

**General Botany (BIOL 305)**  
**Spring 2011**  
**SL 102 Mon, Weds & Fri 12.30pm – 1.20pm**  
**Lab section will have a separate syllabus**

Dr Andrew Mazz Marry  
Office: HA 407B and SL 208  
Phone: 477-2570  
E-mail: marryand@mnstate.edu

**Office hours:** See website for times

**First and Foremost: *I am NOT Australian***

Although I have been living in the Fargo/Moorhead area since 2001, I am “*not from around here*”. If for ANY reason you do not understand something I say I expect you to put your hand up and ask me to repeat myself. The only way for you to fully understand this course is to fully understand me. **Such interruption will NOT annoy me in any way.** HOWEVER, other interruptions will not be acceptable (see Discretionary Points).

Most importantly, I expect you to actively participate in class each day. Active participation means contributing to all discussions, offering supportive, but critical, responses, and committing to the in-class work that will go on. Your in-class participation is vital in my class..

**Overview of course:** This course is designed for the biology major and is a comprehensive introduction to the plant kingdom including the following topics: life-history, reproduction, structure, and physiology. A laboratory is included and involves self-paced microscopic and macroscopic analysis of living and preserved specimens.

**Text:** *Introduction to Botany* by Murray Nabors is the main book for the course. The ISBN is 0-8053-4416-0.

The textbook is **NOT** required, however I ***strongly recommend*** that you buy one and read it! I will also be using other books and information sources, and I have a lot of extra info I'll be adding to the course website.

**Attendance:** Class attendance is **expected.** **If you are not there, you cannot contribute.**

If you are absent more than three unexcused times and/or course work is not completed, you will fail the class.

Being late is **not acceptable**. It is simply rude to walk in while the class is in session, so please try and avoid doing so. That being said, if you are running a few minutes behind please do not skip the class period to avoid being late.

If you will be missing class due to a college-sponsored activity, I need to see evidence of this IN WRITING from your coach/advisor **at least one week** before the absence. You will be allowed to make up missed assignments in that situation.

**Emails:** *I will only read and reply to Emails asking for an appointment to come see me.*

**ABSOLUTELY** no Emails complaining about class performance will be replied to. **COME AND SEE ME IN PERSON DURING OFFICE HOUSE TO DISCUSS ANY PROBLEMS YOU MAY BE HAVING.**

**Cell Phones:** I consider cell phones going off during class incredibly disrespectful to both your fellow classmates and to me. Turn them OFF **BEFORE** entering the class room.

If your cell phone goes off during class you will be asked to leave.

**IF YOUR CELL PHONE GOES OFF DURING AN EXAM YOU WILL HAVE THE EXAM TAKEN OFF YOU AND YOU WILL FAIL THE CLASS**

If, **however**, you are waiting for an **emergency call**, see me **BEFORE** class to let me know what you are waiting for. I will not hear any explanations after the fact. **You must notify me BEFORE class begins of the call you are expecting.**

**Academic Honesty:** I believe that cheating does not get you anywhere.

It is not fair to either you or to your classmates. To be fair to us all, I will ask you to support and write the following NO CHEATING honor pledge which states: **“To be fair to my classmates and myself I have neither given nor received aid on this quiz/exam/paper/reading/presentation.”** on each exam. Please see the MSUM policy on academic honesty at:

<http://www.mnstate.edu/sthandbook/POLICY/index.htm>

Exams will be multiple choice and s short answer.

**Exam Policy:**

- 1 No make ups on Exams. See below for excused absence policy.
2. No excused absences or rescheduling on Exam day. See below for excused absence policy.
3. Absolutely NO cheating will be tolerated.
4. Absolutely NO cell phones out during quizzes or exams.

I realize that events are sometimes out of our control and occur on Exam days. To address possible concerns:

1. I will allow a student to take a missed exam IF and only IF I receive notice from you prior to the exam. Be sure to speak to me **IN PERSON** to arrange this.

2. I will allow a make up written assignment to substitute for an exam IF and only IF I receive notice from you prior to the exam. Be sure to speak to me **IN PERSON** to arrange a make up paper. I will accept no more than **1** of these assignments during the semester from any one individual, **2** if for medical emergencies.

3. Those of you involved in sporting events for the university. I will fully take this into consideration and allow you to take any missed exams IF I receive notice from you prior to the quiz/exam. Be sure to speak to me **IN PERSON** to arrange this

**In Addition: -**

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion

-Exams will start PROMPTLY at 12.30pm and finish at 1.20pm **SHARP**. *Be sure to get to class on time or you will miss the full time for the Exam.*

**Assignment Points:**

**Class Section:**

|                            |            |
|----------------------------|------------|
| 3 tests at 100 points each | 300        |
| Final test at 200 points   | 200        |
| Oral presentation          | 100        |
| Lab section                | 200        |
| <b>Total</b>               | <b>800</b> |

**Plus any bonus points as I see fit**

---

**Grading:**

|           |           |           |             |
|-----------|-----------|-----------|-------------|
| 94-100% A | 83-86% B  | 72-75% C  | 63-65% D    |
| 90-93% A- | 80-82% B- | 69-71% C- | 61-62% D-   |
| 87-89% B+ | 76-79% C+ | 66-68% D+ | 60% below F |

---

*\* I reserve the right to factor both improvement and your attitude in the classroom into final grade calculations.*

**Daily Work:** This outline of the course is tentative. We may not get through the chapters at the end of each class. I reserve the right to alter the chapters and order if necessary. *I will let you know in advance!*

## Topic

|     |       |  |
|-----|-------|--|
| Jan | 10    | Introductions  |
|     | 12    | <i>why, oh why, should I bother with plants?</i>                                       |
|     | 14    | <b>Chapter 2:</b> Cell Structure and the cell cycle                                    |
| Jan | 17    | <b><i>Dr. Martin Luther King, Jr. day</i></b>  |
|     | 19    | Cell Structure and the cell cycle continued  |
|     | 21    | <b>Chapter 4:</b> Root, stems and water balance<br>Oral presentation and questions 1   |
| Jan | 24    | Root, stems and water balance continued  |
|     | 26    | <b>Chapter 6:</b> Life cycles and reproductive structures                              |
|     | 28    | Life cycles and reproductive structures continued<br>Oral presentation and questions 2 |
| Jan | 31    | Life cycles and reproductive structures continued                                      |
| Feb | 2     | <b>Chapter 7:</b> Basic plant biochemistry   |
| Feb | 4     | Basic plant biochemistry continued<br>Oral presentation and questions 3                |
| Feb | 7     | Basic plant biochemistry continued   |
|     | 9     | Catch up and review for exam   |
|     | 11    | <b><u>EXAM 1</u></b>   |
| Feb | 14    | <b>Chapter 8:</b> Photosynthesis   |
|     | 16    | Photosynthesis continued   |
|     | 18    | Photosynthesis continued<br>Oral presentation and questions 4                          |
| Feb | 21    | Photosynthesis continued   |
|     | 23    | <b>Chapter 10:</b> Transport   |
|     | 25    | Transport continued<br>Oral presentation and questions 5                               |
| Feb | 28    | Transport continued  |
| Mar | 2     | Catch up and review for exam   |
|     | 4     | <b><u>EXAM 2</u></b>   |
| Mar | 7     | <b>Chapter 14:</b> Plant biotechnology GMOs  |
|     | 9     | GMOs continued.  |
|     | 11    | GMOs continued.<br>Oral presentation and questions 6                                   |
| Mar | 14-18 | <b><i>Spring Break!!</i></b>   |

## Topic

|     |    |   |
|-----|----|---|
| Mar | 21 | The plant cell wall.                          |
|     | 23 | The plant cell wall.                          |
|     | 25 | The plant cell wall.                          |
|     |    | Oral presentation and questions 7             |
| Mar | 28 | Growth and development                        |
|     | 30 | Growth and development                        |
| Apr | 1  | Growth and development                        |
|     |    | Oral presentation and questions 8             |
| Apr | 4  |   |
|     | 6  | Catch up and review for exam                  |
|     | 8  | <b><u>EXAM 3</u></b>                          |
| Apr | 11 | Life cycles                                   |
|     | 13 | Life cycles                                   |
|     | 15 | Intro to disease                              |
|     |    | Oral presentation and questions 9             |
| Apr | 18 | Pathogens                                     |
|     | 20 | Pathogens                                     |
|     | 22 | <b><i>Non-Instructional Duty Day</i></b>      |
| Apr | 25 | <b><i>Non-Instructional Duty Day</i></b>      |
|     | 27 | Pathogens                                     |
|     | 29 | Pathogens                                     |
|     |    | Oral presentation and questions 10            |
| May | 2  | Open  |
|     | 4  | Study Day – <b><i>No Class</i></b>            |
| May | 11 | <b>WEDNESDAY - FINAL EXAM – <u>NOON!!</u></b> |

**Oral presentation:** Because we are surrounded on a daily basis by news articles, journal entries, and Internet stories concerning cutting-edge aspects of plant Science, I want us as a class to explore these issues during this class. This will also provide you all with vital experience in assimilating information from scientific sources, which you will need for your future careers..

**It is completely up to you to decide on the topic, and I do not expect the topic to have anything to do with the chapter covered that week in class.**

Plan to give a ten minute presentation on an issue of your choice. Create a power-point slide presentation. Provide the entire class and me with a relevant handout. Plan for three-five minutes of question and answer time

**One week before you present, I need to have a rough abstract of what your topic is, how you plan to present it, and why it is relevant to this class and to us as scientists. *This is a mandatory part of the presentation process. Failure to give me this abstract will result in a failing grade for the assignment. This must be typed.***

**Oral Presentation Rubric:**

| Excellent | Very Good | Adequate/Good | Poor | Unacceptable |
|-----------|-----------|---------------|------|--------------|
| (10)      | (8)       | (5)           | (3)  | (1)          |

**Abstract:**

---

*Is it dynamic?  
Does it engage the reader?  
Is it correctly formatted?*

**Oral Presentation:**

---

*Is it engaging?  
Is the Science Good?*

**Organization:**

---

*Is it well presented?  
Does each member take part?*

**Voice:**

---

*Is it engaging?*

**Conclusion:**

---

*Does it wrap up  
the presentation?  
Is there a take-home message?*

**Overall Impression:**

---

**To gain a few extra points to a MAX of 100:**  
*Use of humor.  
Teaching the class something new.  
Did anyone ask any questions?*