



**I. COURSE DESCRIPTION:**

Students will gain the skill of winter identification of major tree and shrub species that are representative of the forest regions and urban areas of Ontario. Students will also identify dwarf woody plants and herbs commonly found in Ontario woodlands. The silvics of tree species and the ecology of plant associations will be studied to complement the identification of tree, shrub and herbaceous plant species.

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

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Identify in the winter condition, the most common deciduous trees and shrubs commonly encountered in northern Ontario woodlands.

Potential Elements of the Performance:

- for a particular tree or shrub:
  - assess features including buds, twigs, bark, silhouette, 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
- correctly spell common names of all deciduous trees and shrubs commonly encountered in northern Ontario woodlands
- recognize the seeds and seedlings of the most common deciduous trees in Ontario woodlands

This learning outcome will count for approximately 45% of the final mark

2. Associate key identification features with the common names of commercially important western Canadian coniferous trees.

Potential Elements of the Performance:

- recognize which western Canadian conifers are most commercially important
- associate key features with common names

This learning outcome will count for approximately 6% of the final mark

3. Identify twigs using dichotomous keys

Potential Elements of the Performance:

- associate technical terms with their definitions
- evaluate options set forth in a dichotomous word key
- follow a dichotomous word key in an orderly, systematic manner

This learning outcome will count for approximately 5% of the final mark

4. Identify 17 dwarf woody or herbaceous plants commonly encountered in northern Ontario woodlands

Potential Elements of the Performance:

- assess features such as flower colour, flower structure, size, configuration of leaves and overall appearance.
- determine which features are best applied to the identification task at hand
- apply knowledge of and experience with key features to correctly identify the plant

This learning outcome will count for approximately 25% of the final mark

5. Associate the most common native northern Ontario deciduous trees (and some shrubs) with silvical characteristics such as longevity, shade tolerance, site requirements and range in Canada.

Potential Elements of the Performance:

This learning outcome will count for approximately 12% of the final mark

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

1. Use of dichotomous word keys
2. Identification of deciduous trees and shrubs commonly encountered in northern Ontario woodlands
3. Identification of dwarf woody or herbaceous plants commonly encountered in northern Ontario woodlands.

4. Key features of commercially important western Canadian coniferous trees.

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

1. Farrar, J.L. 1995. Trees in Canada, Canadian Forestry Service. 502 pp.
2. Hall, Donald B. 2003. NRT 1070 Trees and Herbaceous Plants Study Guide (available in bookstore)
3. Chambers, Legacy and Bentley. 1996. Forest Plants of Central Ontario. Lone Pine Publishing.
4. Hall, Donald B. 2000. Trees and Herbaceous Plants , NRT1070 Study Guide, for Distance Education delivery, School of Natural Resources, Sault College, 159pp.
5. Hardhat, Safety Boots.

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

Tree, Shrub and Plant Identification Tests	75%
Lecture Tests	21%
Twig Key Test	4%
Total	100%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

### 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.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:****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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

***The Integrative Educational Assistant 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 Integrative Educational Assistant 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.