



## COURSE OUTLINE: NRT0133 - TREES AND SHRUBS II

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Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	NRT0133: TREES AND SHRUBS II
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	The CICE student, with the assistance of a learning specialist, will learn how to identify plants located in and around the upper Great Lakes region including native deciduous trees and shrubs, native herbaceous and dwarf woody plants, and woody and herbaceous plants considered invasive. Focus will be on gaining skills enabling the identification of trees and shrubs in leaf-off condition using twig, bark, silhouette, reproductive structures and other unique identifying features, and identification of herbaceous and dwarf woody plants using foliage and floral characteristics. The silvics of tree species will be studied to complement their identification. Predominately delivered outdoors in the field in all weather conditions.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.



<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>						
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Missed Identification Test/Lab Assignment:</p> <p>Identification Tests will normally occur weekly during lab portion of the course.</p> <p>No makeups will be allowed for field (outdoor) identification tests except under extenuating circumstances.</p> <p>Missed Lecture Test/Quiz:</p> <p>Lecture tests/quizzes will be announced at least one week in advance.</p> <p>For a student to be eligible to complete a missed lecture test/quiz, the instructor must be contacted in person or via email to discuss makeup options prior to a missed class or within 48 hours after the date of the missed lecture test/quiz. Students not contacting the instructor within this time period will get a zero grade on a given assessment for that particular day (except under extenuating circumstances, e.g., doctor's note).</p> <p>Academic success is directly linked to attendance. Missing more than 1/3 of the course hours in a semester shall result in a F Grade for this Course</p>						
<b>Books and Required Resources:</b>	<p>Michigan Trees, Revised and Updated by Barnes, B. V. and Wagner, W. H. Jr. (2004)          Publisher: University of Michigan Press</p> <p>Michigan Vines and Shrubs by Barnes, B. V. et al. (2016)          Publisher: University of Michigan Press</p> <p>Newcomb's Wildflower Guide by Newcomb, L. (1989)          Publisher: Little, Brown and Company, Toronto</p>						
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1" data-bbox="508 1078 1450 1446"> <thead> <tr> <th data-bbox="508 1078 805 1112">Course Outcome 1</th> <th data-bbox="805 1078 1450 1112">Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 1112 805 1402">Identify broad-leaf species trees and shrubs in leaf-off condition.</td> <td data-bbox="805 1112 1450 1402">           1.1 Identify the morphological features of a woody twig using appropriate terminology.            1.2 Identify and describe flowering or fruiting structures using appropriate terminology and relate to taxonomic group.            1.3 Use features such as twigs, bark, flowering and fruiting structures, growth form and ecological associations to correctly identify a particular tree or shrub by their common name.            1.4 Associate common names with scientific names for all deciduous trees and shrubs studied.            1.5 Identify Ontario's predominate deciduous tree species (11) by their scientific name.         </td> </tr> <tr> <th data-bbox="508 1402 805 1446">Course Outcome 2</th> <th data-bbox="805 1402 1450 1446">Learning Objectives for Course Outcome 2</th> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Identify broad-leaf species trees and shrubs in leaf-off condition.	1.1 Identify the morphological features of a woody twig using appropriate terminology. 1.2 Identify and describe flowering or fruiting structures using appropriate terminology and relate to taxonomic group. 1.3 Use features such as twigs, bark, flowering and fruiting structures, growth form and ecological associations to correctly identify a particular tree or shrub by their common name. 1.4 Associate common names with scientific names for all deciduous trees and shrubs studied. 1.5 Identify Ontario's predominate deciduous tree species (11) by their scientific name.	Course Outcome 2	Learning Objectives for Course Outcome 2
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Course Outcome 2	Learning Objectives for Course Outcome 2						

	Associate key identification features with the common names of commercially important Western Canadian coniferous trees.	2.1 Recognize commercially important Western Canadian coniferous trees. 2.2 Associate key features with common names.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	Identify woody and herbaceous plants using dichotomous word keys (winter leaf-off trees and shrubs, flowering herbaceous and dwarf woody plants).	3.1 Associate technical terms with their definitions. 3.2 Evaluate options set forth in a dichotomous word key. 3.3 Follow a dichotomous word key in an orderly, systematic manner.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	Identify herbaceous and dwarf woody plants and woody and herbaceous plants considered invasive.	4.1 Use features including leaf characteristics and flower structure, size, and colour to correctly identify a particular plant. 4.2 identify a particular plant. 4.3 Recognize the ecological and societal impacts of invasive plants.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments	20%
Identification tests/lab assignments	60%
Lecture tests/quizzes	20%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual



clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 19, 2022

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

