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 349
DIAGNOSING PLANT PROBLEMS

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

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
PREREQS: A background in basic biology, plant pathology and/or entomology is recommended. Enrollees from outside the university setting may have gained their experience within a job or other practical setting.

COURSE DESCRIPTION:

HORT 349. DIAGNOSING PLANT PROBLEMS (3).
Basic principles of problem diagnosis in crop, garden, and landscape plants are covered. Problems caused by cultural and environmental issues, plant diseases, insect pests, and other causes are addressed. Students will gain familiarity with resources for plant problem diagnosis. Offered via Ecampus only.

CONTACT INFORMATION:
Instructor's name: Neil Bell
Instructor's email and/or phone: neil.bell@oregonstate.edu. I can also be reached in the Marion County Extension office in Salem, OR at 503-373-3765 on Monday and Thursday. On Wednesday and Friday, you can reach me in the Polk County Extension office in Dallas, OR at 503-623-8395. Email is the best way to reach me!
Link to Instructor website: http://horticulture.oregonstate.edu/content/neil-bell

Co-Instructors name: Dr. Jay Pscheidt
Co-Instructors email and/or phone: pscheidj@science.oregonstate.edu. 541-737-3472 x2.

For more information, contact: KELLY DONEGAN, 4155 ALS, 541-737-5448, KATHERINE.DONEGAN@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:
There is no textbook required for the course. There are books available on plant problem diagnosis, contact your instructor if you would like a list of titles.

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:

Measurable student learning outcomes:
Students completing this course will be able to:
1. Follow a systematic approach to diagnosing a plant problem correctly based on available symptoms and signs.
2. Distinguish environmental and cultural problems from those caused by biotic organisms.

COURSE CONTENT AND POLICIES:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Specifics to know and understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The importance and the challenge of plant problem diagnosis</td>
<td>USGS water quality information</td>
<td>The value of correct plant problem identification</td>
</tr>
</tbody>
</table>
| 2    | A systematic approach to plant problem diagnosis: Part 1              | OSU Dept of Horticulture Landscape plants website                      | Plant identification
Normal plant characteristics
Identifying populations and patterns                                   |
| 3    | A systematic approach to plant problem diagnosis: Part 2              | APS Press, Plant Disease Diagnosis                                      | Parts of the plant that are affected
Patterns on affected plant parts                                      |
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<tr>
<th>Page</th>
<th>Title</th>
<th>Author/Source</th>
<th>Additional Information</th>
</tr>
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</table>
| 4    | A systematic approach to plant problem diagnosis: Part 3              | APS Press, Plant Disease Diagnosis                                             | Progression of symptoms
Signs of problems vs symptoms
Signs of disease, insect, other pests                                                     |
| 5    | Environmental causes of plant problems                               | PNW Disease Management handbook, pgs 66-68 http://pnwhandbooks.org/plantdisease/ | Characteristics of cold injury, excess sun or shade, drought or drainage problems, wind etc. Correct identification of these problems and recommending solutions |
| 6    | Cultural causes of plant problems                                   | PNW Disease Management handbook http://pnwhandbooks.org/plantdisease/         | Soil compaction, planting practices, pesticide use and other cultural practices Correct identification of these problems and recommending solutions |
| 7    | Soil quality issues and nutritional problems                         | PNW Disease Management handbook http://pnwhandbooks.org/plantdisease/         | Issues with soil quality especially in constructed landscapes, nutritional deficiencies and excesses Correct identification of these problems and recommending solutions |
| 8    | Vertebrate pests and miscellaneous pests                            | Internet Center for wildlife damage control: http://icwdm.org/                 | Symptoms and signs of vertebrate and miscellaneous pests Correct identification of these problems and recommending solutions |
| 9    | Insect and mite pests                                               | PNW Insect Management Handbook: http://pnwhandbooks.org/insect/                | Symptoms and signs of insect and mite pests Correct identification of these problems and recommending solutions |
Plant disease and nematode problems

PNW Disease Management Handbook
http://pnwhandbooks.org/plantdisease/

Symptoms and signs of plant diseases and nematodes. Correct identification of these problems and recommending solutions

10

11 Final Exam

Include concise outline of topics and/or activities

EVALUATION OF STUDENT PERFORMANCE:
Readings for each week will be posted. You may work through each group of lessons at your own pace. Once a lesson has been posted it will remain on the web site for the remainder of the term.

There are 2 Midterms, some weekly assignments, a Final that is partly comprehensive, and one project that takes the form of a student plant problem presentation.

Midterm 1 will be given from April 25th at 6 AM Pacific Time to April 27th at 6 PM Pacific Time.

Midterm 2 will be given from May 16th at 6 AM Pacific Time to May 18th at 6 PM Pacific Time.

Assignments (Weeks 1, 6-9) are due at 7pm Pacific Time on the Sunday at the end of the week they are introduced.

The Plant Problem Presentation is due on or before June 7th at 7 PM Pacific Time. (If you submit it early, that is fine.)

The Final exam will be given from June 6th at 6 AM Pacific Time to June 8th at 6 PM Pacific Time.

Grading

Midterm 1 (Plants/topics from Weeks 1-4) 80 points
Midterm 2 (Plants/topics from Weeks 5-7) 80 points
Final 180 points
Plant Problem Presentation 90 points
Assignments (weeks 1 and 6-9) 20 points
Class Participation 30 points

EXAMS
Midterms will include a multiple choice/short answer section covering the topics for the weeks covered by the exam.
The Final Exam will have two parts:
Part A (100 points) of the final will be on the plants/topics from Weeks 8, 9, and 10.
Part B (80 points) of the final will be on the plants/topics already covered in Midterms 1 and 2.

**PLANT PROBLEM PRESENTATION – due June 5th 2016**
Each student will create a written presentation about a plant problem that you have observed in your area. The problem can be in any situation: your landscape, a public landscape, and agricultural or forestry situation, anything. You should include at least one photo of the problem in question. Use the systematic process for problem diagnosis to describe the problem and a probable cause for the problem. This is your chance to explore and expand your knowledge of the process of plant problem diagnosis using the techniques and examples described in this course. The grading of the problem presentation is as follows:

- Photo/diagram quality and grammar………………………………………………10 points
- Clarity and thoroughness of problem description………………………………20 points
- Use of the systematic process to determine cause……………………………40 points
- Diagnosis (at the least, a plausible diagnosis based on available evidence)……20 points

You can find my example of a Student Plant Problem Presentation under “Plant Presentation Examples” in the Modules tab on the course homepage, in addition to examples submitted by students in the past.

**ASSIGNMENTS**
In week 1 as well as in weeks 6 through 9, there are assignments related to that week's lecture content. Each of the assignments features a photo or two of a problem situation as well as a description of the situation. You are asked to use this information to propose a probable cause for the problem. Each weeks assignment is worth 4 points and is graded on the thoroughness of your use of information provided to propose a plausible cause for the problem—you are not expected to get it “right”.

**CLASS PARTICIPATION**
For each section of the course we will have discussion groups on the course Canvas site. You can reach the discussions through the Discussion Board button on the course site. To receive the 3 participation points for each weekly course section (30 points total) you need to take part in the discussions for each section. Your participation should be more than “I agree”. You should contribute ideas, thoughts or questions that show you’ve read and thought about both the course topics and the comments of your class mates.

**Makeup Exams**
Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

**Exam Time Limits**
Exams in this class are timed; if you exceed the time limit on an exam, you will be assessed a penalty of 10% for every five minute interval beyond the time limit.

**Incomplete**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

In the OSU online catalog, refer to AT 18 and AR 19 regarding assignment of grad

**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.