

Course Information

Date Submitted: 12/7/2015

Current Prefix and Number: BIO - Biology , BIO 210 THE LIFE PROCESSES OF PLANTS

Other Course:

Proposed Prefix and Number: BIO 310

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Biology

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jennifer Osterhage

Email: jennifer.osterhage@uky.edu

Phone: 257-9322

Responsible Faculty ID (if different from Contact)

Name: Carol Baskin

Email: ccbask0@uky.edu

Phone: 257-3996

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: THE LIFE PROCESSES OF PLANTS

Proposed Title: The Life Processes of Plants

c. Current Transcript Title: THE LIFE PROCESSES OF PLANTS

Proposed Transcript Title:

d. Current Cross-listing: Same as PLS 210

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing: PLS 210

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course is intended to provide a basic understanding of the natural products and processes that shape the nature of modern plants, and govern their interactions with the environment and characteristics unique to plants, and develop a basic understanding of how these plant attributes relate to organismic function. Emphasis will be placed on exploring the nature of the major plant biomes of the Earth, their community dynamics, and how member plants compete for space and other resources. Development of optimal plant strategies for reproductive success, plant interaction with other living systems as well as abiotic factors and their defense from predation and attack will also be considered.

Proposed Course Description for Bulletin: This course is intended to provide a basic understanding of the natural products and processes that shape the nature of modern plants and govern their interactions with the environment. Students will develop a basic understanding of how these plant attributes relate to organismic function. Emphasis will be placed on exploring the nature of the major plant biomes of the Earth, their community dynamics, and how member plants compete for space and other resources. Development of optimal plant strategies for reproductive success, plant interaction with other living systems as well as abiotic factors and their defense from predation and attack will also be considered.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any: BIO 152

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Students in BIO 310 will complete a project based on a plant species. This project is described in the syllabus (attached) and was not part of BIO 210. The learning outcomes will not change. We are proposing this change in course number because 1) the course content is more appropriate for the 300 level (especially with the addition of the project) and 2) it will allow the course to count as an upper-level elective for Biology majors.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: This course is currently cross-listed as PLS 210. With the change in course number, content, and grading scheme, the courses should not be cross-listed. The Department of Plant and Soil Sciences is aware of this change and support it. They are hoping to change PLS 210 to 310 in the future.

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **NO**

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? **NO**

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|VCASS2|Vincent Cassone|BIO 210 CHANGE Dept Review|20151209

SIGNATURE|TPFEIFFE|T W Pfeiffer|BIO 210 CHANGE Cross-List Chair Review|20160115

SIGNATURE|ACSI222|Anna C Harmon|BIO 210 CHANGE College Review|20160218

SIGNATURE|JMETT2|Joanie Ett-Mims|BIO 210 CHANGE Undergrad Council Review|20160415

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

<input type="text"/>	<input type="button" value="Browse..."/>	Upload File
ID	Attachment	
Delete 5963	BIO_310_syllabus.pdf	
Delete 6371	BIO_310_UGC_Review_Checklist.docx	
First	1	Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	BIO - Biology	Proposed Prefix & Number: (example: PHY 401G)	BIO 310
	BIO 210 THE LIFE PROCESSES OF PLANTS	<input type="checkbox"/> Check if same as current	
* What type of change is being proposed?	<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major – Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: ARTS & SCIENCES	Submission Date:	12/7/2015
b.	Department/Division:	Biology	
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>		
e.*	* Contact Person Name:	Jennifer Osterhage	Email: jennifer.osterhage@uky.edu Phone: 257-9322
	* Responsible Faculty ID (if different from Contact):	Carol Baskin	Email: ccbask0@uky.edu Phone: 257-3996
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: <input type="text" value="2"/>
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change will affect DL delivery.			
b.	Full Title:	THE LIFE PROCESSES OF PLANTS	Proposed Title: * The Life Processes of Plant
c.	Current Transcript Title (if full title is more than 40 characters):	THE LIFE PROCESSES OF PLANTS	
c.	Proposed Transcript Title (if full title is more than 40 characters):		

d.	Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	Same as PLS
	Proposed – ADD ² Cross-listing (Prefix & Number):				
	Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):				PLS 210
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern				
Current:	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study
	3				
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other <input type="text"/> Please explain: <input type="text"/>		
Proposed: *	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Study
	3				
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other <input type="text"/> Please explain: <input type="text"/>		
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:		<input type="text"/>	
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input type="radio"/> No
i.	Current Course Description for Bulletin:				
	This course is intended to provide a basic understanding of the natural products and processes that shape the nature of modern plants, and govern their interactions with the environment and characteristics unique to plants, and develop a basic understanding of how these plant attributes relate to organismic function. Emphasis will be placed on exploring the nature of the major plant biomes of the Earth, their community dynamics, and how member plants compete for space and other resources. Development of optimal plant strategies for reproductive success, plant interaction with other living systems as well as abiotic factors and their defense from predation and attack will also be considered.				
*	Proposed Course Description for Bulletin:				
	This course is intended to provide a basic understanding of the natural products and processes that shape the nature of modern plants and govern their interactions with the environment. Students will develop a basic understanding of how these plant attributes relate to organismic function. Emphasis will be placed on exploring the nature of the major plant biomes of the Earth, their community dynamics, and how member plants compete for space and other resources. Development of optimal plant strategies for reproductive success, plant interaction with other living systems as well as abiotic factors and their defense from predation and attack will also be considered.				
j.	Current Prerequisites, if any:				
*	Proposed Prerequisites, if any:				
	BIO 152				
*					
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning	

		<input type="radio"/> Both
<i>Proposed Supplementary Teaching Component:</i>		<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	<i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address: <input type="text"/>		
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:		
<p>Students in BIO 310 will complete a project based on a plant species. This project is described in the syllabus (attached) and was not part of BIO 210. The learning outcomes will not change.</p> <p>We are proposing this change in course number because 1) the course content is more appropriate for the 300 level (especially with the addition of the project) and 2) it will allow the course to count as an upper-level elective for Biology majors.</p>		
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, identify the depts. and/or pgms:		
<p>This course is currently cross-listed as PLS 210. With the change in course number, content, and grading scheme, the courses should not be cross-listed. The Department of Plant and Soil Sciences is aware of this change and support it. They are hoping to change PLS 210 to 310 in the future.</p>		
b.*	Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:		
<input type="text"/>		
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad in the course for graduate students. (See SR 3.1.4.)

- ¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.
- ² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ⁷ In order to change a program, a program change form must also be submitted.

THE LIFE PROCESSES OF PLANTS

BIO 310-001

Fall Semester xxxx

Course meeting time: TR 11:00 a.m. -12:15 p.m.

Course Location: Thomas Hunt Morgan Biological Sciences Building, room 116

Instructor: Carol Baskin, Ph.D.

Office Address: 213 MDR #3 (at corner of Limestone and Huguelet, building with no windows across from Scovell Hall)

Email: ccbask0@uky.edu (preferred method for contacting instructor)

Office phone: 257-3996

Office Hours: by appointment

Instructor: Dr. Jan Smalle

Office Address: 104A in the KTRDC building (at corner of Cooper and University drives)

E-mail: jsmalle@uky.edu

Office Phone: 257-3677

Office Hours: by appointment

Course description: This course is intended to provide a basic understanding of the natural products and processes that shape the nature of modern plants and govern their interactions with the environment. Students will develop a basic understanding of how these plant attributes relate to organismic function. Emphasis will be placed on exploring the nature of the major plant biomes of the Earth, their community dynamics, and how member plants compete for space and other resources. Development of optimal plant strategies for reproductive success, plant interaction with other living systems as well as abiotic factors and their defense from predation and attack will also be considered.

Course Pre-requisite: BIO 152

Course Goals

- Develop a basic understanding of the natural products and processes that shape the nature of modern plants and govern their interactions with the environment
- Build a basic understanding of how plant attributes relate to organismic function.
- Explore the major plant biomes, their community dynamics, and competition between members
- Develop an understanding of strategies for plant reproductive success and plant interaction with other living systems and abiotic factors

Student Learning Outcomes

After completing this course, the student will be able to:

- 1) Distinguish flowers of different species based on flower morphology, describe the origin of the female part of flowers and recognize types of placentation (arrangement of seeds in fruits) and types of inflorescences.
- 2) Differentiate between monoecious and dioecious species and list examples of each.
- 3) Illustrate the basic structure of flowers of Asteraceae (sunflower family) Fabaceae (legume family) and Poaceae (grass family) and describe the economic importance of these three families.

- 4) Explain that plants have a sporic life cycle and how the two plant bodies (sporophyte and gametophyte) of a fern have been highly modified in the life cycle of an angiosperm.
- 5) Describe the production of sperm, egg, and seeds in the life cycle of an angiosperm.
- 6) Compare the many ways in which pollen and seeds are dispersed in nature
- 7) Distinguish the various kinds of fruits and name the parts of seeds.
- 8) Describe the five classes of seed dormancy and how each is broken in nature.
- 9) Explain the basic life forms and the life cycle strategies of plants.
- 10) Illustrate the basic (internal) anatomy of roots, stems and leaves and distinguish the kinds of modified roots, stems and leaves.
- 11) Describe how roots and stems increase in length and how woody roots and stems increase in diameter.
- 12) Examine how the capture of CO₂ and the harvesting of light energy promote plant life and the life of animals that feed upon plants.
- 13) Explain why plants have two separate vascular systems to transport nutrients from the soil and from source organs according to plant developmental and environmental needs.
- 14) Identify the key differences between plant and animal development and describe how these differences relate to their respective sessile versus mobile life styles.
- 15) Discuss how different hormones allow plants to control their growth and environmental responses.
- 16) Demonstrate how plants employ light signaling mechanisms to maximize their photosynthetic capacity and how they compete with each other for an optimal light-harvesting environment.

Required Materials:

Rost, T. L., M. C. Barbour, C. R. Stocking and T. M. Murphy. 2006. Plant Biology. Second Edition. Thomson Brooks/Cole, Belmont, CA.

Evaluation:

Student performance will be based upon 400 points. The 400 points will come from four exams (100 points each):

First exam 80 points
Second exam 80 points
Project 40 points
Third exam 100 points
Final exam 100 points

Grade assignment:

A= 400-360
B= 359-320
C= 319-280
D= 279-240
E= 239 and below

Exams:

The exams will cover material given in lecture and specific reading assignments. The exams will be multiple-choice (computer-graded). Please note, however, that make-up exams may be mostly fill-in-the-blank and/or short essay questions.

Project: Students will draw the name of one species from a "hat" and complete a project over that species. Specific instructions for completion of the project are included in the last page of the syllabus. Projects are to be completed individually.

Lecture schedule:

Date	Subject	Reading Assignment
Aug. 27	Flowers (Baskin)	Chapter 13; Take notes in class
Sept. 1	Flowers (Baskin)	Chapter 13; Take notes in class
3	Sexual reproduction of angiosperms (Baskin)	Chapter 13; Take notes in class
8	Pollination (Baskin)	Chapter 13; Take notes in class
10	Fruits and seeds (Baskin)	Chapter 14; Take notes in class
15	Seed dispersal; environmental factors required for dormancy break and germination (Baskin)	Chapter 14; Take notes in class
17	Life history patterns (Baskin)	pp. 479-484; Take notes in class
22	Exam (100 points)	Chapters 13, 14, pp. 479-484, handouts, and class notes from Baskin
Sept. 24	Plant cells and tissues (Baskin)	pp. 32-36, chapter 4 Take notes in class;
Sept. 29	Plant cells and tissues (Baskin)	Chapter 4; Take notes in class
Oct. 1	Roots (Baskin)	Chapter 7; Take notes in class
6	Roots and stems (Baskin)	Chapters 7, 5; Take notes in class
8	Stems (Baskin)	Chapter 5; Take notes in class
13	Stems (Baskin)	Chapter 5; Take notes in class
15	Leaves (Baskin)	Chapter 6; Take notes in class

Date	Subject	Reading Assignment
20	100 point exam	Chapters, 4, 5, 7, pp. 32-36, handouts (if any), and class notes from Baskin since last exam
22	Chemistry of life (Smalle)	Chapter 2 Chemistry of life.ppt
27	Respiration (Smalle)	Chapter 9 Respiration.ppt
29	Respiration (Smalle)	Chapter 9 Respiration.ppt
Nov. 3	Photosynthesis (Smalle)	Chapter 10 Photosynthesis.ppt
5	Photosynthesis (Smalle)	Chapter 10 Photosynthesis.ppt
10	Photosynthesis (Smalle)	Chapter 10 Photosynthesis.ppt
Nov. 12	Exam (100 points)	Chapters 2, 9 and 10, handouts and ppt's
17	Absorption and Transport Systems (Smalle)	Chapter 11 Absorption and Transport.ppt
19	Absorption and Transport Systems (Smalle)	Chapter 11 Absorption and Transport.ppt
24	Cell cycle (Smalle)	Chapter 3 Cell cycle.ppt
26	Thanksgiving Holiday	
Dec. 1	Control of Development (Smalle)	Chapter 15 Growth and Development.ppt
3	Hormones (Smalle)	Chapter 15 Hormones.ppt

Date	Subject	Reading Assignment
8	Light (Smalle)	Chapter 15 Light.ppt
10	Light (Smalle)	Chapter 15 Light.ppt
15	FINAL (100 points) 1:00 p.m. in THM 116	Chapters 3, 11 and 15, handouts and ppt's

Final Exam Information

Tuesday, December 15 1:00-3:00 p.m. in THM 116

Midterm Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Submission of Assignments

The grade for projects will be deducted 10% for each day late. Projects are expected to be typed and submitted in class on the due date.

Missed Exams

If you miss an exam due to a university-excused absence, please contact the course instructor to schedule a make-up. Make-up exams may be mostly fill-in-the-blank and/or short essay questions.

Attendance Policy

While attendance is not specifically required, attendance in class will be the best way for you to prepare for the exams

Policy on Extra Credit: No extra credit assignments. There will not be any opportunities to do extra assignments to help pull up your average.

You need to take notes in class: My notes are not all written out – just an outline; thus, I do not make these available to students. There will be some handouts in class, but you will need to add notes to these handouts.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of

someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Classroom Civility and Decorum:

The university, college and department all have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Project for BIO 310 students

40 points

Due _____

1. (1 point) State the common name of your study plant (i.e. the name that you drew in class)
2. (2 points) Give the genus and species name of your study plant, also include the authority of the species.
3. (1 point) Give the name of the family.
4. (16 points) Provide a drawing showing a longitudinal section of the flower and label the parts (you can use a drawing from the literature). Describe the flower including the number of sepals, petals, anthers, carpels; information about adnation and fusion of parts; position of the ovary. Is the flower complete or incomplete, perfect or imperfect, and if imperfect is the plant monocious or dioecious?
5. (1 point) What kind of fruit? Briefly describe the fruit.
6. (1 point) What life form and what life history strategy?
7. (2 points) Briefly describe the economic aspects of your study species?
8. (1 point) How is the species propagated?
9. (2 points) What is the place of origin of this species?
10. (1 point) Briefly describe the environmental conditions in the habitat at the place of origin.
11. (1 point) What is the name (genus and species) of a wild relative of your study species?
12. (1 point) Briefly describe the environmental conditions in the habitat of the wild relative of your study species.
13. (2 points) What aspect(s) of the wild relative might be useful for genetic improvement of your study species?
13. (8 points) Find a paper in the referred scientific literature about your study species that was published in the last 10 years. For this paper provide the citation (i.e. full reference), and briefly describe the aim/purpose, methods, results and conclusion of the research