NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

HORT 319
Restoration Horticulture – 3 credits

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
WR 121 or equivalent. Students must be reasonably proficient in writing skills and able to communicate through writing. Basic ecology course or practical experience providing understanding of ecological principals and concepts.

COURSE DESCRIPTION:
HORT 319. RESTORATION HORTICULTURE (3).

Impacts to biodiversity and ecological function within urban environments are growing concerns for ecologists, planners, and municipal planners. As more natural areas are developed, many of the ecological services we depend on are negatively affected. An understanding of these impacts requires awareness of the integration of society and the natural world and the impacts humans have on the earth. Incorporating ecological concepts and theory in created landscapes will be critical for the preservation of many of the ecological services currently provided by undeveloped areas. This course discusses theory and principals necessary for designing, creating, and managing urban landscapes for ecological function. Offered via Ecampus only.

CONTACT INFORMATION:
For more information, contact:
Sarah Finger McDonald, Academic Advisor
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Oregon State University
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Sarah.McDonald@oregonstate.edu
Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
Textbooks, lab manuals, etc.; indicate if required or optional.

None required

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Students who take this course will be able to:

- Critically evaluate claims about incorporating ecology in created landscapes.
- Describe ecosystem services and relate them to created environments.
- Apply basic ecological principals and describe how they can be applied to “green industry” horticultural practices.
- Demonstrate an understanding of the basic concept of regionalization and how it applies to land management and planning.

COURSE CONTENT AND POLICIES:
This course is separated into four basic sections; each addressing one introductory element of Restoration Horticulture.

SECTION 1: The concepts of Restoration Horticulture & Ecology Based Landscapes. (How are people in the industry and in academia approaching the subject? What are the ideas that separate this movement from conventional practices?)
SECTION 2: History of Sustainability and the Need for a New Direction. Green Building. 
(What are the social norms and values that have shaped our current thinking on sustainability? How is the Green Building Industry adopting these ideas?)

SECTION 3: The practice of Restoration Horticulture. How is this different? 
(How are businesses and institutions implementing these practices? Are there unique business requirements or opportunities associated with this new direction? What is different about this approach?)

(Case studies and virtual field trips to meet practitioners and projects incorporating these concepts. Who is doing this work? What is lacking in current practices? Include LEED projects, Living Building Challenges, Earth Advantage, Municipalities, Non-profits, Public agencies, etc.)

COURSE REQUIREMENTS

- Weekly interaction with Blackboard material and class participation. Students are required to post comments addressing that week’s review material on blackboard, and to engage in on-line discussion with classmates.
- Four, two page (minimum) review papers. **Times New Roman, 11 or 12 point font, single spaced.** Papers will summarize one of the weekly reading assignments, videos, or virtual field trips and describe your thoughts, concerns, or interests in the subject. These papers should also identify any questions that may arise during review, and suggest ideas for addressing those questions. The idea is not just to regurgitate what was in the article or video segment, but to provide thoughtful discussion of the subject as it relates to your interests or experience. One paper will be required for each of the four sections outlined in the course outline.
- One Midterm during week 5. Midterm will cover concepts, techniques, and ideas presented to date. This exam is designed to assess your understanding of the material and will be in short answer format. Like the papers, I’m more interested that you understand the concepts, issues, ideas, and conflicts inherent in this newly developing field than I am in your ability to spit back facts. Thoughtful answers score more points than brief, basic responses.
- One final project. This project will be on a pertinent subject of your choice, but subject ideas should be reviewed by the course instructor prior to beginning your research. That might save you some time and effort! Subject matter should have something to do with restoration horticulture or ecology based landscapes. Two submittals are required for the project. First, following approval of the proposed subject, each student will submit a brief (no more than one page) description of their subject discussing the subject, the approach and any questions being addressed. These first submittals should also include a minimum of three references being used in the project.
• The final submittal will be approximately 5 pages, Times New Roman 11 or 12 points font, single spaced. A grading rubric describing recommended elements of the paper (i.e. introduction, discussion, conclusions, etc) will be available in Course Documents on Blackboard.

EVALUATION OF STUDENT PERFORMANCE:
Expectations

Students are expected to:

• Read the assignments and view the lectures each week. Written assignments (explained below) are due by noon on Saturday for each week. Late submittals will be docked 5 points.
• Participate in on-line discussions on Blackboard. Each student is required to submit a minimum of two thoughtful comments each week, in addition to your own original posting.
• Submit a proposal for an individual final project on time, complete the final project, and review and comment on other student’s submitted final projects.

Grading

Grading will be on a straight percentage scale:

A/A-: 100-90%  B+/B/B-: 89-90%  C+/C/C-: 79-70%
D+/D/D-: 69-60%  F: 59% and below

Point Distribution

• Weekly Blackboard Discussion posting and participation
  o 10 weeks @ 20 points each week = 200 pts
• Review papers: 2 page (minimum) review papers of reading assignments
  o 4 papers @ 50 points each = 200 pts
• MIDTERM (Week 5) = 200 pts
• Final project. Includes both draft and final submittal
  o 1 project (two submittals) = 300 pts

  ▪ TOTAL  900 pts.

COURSE SITE LOGIN INFORMATION

Information on how to login to your course site can be found HERE.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

**ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- [Statement of Expectations for Student Conduct](#)
- [Student Conduct and Community Standards - Offenses](#)
- [Policy On Disruptive Behavior](#)

**PLAGIARISM**
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

- COURSE DEMO
- GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.