



Please Note: This *Course Syllabus* is an important step in updating the format of our distance courses. If for any reason the *Course Syllabus* does not match the print *Course Guide* or online course information, the *Course Syllabus* shall be taken as correct.

COURSE SYLLABUS

COURSE TITLE:	Indoor Landscaping		
COURSE CODE:	HORT 34.6	TERM:	Term 1 2014-2015
COURSE CREDITS:	6	DELIVERY:	PHC
COURSE SECTION:	W01 or W05		

Course Description

Indoor Landscaping is part of the Landscaping and Arboriculture option in the Prairie Horticulture Certificate Program. By now, you probably have completed two required courses: Applied Botany and Soils for Horticulture

Course Objectives

By the end of this course, students should be able to:

- Evaluate a proposed site for an indoor landscape, considering all environmental factors;
- Create and implement a design for an indoor landscape, including selection of appropriate plant materials and cost estimates for installation and maintenance;
- Perform all tasks required in maintaining an indoor landscape, including diagnosis and correction of problems such as disease or insect infestation.

Course Overview

This course consists of the following modules:

Module 1 – Bringing the Outside In

Module 2 – The Environment of the Indoor Plant

Module 3 – Tropical Plants, Site Evaluation, Plant Selection

Module 4 – Plant Maintenance

Module 5 – Integrated Pest Management

Module 6 – Working as an Indoor Landscaper

Your Instructor

Jill Turner

Contact Information

You will communicate with your instructor through the Blackboard Learning System, Messages (Course Mail) on all matters. You can expect a reply, from the messages (course mail) tool, within 48 hours. Instructors will not be using your personal email for communication. If you do need to speak with the instructor directly, a contact number is listed below.

Please watch the messages (course mail) and announcements for information from the instructor and the PHC office

Phone: 306.966.1382 - 9:00 a.m. – 4:00 p.m. Monday – Friday

306.283.4626 - 6 p.m. - 9:00 p.m. Monday - Saturday

Profile

Jill Turner has been an instructor and course developer with the Prairie Horticulture Certificate since 1994. Jill has been the program Manager for the Prairie Horticulture Certificate program since 2010. Jill has a background in landscape maintenance, small fruit production, medicinal plants, grain farming and livestock management.

Required Resources

Readings/Textbooks

The House Plant Expert, Dr. D. G. Hessayon, 1993 edition, Transworld Publishing

Textbooks are available from the University of Saskatchewan Bookstore:

<http://www.usask.ca/bookstore/>

Other Required Materials

Light Meter – please purchase an inexpensive light meter unless you are considering a career in indoor landscaping.

Light Meters are available from the PHC office. Please email certificates.admin@usask.ca to order a light meter. The cost is \$30 plus postage.

Other Requirements

Assignments 2 & 3 require you to conduct a site evaluation. You will use the same site for both assignments. Begin early to identify a site for these practical assignments. Look for a site that meets the following requirements:

- the site must not already be served by an indoor landscaper. This is to avoid any possibility of conflict or potential competition. Plants on site can be owned and maintained by staff members.

- you should be able to have sufficient access to the site to complete the tasks required for the assignments. For example; taking light and humidity levels, measuring spaces, observing people movement, space use, and so on.
- the site should be a commercial or public space, such as a restaurant, office, store, shopping area, library, theatre, bank, medical office, school, or gallery.
- you should approach the management of the site, early on in the course, to request permission to use the site for your assignments. Explain the nature of the course and the purpose of using an actual site for the assignments. It is suggested you make a preliminary contact by phone. If formal documentation is required, contact the course instructor.

Supplementary Resources

There is a wealth of information on the Internet. This can be an excellent resource but please do not fall into the trap of believing everything published on the Internet. Use a critical eye when evaluating this information. University, Government and horticultural society links will be the most reliable. Remember that Wikipedia can be edited by anyone.

Course Schedule

Week	Module	Readings/Activities	Evaluation Due Date
1	1	Hessayon (H) Ch. 2 Online Video - 1st 5 min. <ul style="list-style-type: none"> • Start working on Assignment 1 - Recording Observations • Identify location for Assignments 2 and 3 	
2, 3	2	Online Video - 1st 10 min. <ul style="list-style-type: none"> • Start working on Assignment 2 - Site Evaluation 	Assignment 1 due Oct. 14
4, 5	3	H, Ch. 3, 4 Plant File	
6	4	H, Ch. 5	Assignment 2 due Nov. 3
7	5	H, Ch. 7 View entire Online Video <ul style="list-style-type: none"> • Start working on Assignment 3 – Preparing A Bid 	

8	6		
9, 10		Prepare for final exam	Assignment 3 due Nov. 28 Submit at Final Exam Course Notebook due Nov. 28 <u>or</u> submit at Final Exam
Final Exam Date: November 29th.			

Note: If for any reason the Course Syllabus Reading List does not match the Module Reading List, the Course Syllabus shall be taken as correct.

Grading Scheme

Course Notebook	10%
Assignment One: Recording Conditions	10%
Assignment Two: Site Evaluation	20%
Assignment Three: Site Design	40%
Final Examination	20%
Total	100%

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://www.usask.ca/university_secretary/council/academiccourses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Evaluation Components

CCDE Writing Centre – Quality Writing Help for Free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the CCDE can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the CCDE Writing Centre at <http://www.ccde.usask.ca/writing>

Course Notebook

Value: 10% of final grade

Due Date: See Course Schedule

Description: An important part of your work is the completion of the activities and study questions found at the end of each module. Please record the answers and notes for the study questions in a notebook or in a format that can be submitted to the instructor. Please keep it in an orderly and neat fashion so the instructor can read it easily. This notebook can also be used to jot down notes on each module and record questions that you may want to ask the instructor. You can keep sketches and ideas for the assignments in the notebook as well.

Assignment 1: Recording Observations (Conditions)

(Located under Assignments in the course menu)

Value: 10% of final grade

Due Date: See Course Schedule. Complete this assignment after Module 2.

Purpose: To provide you the opportunity to integrate what you are learning and apply your learning to practice.

Description: Choose 4 locations in your home (or in another building where you have daily access, such as your workplace) facing four different directions (north, south, etc.). At these four locations record light, temperature and humidity readings at three times throughout the day. Try to take readings in morning, around noon, and mid- to late afternoon. Take the readings during daylight hours, not at night or early morning when it is dark outside. Take the readings close to the windows. Do this for three days within one week. At the same time document the weather patterns outdoors. See assignment for more details.

Assignment 2: Site Evaluation (Located under Assignments in the course menu)

Value: 20% of final grade

Due Date: See Course Schedule. Complete this assignment after Module 3.

To submit Assignment 2 please scan or take clear photos of your drawings in order to use the online assignment submission tool otherwise, please fax this assignment.

Purpose: To provide you the opportunity to integrate what you are learning and apply your learning to practice.

Description: This assignment requires you to conduct a site evaluation. If you do not have access to an indoor site suitable for a plant installation, please contact the course instructor. This site will be used for Assignment 3 as well. If there are plants in this location, ensure that they are owned and maintained by the staff, not an indoor plant company. If a plant company cares for the plants, please choose a different location. See the *Assignments* tab in Blackboard for more details.

Assignment 3: Preparing a Bid (Site Design)

(Located under Assignments in the course menu)

Value: 40% of final grade

Due Date: See Course Schedule. This assignment can be submitted online or at the final exam.

To submit Assignment 3 please scan or take photos of your drawings in order to use the assignment submission tool otherwise, please fax this assignment. You may also hand-in assignment 3 at the final exam.

Purpose: Apply the skills you have developed in this course.

Description: The objective of this assignment is to prepare a bid for a prospective client taking into consideration all the necessary steps. See the *Assignments* tab in Blackboard for more details.

Final Exam (closed book):

Value: 20% of final grade

Date: November 29th (Deadline to apply for final exam is October 14)

Description: The final exam will be a 2-hour exam, but you will have 3 hours to complete it. The exam format will include fill-in-the blank questions, short answer questions, and true & false matching questions. Please study the botanical names of the plant material.

Students must apply to write the final examination. The application form can be found in the course menu. You will be given a time and date to write the exam at an examination centre in your province approximately two weeks for the final examination date.

Final Examinations will be held at selected centres throughout the prairies. These selected centres are classified as "regular" centres. Regular centres will be established at sites where there is a large concentration of students in the surrounding area. No fee will be charged for writing a final examination at a regular centre.

If you are unable to write the final examination at a regular centre, you may apply for establishment of a "special" centre and will be responsible for making your own arrangements to write the examination under the supervision of an approved invigilator. You will be responsible for any financial reimbursement that might be required.

Further information regarding final examination sites, forms and how to apply for establishment of a special centre is located in the student guide. Please do not send in your application for final examination to your instructor. It must be returned to the

location on the application form. (Student guide can be downloaded from the <http://www.ccde.usask.ca/phc>)

Additional Information

Using the Online Video Segments

Online Video segments cover indoor landscape design principles, plant selection, environmental conditions, symptoms and treatment of plant diseases/pests. Each module will indicate if you are to watch an Online Video segment.

Watching an Online Video for a course is different from watching television for light entertainment in the same way that reading for study purposes is different from reading a newspaper or a novel. These are some suggested techniques for ensuring you get as much as possible from the Online Video:

- Complete any required reading related to the Online Video
- Watch the Online Video at a time and in a location where you will not be distracted or interrupted
- Make notes as you watch the Online Video - you can use the headings as they are presented on the screen to organize your notes. Identify any questions you have as you watch
- View the Online Video a second time, stopping the Online Video whenever you need to take in information more slowly, or need to have a longer look at a particular image

You may want to use the Online Video as a reference when working on your assignment. You may also find it helpful to review the Online Video when you are studying for the exam. People who are visually oriented learners often find that an Online Video helps them recall and integrate what they have learned.

Submitting Assignments

To obtain your best mark, you should complete all assignments and attempt all questions in each assignment in the course. If you know only part of the answer, put it down and you may receive partial marks. Remember, instructors find it very easy to mark a question that has not been attempted.

You are expected to submit assignments by the due dates indicated in your Course Syllabus. The instructor has the discretion to penalize late submissions or not. Assignments submitted beyond the final exam date may or may not be accepted by the instructor. If you experience legitimate problems such as accident or family illness, discuss it with your instructor so that some suitable arrangement can be worked out.

Before submitting any assignment, ensure to save a backup copy of it in case the original is lost.

All of the assignments are located under assignments in the course menu .

Please submit all assignments online, using the Assignments tool in Blackboard.

Assignments Tool in Blackboard:

1. From the Course Home Page, on the left menu click Assignments.
2. On the Assignments page, click the Assignment you want to submit and download any attached files.
3. In the Upload Assignment area, key in the Assignment Materials text box or attach your file. Note the file naming rules.
4. Add any Comments for your instructor.
5. Click Submit to submit the assignment.
6. Review Submission History that appears after you Submit. Click OK if you need to go back and revise.

For Further Information about Using the Blackboard Assignments Tool:

1. From inside Blackboard, click on the Help tab to see U of S Course Tools/BBLearn 9.
2. On the tool bar under Course Tools, click the Students' Help tab and then click one of the following options:
 - Videos and then click Working with Assignments (2 min 59 sec video).
 - Course Tools Help Documents and click Working with Assignments (a pdf document)
 - FAQs

Faxed Assignments:

Be sure to indicate the course name, your section number and the assignment number on the cover page with your name and address. The instructor will put your grade and comments under My Grades in the course menu

Checking Your Assignment Grades

1. From the Course Home Page, on the left menu click My Grades.
2. To see the grade for the specific assignment, click on the assignment grade.
3. View the details of your grade and any instructor comments.

The following criteria are considered in grading assignments and the final examination:

- Demonstrated analytical/critical insight ability
- Evidence of appropriate level of understanding of course content
- Breadth/depth of coverage of the question/s

- Assignment organization
- Syntax, technical errors, clarity of expression

Integrity Defined

Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.

What academic integrity means for students

- Perform your own work unless specifically instructed otherwise. Check with your instructor about whether collaboration or assistance from others is permitted.
- Use your own work to complete assignments and exams.
- Cite the source when quoting or paraphrasing someone else's work. Discuss with your professor if you have any questions about whether sources require citation.
- Follow examination rules.
- Discuss with your professor if you are using the same material for assignments in two different courses.
- Be truthful on all university forms.
- Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

Integrity in non-academic activities

Misconduct that disrupts the activities of the university or harms the legitimate interests of the university community could be the cause for non-academic disciplinary action.

Guiding Principles

The university documents that lay out our rules and procedures are the **Student Academic Misconduct Regulations** (University Council) and the **Standard of Student Conduct in Non-Academic Matters** (University Senate). Both documents are based on the same Guiding Principles:

- Freedom of Expression
- Mutual Respect and Diversity
- Commitment to Non-violence
- Commitment to Justice and Fairness
- Security and Safety
- Integrity

Academic Misconduct Procedures

“Academic Misconduct” is the term the University uses to describe cheating. Types of cheating are listed in the Student Academic Misconduct Regulations of University Council. There is an onus on every student to become informed about academic misconduct.

When an instructor believes a student is guilty of academic misconduct, the following procedures are used:

Informal procedure:

Sometimes misconduct is the result of carelessness, misunderstanding of the rules, or miscommunication. In such cases, the instructor may discuss the matter with the student informally.

If the student concedes the misconduct, the instructor has the authority to impose one or more of the following penalties:

- reduce the grade on the assignment or exam, to as low as zero
- require the student to rewrite the assignment or exam.

A penalty imposed by an instructor is not reported to the student's college and does not become part of the student's record.

A student who disagrees with the allegation of cheating or with the penalty imposed may request a formal hearing.

Formal procedure:

For more serious misconduct, or in cases where the student disputes the allegation or the penalty, a college hearing board will hear the matter. Procedures for hearings are described in the Regulations.

The hearing board has the authority to impose one or more of the following penalties:

- reprimand or censure the student
- reduce the grade on the assignment, exam, or entire course, to as low as zero
- require the student to rewrite the assignment or exam
- require the student to submit an essay or a presentation on academic misconduct
- suspend or expel the student
- postpone, deny or revoke the student degree, diploma or certificate

A penalty imposed by a Hearing Board is reported to the student's college and to the university, and becomes part of the student's record. A finding of misconduct in research funded by an external agency is reported to that agency.

Further appeal of a hearing board decision or penalty is permitted only on grounds of unfair procedure or new evidence.

For More Information

Integrity and Student Conduct website:

http://www.usask.ca/university_secretary/honesty/

Date: Effective January 1, 2010

Academic Misconduct Defined

The following constitute academic misconduct that may be the subject-matter of an allegation under the Student Academic Misconduct Regulations:

- (a) Providing false or misleading information or documentation to gain admission to the university or any university program;
- (b) Theft of lecture notes, research work, computer files, or other academic or research materials prepared by another student or an instructor or staff member;
- (c) Using work done in one course in fulfillment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;
- (d) Presenting the work of someone else as one's own;
- (e) The supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- (f) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;
- (g) Violation of the university's policy on misconduct in scholarly work as outlined at http://www.usask.ca/university_secretary/policies/research/8_25.php
- (h) Fabrication or invention of sources;
- (i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;
- (j) Altering answers on a returned examination;
- (k) When prohibited, removing an examination from the examination room;
- (l) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;
- (m) Possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;
- (n) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;
- (o) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
- (p) Failing to observe the terms of any agreement not to disclose the contents of an examination;
- (q) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- (r) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- (s) Preventing others from fair and equal access to University facilities or resources, including library resources;
- (t) Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;
- (u) Knowingly assisting another person engaged in actions that amount to academic misconduct;

- (v) Plagiarism: the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- I. The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].
 - II. The verbatim use of oral or written material without adequate attribution.
 - III. The paraphrasing of oral or written material of other persons without adequate attribution
- (w) Unprofessional conduct or behaviours that occur in academic or clinical settings or other work placements, or that are related to the student's area of professional practice.

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