

Syllabus
Dendrology (11:216:272)
Fall

Lecture: Tuesdays 9:15-10:35A.M., Cook/Douglass Lecture Hall, Rm. 110
Laboratory: Tuesdays 12:35-5:15P.M., (scheduled Rm. 020 Loree)
announced locations in the field

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Office hours: By appointment

Teaching assistants (TA):

Required texts: 1. *Harlow & Harrar's Textbook of Dendrology, Ninth Edition*, by Hardin, Leopold and White
2. *Trees of New Jersey and the Mid-Atlantic States*, by NJDEP
3. *Shrubs and Vines of New Jersey and the Mid-Atlantic States*, by NJDEP
4. *Fruit Key & Twig Key to Trees & Shrubs*, by Harlow, William M.

Recommended text: *Bark, A Field Guide to Trees of the Northeast*, by Wojtech, M.

COURSE DESCRIPTION

This course provides an introduction to trees and other woody plant species that are native or commonly found in New Jersey and the region. While native plants are emphasized, other noteworthy species are also covered from other regions of the country and world.

Lecture: Students are provided with an overview of basic plant taxonomy and nomenclature as well as plant morphology. The major physiographic provinces and soil types of New Jersey are discussed. Plant families and genera are emphasized in lecture. Important species that cannot be seen in lab may also be discussed. Diagnostic characters for plant families and genera are provided. Economic, landscape, and horticultural uses of the various plant taxa are reviewed as well as their geographic ranges. Noteworthy plant insect and disease problems are also occasionally discussed.

Laboratory: Except for scheduled indoor sessions, lab is *always* held outside at various localities both on and off campus. Check the lab schedule for each week's meeting place. Last minute changes to the meeting schedule will be announced in lecture. Dress appropriately. Species are emphasized in lab, and students see trees in the field.

LEARNING GOALS

- Goal 1: Explain basic population, community ecology, and ecosystem-level concepts as it relates to the Plant Kingdom.
- Goal 2: Evaluate plant ecology and diversity in a global context and specifically in New Jersey.
- Goal 3: Demonstrate the ability to identify and classify trees and be able to problem solve and identify unknown species.

STUDENT EVALUATION

Lecture: The lecture will constitute **50%** of the course grade. Weekly quizzes, a midterm and a final will be given in lecture. Each week a short quiz will be given in lecture. This quiz will cover material that has been presented in previous lectures, usually emphasizing material from the previous week. Lecture quizzes will comprise 50% of the lecture grade (25% of the total, or course, grade). Failure to attend a class without an official excuse will result in a zero being recorded for that week's lecture quiz. Students can have a lecture quiz grade dropped by turning in 500 red oak (*Quercus rubra*) acorns. Students can drop up to three quiz grades by: 1.) turning in 500 red oak (*Quercus rubra*) acorns; a maximum of two quiz grades can be dropped by bringing in acorns (i.e., 1,000 acorns); 2.) creative writing: a short story, etc., anything showcasing creativity in writing, not less than two pages or longer than five pages. The lecture midterm and final exam will constitute the remaining 50% of the lecture grade (25% of the total, or course, grade). The material covered by the final exam: 1/3 from the first half of the semester; 2/3 from the second half of the semester.

Laboratory: The lab will constitute the remaining **50%** of the course grade. Weekly quizzes, a midterm and a final will be given in lab. Each week a quiz will be given in lab on trees covered in previous labs. Unlike the lecture quizzes, the weekly lab quizzes follow a standard format. For each test specimen given, students are expected to provide the family, genus, species and common names. Spelling counts. The quizzes comprise 50% of the lab grade (25% of the total, or course, grade). Failure to attend a class without an official excuse will result in a zero for that week's lab quiz. Occasionally, make-up quizzes will be given (usually outside of regular class hours). Make-up quizzes will be used to replace the lowest quiz grades, up to a maximum of three. If more than three make-up quizzes are taken, only the three highest will be used. The midterm and final lab exams are longer versions of the quiz format, and will comprise the remaining 50% of the lab grade (25% of the total, or course, grade).

Grading scale: **A:** 90 and above; **B+:** 87-89; **B:** 80-86; **C+:** 77-79; **C:** 70-76; **D:** 60-69; **F:** 59 and below.

Note/warning: It is easy to fall behind in this course. Failure to regularly attend lecture and lab sessions will make it difficult to receive a good grade.

Extra credit note: The only extra credit allowed for this course will be the acorns and/or a creative writing project for lecture, and the make-up quizzes for lab.

Evaluation example:

LECTURE

Quizzes: 100, 60, 50, 80, 70, 90, 70, 65, 70, 80
Raw quiz avg.: 73.5
Acorns: collected 1,000, therefore drops two lowest grades
Adjusted quiz avg. 78.175
Midterm: 84
Final: 72
Midterm/final avg.: 78
Final lecture grade: $(78.175 + 78)/2 = 78.062$

LABORATORY

Quizzes: 100, 90, 80, 70, 50, 40, 40, 50, 60, 80
Raw quiz avg. 66
Make-up quizzes: 100, 70, 100, 100, 90; 3 highest used to replace 3 lowest quizzes
Adjusted quiz avg.: 83
Midterm: 95
Final: 100
Midterm/final avg.: 97.5
Final lab grade: $(83 + 97.5)/2 = 90.25$
COURSE GRADE: $(78.375 + 90.25)/2 = 84.3125 = B$

Note the difference the extra credit made.