BOTANY 67 Course Outline as of Summer 2011

CATALOG INFORMATION

Dept and Nbr: BOTANY 67 Title: FLORA OF PEPPERWOOD
Full Title: Vegetation and Flora of the Pepperwood Preserve
Last Reviewed: 3/26/2007

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	3.00	8	Lecture Scheduled	24.00
Minimum	2.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	3.00		Contact DHR	24.00
		Contact Total	6.00		Contact Total	48.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 48.00 Total Student Learning Hours: 96.00

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
A survey of the plant communities and their component ferns, trees, shrubs and wildflowers at the Pepperwood Preserve. Emphasis on species identification and the major ecological factors influencing the vegetation patterns. Field work required.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: A survey of the plant communities and their component ferns, trees, shrubs and wildflowers at the Pepperwood Preserve. Emphasis on species identification and the major ecological factors influencing the vegetation patterns. Field work required. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:

Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	Effective:	Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Upon successful completion of this course the student will be able to:
1. Identify the major vegetation types or communities and plant species at the Pepperwood Preserve.
2. Explain the ecological factors that determine the presence and distribution of these species and communities, and relate these explanations to relevant ecological theory.
3. Compare and contrast the ecosystem functions of these different community types.
4. Identify significant problems and management issues for each type and relate these identified issues to global environment issues and proposed solutions.
5. Create and develop an appropriate record of field activities (field journal).

Topics and Scope:

1. Taxonomy of major indicator species for:
   A. Oak woodlands
   B. Mixed evergreen forest
   C. Douglas-fir/redwood forest
   D. Chaparral (mixed and serpentine)
   E. Prairie and serpentine grasslands
   F. Wetlands
2. Ecological characteristics of the major vegetation types (communities):
   A. Oak woodlands
   B. Mixed evergreen forest
   C. Douglas-fir/redwood forest
   D. Chaparral (mixed and serpentine)
   E. Prairie and serpentine grasslands

F. Wetlands
G. Ecosystem function

3. Human impact and relevant management issues:
A. Oak woodlands and Douglas-fir encroachment
B. Mixed evergreen forest and Sudden Oak Death
C. Serpentine chaparral/grasslands and rare species
D. Prairies and invasive species
E. Wetlands and habitat conservation

4. Procedures for the development of a field journal

Assignment:

1. Read 2-3 assigned papers per week and approximately 30 pages per week in textbook.
2. Maintain field journals.
3. Write paper of 5-6 pages with references on a selected taxonomic or ecological issue pertinent to the ecology and/or management of the vegetation types at the Pepperwood Preserve.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Taxonomic or ecological paper and field journal.	Writing 40 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Field work, Species identification in the field.	Problem solving 10 - 30%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation.	Other Category 10 - 30%

Representative Textbooks and Materials:
Introduction to California Plant Life, Robert Ornduff, et.al., 2003, UC

Press
Instructor prepared materials