions of the researchers and if the research topic has any relationship to plants and society.

3. Students will prepare a lab report on the effect of light and dark on germination of 24 different flowering annuals and perennials. This report will state objectives of the research, materials and methods, results, and conclusions.

4. Students will identify, label, and explain plant structure and function for any Angiosperm plant covered in class.

5. Students will be able to defend their opinions regarding conventional horticulture versus sustainable horticulture.

Recommended
Grades will be based on total accumulated points throughout the semester from:

1) Class participation and lab attendance, and lab plant id quiz. 116 pts
   Three hourly exams (each will be comprehensive),
   Exam I maximum 150 pts
   approximate 140 pts
   Exam II maximum 150 pts
   approximate  146 pts

   Final Exam maximum 175 pts

   3) Research paper, and assignments  91 pts

Hourly exams and quizzes cannot be made up if missed. Papers, and assignments, are
due at the beginning of class on the designated date. A 10% grade penalty per day will
be applied for each day the project is late. Your final grade will be based on total number
of points accumulated from all sources during the semester. The grading scale is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<td>73-76%</td>
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<tr>
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<td>C-</td>
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<tr>
<td>65-69%</td>
<td>D+</td>
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<tr>
<td>60-64%</td>
<td>D</td>
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<tr>
<td>&lt;62</td>
<td>F</td>
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Final Exam: Location-PBS rm 43 THursday, May 7, 2020 7 – 10 am

Grades can be calculated during the semester by dividing points earned by total
possible points and comparing to the grade scale listed above.
Course Topics

Plants and their role in society and the environment
Finding and evaluating information on plant production systems
Basics of life (overview of introductory botany that must be understood to evaluate plant production systems:
  - Plant structure and function
  - Plant growth and development
  - Photosynthesis, respiration, and transpiration
How plant growth factors, including light, water, temperature, fertilizers, and soils, have an affect on plant production.
Sexual and asexual reproduction of plants
Applications of plants in society, based on research findings:
  - Sustainable horticulture
  - Fruit and vegetable production
  - Growing plants in controlled environments

Class Topic and Lab Schedule

Week 1  Research articles on plants. Finding and evaluating information.
Lab  Outside, walk to Hort department teaching garden look at plants selected for this landscape, take cuttings up to the teaching greenhouses and propagate deciduous cuttings.

Week 2  Scientific method
Lab  Holiday no lab

Week 3  Plant life basics
Lab  Propagate succulent house plants

Week 4  Plant structure and function.
Lab  Park’s seed catalog crop scheduling assignment and activity. Overview of experimental treatments for germination research project. perennials for experiment. Counting, labeling correct number of seeds 24 different flowers annuals and
Week 5
Lab  Plant growth and development.
Groups plant germination experiments at greenhouse 118. Plants all started from seeds. Groups discuss predictions for this experiment.

Week 6
Lab  Photosynthesis  **Exam I. Friday of this week.**
Collect data and record observations on germination experiment.
Vegetative propagation of house plants.

Week 7
Lab  President’s day. Observation and collect data on germination experiment.
Collect data and record observations on germination experiment.

Week 8
Lab  Photosynthesis, respiration, and transpiration.
Collect data and record observations. Begin transplanting from germination flats into 1204 cell packs. Discuss results.

Week 9
Lab  Plant sexual reproduction
Collect data and record observations. Transplant seedling into cell packs.

Week 10
Lab  Sustainable Horticulture.
Collect final data. Transplant seedlings to 31/2” pots. Transplant Rooted cuttings from vegetative propagation of house plants.

Week 11
Lab  Sustainable Horticulture.
Fruit tree pruning techniques at the Tukey Orchard.

Week 12
Lab  Plant asexual reproduction.  **Exam II.**
Tour of WSU compost facility.

Week 13
Lab  Water, Fertilizers, and Plant Growth
Collect data on plant germination, transplant to 3 and 1/2” pots

Week 14
Lab  Light, effect on plant growth
Final transplanting of germination experiment flowers into 31/2” pots. Discussion of final results.
Study 21 flowers in germination experiment for identification quiz next Lab.

Week 15
Lab  Light, effect on plant growth. Tree fruits.
Plant identification quiz.
### Student Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>At the end of the course, you should be able to:</th>
<th>Topics to advance the learning goal:</th>
<th>Evaluated primarily by:</th>
</tr>
</thead>
</table>
| Scientific literacy           | • explain how scientific research has advanced knowledge about growing plants<br>
|                               | • recognize competing societal benefits and risks associated with conventional versus sustainable horticulture and defend your opinions with factual information | Instruction and discussions related to this goal are integrated throughout all lectures and labs. Topics that deal with this directly include: *Scientific method*, *Plant growth factors*, and *Sustainable horticulture* | Exams<br>Assignments on Journal article review and Science reporting<br>Research project and paper<br>Class discussion |
| Critical and creative thinking| • ask relevant questions regarding the scientific basis behind information you receive about plants<br>
|                               | • explore and analyze the scientific accuracy behind media stories on plant growth | Instruction and discussions related to this goal are integrated throughout all lectures and labs. Topics that deal with this directly include: *Evaluating information* and *Basics of life* | Exams<br>Assignments on Journal article review and Science reporting<br>Research project and paper<br>Class discussion |
| Quantitative reasoning        | • organize and use data related to bedding plant seedling production | Instruction related to this goal is integrated in various lectures and labs, including: *Reproduction of plants*. | Exams<br>Crop scheduling exercise<br>Research project and paper |
| Information literacy          | • find and assess the scientific value of information on growing a range of horticultural commodities | Instruction related to this goal is integrated in many lectures and labs, particularly in: *Finding and evaluating information* | Assignments on Library orientation, Journal article review, and Science reporting<br>Research project and paper |
| Communication skills          | • write accurately on topics related to the role of plants in today’s society | This is demonstrated in reading materials, practiced in assignments, | Exams<br>Assignments on Journal article review and Science reporting |
and discussed in topics including: *Applications of plants in society*  
Research project and paper
**Written Assignments and due dates**

Crop scheduling exercise (Completed in lab, wk 4 Feb 3, 2020) 15 pts

28 Journal article review Mar 11, 2020 40 pts

Research Project and paper Ap 22, 2020 25 pts

During the semester, you will be conducting an experiment on seed germination during lab sessions. You will work in groups of three to conduct the experiment and grow plants from seeds to transplants with the final size being 3 and ½” pots of 24 different flowering annuals and perennials. Each week your group will collect growth data, and you will make observations.

At the end of the experiment, you will prepare a written paper on your experiment. This paper will be in the form of a scientific research paper. It will have an introduction, materials and methods, results, and discussion sections. The materials and methods section and the results section will be the same for all members of your lab group. The introduction and discussion of results will be written by each member of the group and will represent individual effort. Many labs during the semester will help you to gather data for this report, handouts will be given out in lab which will help you to write this report.
Disability statement
I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Disability Resource Center (DRC) during the first two weeks of every semester to seek information or to qualify for accommodations. All accommodations MUST be approved through the DRC, located in the Administration Annex Bldg, Room 205. To make an appointment with a disability counselor, please call 335-3417.

Cheating (WAC 504-25-310)
Cheating is the intentional use of, or attempt to use, unauthorized material, information, or study aids in any academic activity to gain advantage. Cheating includes, but is not limited to, communicating improperly with others, especially other students, during tests or the preparation of assignments for classes; copying from books, notes, or other sources during a test when this is not permitted; copying from another student’s work (reports, laboratory work, computer programs, files, etc.); making improper use of calculators or other devices during a test; illegitimately procuring or using copies of current examinations; allowing a substitute to take an examination or write a paper for oneself.

Plagiarism (WAC 504-25-310)
Plagiarism is knowingly representing the work of another as one’s own, without proper acknowledgment of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as one’s own work the work of a “ghost writer” or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Academic Integrity Processes (WAC 504-25-315)
Every act of academic dishonesty affects academic evaluation of the student and also is a violation of the University’s standards of conduct. Responsible instructors retain the authority and responsibility to assign grades to students, considering from an academic standpoint the nature of the student’s action. This is the case even when the case is referred to the University Academic Integrity Process. Students have recourse to appealing the responsible instructor’s assignment of grades according to usual academic policy. See Academic Regulation 104.

All clear instances of academic dishonesty shall be reported to the Office of Student Conduct as outlined in 504-35-335(2). The first reported instance at WSU of academic dishonesty by a student will be treated as purely an academic matter unless, in the judgment of the responsible instructor, more serious action should be taken through the disciplinary process. Any allegation of subsequent academic dishonesty will be treated as a matter to be referred to the Office of Student Conduct.
Reports of Academic Dishonesty (WAC 504-35-320)
Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Conduct.

WSU Safety Procedures
Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. Please, go to:
WSU Pullman Campus Safety Plan at: http://safetyplan.wsu.edu
WSU Emergency Management web site: http://oem.wsu.edu/emergencies