



**I. COURSE DESCRIPTION:**

Field and laboratory practice in the identification, nomenclature and ecology of trees and shrubs native to Ontario, some introduced species and a few major coniferous species native to western Canada.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Identify broad-leaved trees and shrubs native to Ontario (and a few introduced) in summer condition.

Potential Elements of the Performance:

- for a particular tree or shrub:
  - assess features including leaves, bark, flowering and fruiting structures, growth form and ecological associations
  - determine which features are best applied to the identification task at hand
  - apply knowledge of and experience with key features to correctly identify the tree or shrub
  - use correct terminology to describe key features
  - correctly spell common names (trees and shrubs) (and scientific names (trees))TAKE OUT

2. Identify northeastern (native and introduced) and northwestern (native) North American coniferous trees and shrubs

Potential Elements of the Performance:

- for a particular tree or shrub:
  - assess features including foliage, cones, bark, growth form and ecological associations
  - determine which features are best applied to the identification task at hand
  - apply knowledge of and experience with key features to correctly identify the tree
  - use correct terminology to describe key features
  - correctly spell common (and scientific)TAKE OUT names

3. Identify the leaves of native broad-leaved trees encountered in southern Ontario's Deciduous (i.e., Carolinian) forest.

Potential Elements of the Performance:

- assess key leaf features to correctly identify to species
  - correctly spell common names
4. Associate broad-leaved and coniferous trees with silvical characteristics such as longevity, shade tolerance, site requirements (e.g., soil moisture) and range in Canada.

Potential Elements of the Performance:

- identify the range of selected species across Canada
  - identify which species may be present in an area given particular site conditions and disturbance history
5. Identify, collect, press and mount leaves of common Ontario broad-leaved tree and shrub species.

Potential Elements of the Performance:

- using available resources, identify trees and shrubs in the field
  - collect representative leaves from each species identified
  - using a press of the students own design, dry leaves in a manner that prevents discolouration and preserves the integrity of the leaf
  - neatly mount and label pressed leaves
6. Identify and digitally photograph taxonomically important features of selected broad-leaved and coniferous tree and shrub species.

Potential Elements of the Performance:

- identify trees and shrubs in the field using available resources
  - take digital images of taxonomically important features for each species identified
  - present images in a digital herbarium format using PowerPoint or similar presentation software
7. Identify coniferous and broad-leaved branch/leaf samples to family, genus or species using dichotomous keys provided.

Potential Elements of the Performance:

- associate terminology with their definitions
  - evaluate options set forth in a dichotomous word key
  - follow a dichotomous word key in an orderly, systematic manner
8. Identify, using scientific names, foliage of Ontario commercial tree species (broad-leaved and coniferous) to 90% accuracy

Potential Elements of the Performance:

- for a particular foliage sample:
  - apply knowledge of and experience with key features to correctly identify the foliage
  - correctly spell scientific names

**III. TOPICS:**

Note: These topics will not necessarily be explored as isolated learning units, or in the order presented below:

1. Identification of native (and a few introduced) Ontario broad-leaved trees and shrubs in summer condition.
2. Identification of cones and foliage of northeastern (native and introduced) and northwestern (native) North American coniferous trees and shrubs.
3. Identification of native broad-leaved trees encountered in southern Ontario's Deciduous (i.e., Carolinian) forest in summer condition.
4. Collection, pressing, mounting and labelling of herbarium specimens.
5. Aesthetic, cultural and historical values of Ontario trees and shrubs.
6. Silvical characteristics of native Ontario broad-leaved and coniferous trees.
7. Use of dichotomous keys.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- Farrar, J.L. (1995). Trees in Canada, Fitzhenry and Whiteside Limited/Canadian Forest Service
- Chambers et al. (1996). Forest Plants of Central Ontario, Lone Pine Publishing
- Hardhat, CSA approved safety boots, reflective vest

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Identification tests/quizzes	60 %
Collections	15 %
Lecture tests/quizzes	15 %
Assignments	10 %

The following semester grades will be assigned to students:

<u>Final Grade (College Equivalent)</u>	<u>Final Letter Grade</u>	<u>Grade Point Equivalent</u>
<b>49 % &amp; below</b>	<b>F</b>	0.00
<b>50 - 59 %</b>	<b>D</b>	1.00
<b>60 - 69 %</b>	<b>C</b>	2.00
<b>70 - 79 %</b>	<b>B</b>	3.00
<b>80 - 89 %</b>	<b>A</b>	4.00
<b>90 - 100 %</b>	<b>A+</b>	4.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**SPECIAL NOTES:**Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Course Outline Amendments

- The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
- Students should plan on identification tests (either in lab or in the field) virtually every week.
- Students may be assigned an “F” grade early in the course for unsatisfactory performance.
- Hard hats, reflective vests and CSA approved safety boots must be worn on all field trips unless specified otherwise.
- Bus or van transportation is provided for all field trips away from the main campus. Use of personal vehicles on field trips will only be allowed with the permission of the instructor provided sufficient notice was provided.
- If a class is missed for a good reason, the instructor must be contacted via phone or email ASAP to discuss make-up options. Students not contacting the instructor prior to a missed class or within a day afterwards will get a zero grade on a given assessment for that particular day (except under extenuating circumstances).

Prior Learning Assessment

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing. Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Substitute course information is available in the Registrar's office.

### Disability Services

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office.

### Communication

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information.

### Electronic Devices in the Classroom

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

### Plagiarism

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Student Portal

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.