

## Cover Sheet: Request 13576

### ALS 3XXX Home and Community Gardening: Collegiate Master Gardener

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Anna Prizzia aprizzia@ufl.edu
Created	2/4/2019 11:10:12 AM
Updated	9/19/2019 11:01:16 AM
Description of request	We hve added an edited document and a letter from Horticulture Sciences that addresses the concerns of the committee. We look forward to your review.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Life Sciences - General 514903000	Joel H Brendemuhl	Conditionally approved by the CALS CC on 8/23/19.	9/19/2019
ALS 3XXX - Syllabus - 9-19-19.docx					9/19/2019
ALS 3XXX Consult from HOS.pdf					9/19/2019
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Edits requested by the CALS CC have been addressed.	9/19/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/19/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 13576

### Info

**Request:** ALS 3XXX Home and Community Gardening: Collegiate Master Gardener

**Description of request:** We hve added an edited document and a letter from Horticulture Sciences that addresses the concerns of the committee. We look forward to your review.

**Submitter:** Joel H Brendemuhl brendj@ufl.edu

**Created:** 9/19/2019 10:54:14 AM

**Form version:** 2

### Responses

**Recommended Prefix** ALS

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Home and Community Gardening: Collegiate Master Gardener

**Transcript Title** Home&Comm Gardening

**Degree Type** Baccalaureate

**Delivery Method(s)** Online

**Co-Listing** No

**Co-Listing Explanation** NA

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** The Florida Master Gardener Program trains UF/IFAS Extension volunteers to provide horticultural education to residents and communities. Students will receive training to become a Master Gardener, and learn, horticulture, Integrated Pest Management, plant pathology, and garden planning. This online class is composed of digital lectures, discussions, and hands-on activities.

**Prerequisites** BSC 2005 or BSC 2010 & HOS 1014 or Permission of Instructor

**Co-requisites** NA

**Rationale and Placement in Curriculum** This course is ideal for students interested in home gardening, community gardening, community development, public health, public education, Extension, urban sociology, urban landscape design, and sustainability. After completing this course, students will be qualified to become a Florida Master Gardener. If they wish to pursue this, they must work through the State Master Gardener Office and their County Extension Office within two years, identifying any formal steps to take for certification and contributing 75 volunteer hours and 10 learning hours within the first year of training. Certified Master Gardeners serve their communities by answering gardening questions from local residents, participating in community and school garden projects, supporting youth activities, and more.

**Course Objectives** • Explain the basic principles of horticulture in Florida, including native species and ecosystem considerations, soil health and management, plant biology and selection, and garden and landscape planning and maintenance.

- Apply practical solutions and troubleshoot landscape and garden issues.
- Apply the principles of integrated pest management and plant pathology in order to make recommendations for pests and disease management in home and community gardens.
- 

Critique the possibilities and limitations of Extension and its role in communicating science to the

community.

**Course Textbook(s) and/or Other Assigned Reading** Florida Master Gardener Student Manual. University of Florida Institute of Food and Agricultural Sciences, 2018. ISBN: 978-0-578-21363

Additional readings will include selected scientific papers, such as Extension Community Development: Building Strong, Vibrant Communities, Journal of Extension, October 2014, Volume 52:5

<https://www.joe.org/joe/2014october/comm1.php>

These additional readings will be used as part of reflection assignments.

**Weekly Schedule of Topics** Week 1: Welcome, Master Gardener Overview and Orientation

- Readings - Text Chapter 1
- Beaulieu, Lionel and Sam Cordes (2014), Extension Community Development: Building Strong, Vibrant Communities, Journal of Extension, October 2014, Volume 52:5  
<https://www.joe.org/joe/2014october/comm1.php>
- Assignment - Reflection 1 (2 parts) For full credit, be sure to respond to all the questions. Part 1: Discuss your relationship with gardening and plants, and share why you took this class. Some questions to get you started: What interests you about plants and gardening? What are your core/central values and ideas around food production, landscaping, and gardening? What is your experience and history with plants, agriculture, gardening, food preparation, landscaping? What interested you about this class and what do you hope to get out of it?

Part 2: Based on the module, readings in the text, and the article Extension Community Development: Building Strong, Vibrant Communities, do things like community and school gardens play a role in Community Development? As one of the most well-known programs and “faces” of Extension, what role do you feel Master Gardeners play in supporting Extension and Community Development?

Week 2: Florida Friendly Landscaping and Agroecology

- Reading - Text Chapter 2
- Assignment - Experiential Learning Activity 1 – Right Plant, Right Place (see instructions in Announcements)
- Quiz 1

Week 3: Botany

- Reading – Text Chapter 3
- Assignment - Experiential Learning Activity 2 – Plant Parts, Life Cycle, and Processes (see instructions in Announcements)
- Quiz 2

Week 4 – Soils and Nutrients

- Readings – Text Chapter 4
- Evans, Erv & Deanna Osmond (2000) A Gardener’s Guide to Protecting Water Quality. NC State PDF. <https://content.ces.ncsu.edu/a-gardeners-guide-to-protecting-water-quality>
- Assignment – Reflection 2

Think about the publication you just read, and reflect on what you learned. What was new information for you? Do you think protecting water quality is important? Why or why not? Share relevant examples from your experience. How would you apply the ideas in this reading in your current living situation if you had control – eg. apartment complex landscape, home landscape, campus landscape? What advice might you give friends or family about adjustments they could make to help protect water quality?

Week 5 – Entomology

- Reading – Text Chapter 5
- Assignment - Experiential Learning Activity 3 – Bug ID (see instructions in Announcements)
- Quiz 3

Week 6 – Nematology and Integrated Pest Management

- Readings –Text Chapter 6 and 7
- Assignment - Experiential Learning Activity 4 – IPM Remedy (see instructions in

Announcements)

- Quiz 4

Week 7 Plant Pathology

- Reading – Text Chapter 8
- Assignment - Experiential Learning Activity 5 – Disease Diagnosis (see instructions in Announcements)
- Quiz 5

Week 8 - Pesticides

- Readings – Text Chapter 9
- Assignment – Reflection 3

Visit the pest control section of your local hardware store. Identify two products that would be recommended for use in the home landscape to control pests or disease. Read the labels carefully. What did you learn about each of these two chemicals. Are they safe for food products? Can children and pets be exposed to them? What are your thoughts on the research regarding the effectiveness and impacts of these sorts of chemicals? Think back over the past several weeks. What are your thoughts about weed, pest, and disease management in landscapes and gardens and how do these labels change or reaffirm your ideas and attitudes? How do IPM and the use of chemical controls interact? What is the role of Extension in providing recommendations regarding pest, weed and disease management?

- Quiz 6

Week 9 – SPRING BREAK

NO Assignments

Week 10 –Turf, Plant Propagation

- Reading – Text Chapter 10
- Assignment - Experiential Learning Activity 6 – Seeds and Cuttings (see instructions in Announcements)
- Quiz 7

Week 11 – Weeds, Invasive Plants

- Readings – Text Chapter 11

Raphael K. Didham, Jason M. Tylianakis, Melissa A. Hutchison, Robert M. Ewers and Neil J. Gemmill. Are invasive species the drivers of ecological change? TRENDS in Ecology and Evolution. Vol.20 No.9 September 2005,

[https://repository.si.edu/bitstream/handle/10088/6904/Didham\\_Tylianakis\\_Hutchinson\\_Ewers\\_and\\_Gemmell\\_2005.pdf](https://repository.si.edu/bitstream/handle/10088/6904/Didham_Tylianakis_Hutchinson_Ewers_and_Gemmell_2005.pdf)

- Assignment – Reflection 4

Discuss your understanding of invasive species, and what you learned from the article. What surprised you? How do you think other ecological impacts relate to their dominance? Have you had any experiences with invasive species? What did you observe? How did it impact you or those who were dealing with it? How can extension help reduce the spread of invasive species?

- Quiz 8

Week 12 – Vegetables, Fruits, and Agroecology Part 2

- Readings – Text Chapter 12&15
- Assignment - Experiential Learning Activity 7 – Seasonality (see instructions in Announcements)
- Quiz 9

Week 13 – Planting and Maintenance

- Reading – Text Chapter 13
- Assignment - Experiential Learning Activity 8 – Garden Plan (see instructions in Announcements)
- Quiz 10

Week 14 – Wildlife

- Reading – Text Chapter 14
- Assignment - Final Reflection (2 parts) For full credit, be sure to respond to all of the questions.

PART 1: Think back to what you wrote in your first reflection. How has your individual understanding of gardening and your relationship to plants changed over the course of the class? Did you have any key realizations? Has your relationship to food and agriculture changed? What are your feelings about Extension, the Master Gardener Program, and the role of education in community development and civic life?

PART 2: Please reflect on your learning process. What activities did you find most educational? Which readings or concepts, were the most thought-provoking or transformative personally? What other feedback do you have about the class or your personal experience?

- Quiz 11

Week 15 – Review; Reading Days

Week 16 – Final Exam

### **Links and Policies Class Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Special Accommodations**

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Honor Code**

UF students are bound by The Honor Pledge which states:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code can be found here: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Class Demeanor, Attendance and Make-up Policy**

Students are expected to review each module and all materials and readings associated with each module. All assignments are due by 10pm on the date posted on Canvas. Late assignments will not be accepted unless there are extenuated circumstances or other reasons outlined in University policies. Excused absences that result in the inability to complete an assignment are consistent with university policies: (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Our goal in this class is to create a culture of acceptance, engagement and respectful discourse. We encourage differences of opinion and sharing ideas constructively. Opinions held by other students should be respected in discussion posts, and any rude or intolerant behavior will not be tolerated. Conversations that do not contribute to the discussion of course material should be held to a minimum. Cell phone use is not permitted in class, unless otherwise specified.

### **Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Student Assistance

At UF, we care for every single student. You are important to us, and if you are in need of assistance, we are here to help. UF has a number of resources, facilities, and success plans to allow every person to feel a part of this University of Florida community and to succeed in their academic career. One example is the Dean of Students CARE Team which provide ongoing support for students in distress dealing with a variety of issues. They also students complete the necessary medical petition paperwork for all courses or medical drops before or after the drop deadline for a medical withdrawal. Another important resource is the Alan and Cathy Hitchcock Field and Fork Pantry. It offers food assistance to anyone with a valid UF ID. If you would like to discuss your needs or need find another type of assistance, please see me, reach out to the CARE team member, or ask your academic advisor.

#### Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://www.counseling.ufl.edu)  
Counseling Services  
Groups and Workshops  
Outreach and Consultation  
Self-Help Library  
Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.

#### Student Complaints

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

#### Materials and Supplies Fees

There are no additional fees for this course.

#### **Grading Scheme** Grading and Assignments:

Quizzes: 100 points (10 x 10 points each); 27% of total

Students should review the lectures and any assigned readings, complete the assigned Quiz sheets, and post your work on Canvas by 10pm on the due date posted each week. Late assignments will not be accepted unless there are extenuating circumstances or other reasons outlined in University policies.

Reflection and Participation: 75 points (10 points for each reflection and 5 points for each response); 20% of total

Five reflection topics will be posted in the discussion section of Canvas on the dates noted on the schedule. Students must post an initial reflection to the questions by 10pm on the due date posted. Students must then read classmates reflections and offer a thoughtful response to at least one of the reflections by 10pm Friday. Reflections are not a book report and should not simply reiterate what you have learned. You are expected to discuss your thoughts on the topic: Do you agree with the central idea, and why or why not? Is there research or information supporting the main points you are making? Did you learn something new or reinforce what you already knew? What did you take-away from the lectures and/or readings related to the topic, and what questions do you have after reviewing them? All reflections should be at least 300 words. Please check your writing before posting it – spelling, punctuation, and grammar count! All assignments should be posted on Canvas by 10pm on the due date. Late assignments will not be accepted unless there are extenuating circumstances or other reasons outlined in University policies.

Experiential Learning Activities: 100 points (20pts/activity); 27% of total

Students must complete five experiential learning activities throughout the term, chosen from the eight options listed in the schedule. If students cannot accomplish the activities due to location or medical accommodation constraints, a substitute project that covers the relevant material for that module may

be chosen with prior approval by the instructor, and it is due the same time as the regular activity. Assignment deliverables must be submitted on Canvas by 10pm on the due dates posted. Extra Credit may be given for completing all experiential learning activities and for attendance at specified events throughout the term. All students will have equal opportunity for extra credit. Final Exam: 100 points; 26% of total  
Final exam will cover all modules and readings.

#### Assigned Readings

Florida Master Gardener Student Manual. University of Florida Institute of Food and Agricultural Sciences, 2018. ISBN: 978-0-578-21363

Additional readings are listed below in the schedule and will be posted on Canvas for the relevant modules.

#### UF Grading Policies and Student Accommodations

This course will use the following grading for the course:

- A 94 – 100%
- A- 90 – 93.9%
- B+ 87 – 89.9%
- B 83 – 86.9%
- B- 80 – 8.92%
- C+ 77 – 79.9%
- C 73 – 76.9%
- C- 70 – 72.9%
- D+ 67 – 69.9%
- D 63 – 66.9%
- D- 60 – 62.9%
- E < 60%

More info on grades and policies can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Instructor(s)** Anna Prizzia  
Wendy Wilber

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	



## **ALS 3XXX Home and Community Gardening: Collegiate Master Gardener**

Instructors: Anna Prizzia, [aprizzia@ufl.edu](mailto:aprizzia@ufl.edu); Wendy Wilber, [wilbewl@ufl.edu](mailto:wilbewl@ufl.edu)

Classes: TBD; Office Hours: Monday 1-3:00 pm

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### Course Description:

The Florida Master Gardener Program trains UF/IFAS Extension volunteers to provide horticultural education to residents and communities. Students will receive training to become a Master Gardener, and learn, horticulture, Integrated Pest Management, plant pathology, and garden planning. This online class is composed of digital lectures, discussion, and hands-on activities

### Course Overview:

This course is ideal for students interested in home gardening, community gardening, community development, public health, public education, Extension, urban sociology, urban landscape design, and sustainability. After completing this course, students will be qualified to become a Florida Master Gardener. If they wish to pursue this, they must work through the State Master Gardener Office and their County Extension Office within two years, identifying any formal steps to take for certification and contributing 75 volunteer hours and 10 learning hours within the first year of training. Certified Master Gardeners serve their communities by answering gardening questions from local residents, participating in community and school garden projects, supporting youth activities, and more.

### Student Learning Outcomes:

By the end of this course, you will be able to:

- Explain the basic principles of horticulture in Florida, including native species and ecosystem considerations, soil health and management, plant biology and selection, and garden and landscape planning and maintenance.
- Apply practical solutions and troubleshoot landscape and garden issues.
- Apply the principles of integrated pest management and plant pathology in order to make recommendations for pests and disease management in home and community gardens.
- Critique the possibilities and limitations of Extension and its role in communicating science to the community.

### Grading and Assignments:

**Quizzes: 100 points (10 x 10 points each); 27% of total**

Students should review the lectures and any assigned readings, complete the assigned Quiz sheets, and post your work on Canvas by 10pm on the due date posted each week. Late assignments will not be accepted unless there are extenuating circumstances or other reasons outlined in University policies.

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Five reflection topics will be posted in the discussion section of Canvas on the dates noted on the schedule. Students must post an initial reflection to the questions by 10pm on the due date posted.

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*Extra Credit may be given for completing all experiential learning activities and for attendance at specified events throughout the term. All students will have equal opportunity for extra credit.*

**Final Exam: 100 points; 26% of total**

Final exam will cover all modules and readings.

**Assigned Readings**

Florida Master Gardener Student Manual. University of Florida Institute of Food and Agricultural Sciences, 2018. ISBN: 978-0-578-21363

*Additional readings are listed below in the schedule and will be posted on Canvas for the relevant modules.*

**Pre-requisites:**

BSC 2005 or BSC 2010 & HOS 1014 or Permission of Instructor

**UF Grading Policies and Student Accommodations**

This course will use the following grading for the course:

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### **Class Evaluation**

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The Honor Code can be found here: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Class Demeanor, Attendance and Make-up Policy**

Students are expected to review each module and all materials and readings associated with each module. All assignments are due by 10pm on the date posted on Canvas. Late assignments will not be accepted unless there are extenuated circumstances or other reasons outlined in University policies. Excused absences that result in the inability to complete an assignment are consistent with university policies: (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Our goal in this class is to create a culture of acceptance, engagement and respectful discourse. We encourage differences of opinion and sharing ideas constructively. Opinions held by other students should be respected in discussion posts, and any rude or intolerant behavior will not be tolerated. Conversations that do not contribute to the discussion of course material should be held to a minimum. Cell phone use is not permitted in class, unless otherwise specified.

### **Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Student Assistance**

At UF, we care for every single student. You are important to us, and if you are in need of assistance, we are here to help. UF has a number of resources, facilities, and success plans to allow every person to feel a part of this University of Florida community and to succeed in their academic career. One example is the [Dean of Students CARE Team](#) which provide ongoing support for students in distress dealing with a variety of issues. They also students complete the necessary medical petition paperwork for all courses or medical drops before or after the drop deadline for a medical withdrawal. Another important resource is the [Alan and Cathy Hitchcock Field and Fork Pantry](#). It offers food assistance to anyone with a valid UF ID. If you would like to discuss your needs or need find another type of assistance, please see me, reach out to the CARE team member, or ask your academic advisor.

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  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- *Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.*

### **Student Complaints**

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

### **Materials and Supplies Fees**

There are no additional fees for this course.

## Schedule of Topics and Readings

### Week 1: *Welcome and Orientation*

#### **Master Gardener Overview**

- *Readings* - Text Chapter 1
- Beaulieu, Lionel and Sam Cordes (2014), *Extension Community Development: Building Strong, Vibrant Communities*, Journal of Extension, October 2014, Volume 52:5  
<https://www.joe.org/joe/2014october/comm1.php>
- *Assignment - Reflection 1 (2 parts)* For full credit, be sure to respond to all the questions.

*Part 1:* Discuss your relationship with gardening and plants, and share why you took this class. Some questions to get you started: What interests you about plants and gardening? What are your core/central values and ideas around food production, landscaping, and gardening? What is your experience and history with plants, agriculture, gardening, food preparation, landscaping? What interested you about this class and what do you hope to get out of it?

*Part 2:* Based on the module, readings in the text, and the article *Extension Community Development: Building Strong, Vibrant Communities*, do things like community and school gardens play a role in Community Development? As one of the most well-known programs and “faces” of Extension, what role do you feel Master Gardeners play in supporting Extension and Community Development?

### Week 2: *Florida Friendly Landscaping and Agroecology Part 1*

#### **Teaching Adult Learners**

- *Reading* - Text Chapter 2
- *Assignment* - Experiential Learning Activity 1 – Right Plant, Right Place (see instructions in Announcements)
- *Quiz 1*

### Week 3: *Botany*

#### **Volunteerism**

- *Reading* – Text Chapter 3
- *Assignment* - Experiential Learning Activity 2 – Plant Parts, Life Cycle, and Processes (see instructions in Announcements)
- *Quiz 2*

### Week 4 – *Soils and Nutrients*

#### **Extension Resources**

- *Readings* – Text Chapter 4
- Evans, Erv & Deanna Osmond (2000) A Gardener’s Guide to Protecting Water Quality. NC State PDF. <https://content.ces.ncsu.edu/a-gardeners-guide-to-protecting-water-quality>
- *Assignment* – Reflection 2

Think about the publication you just read, and reflect on what you learned. What was new information for you? Do you think protecting water quality is important? Why or why not? Share relevant examples from your experience. How would you apply the ideas in this reading in your current living situation if you had control – eg. apartment complex landscape, home landscape, campus landscape? What advice might you give friends or family about adjustments they could make to help protect water quality?

## **Week 5 – Entomology**

### ***Damage ID and Recommending Control Measures***

- *Reading* – Text Chapter 5
- *Assignment* - Experiential Learning Activity 3 – Bug ID (see instructions in Announcements)
- *Quiz 3*

## **Week 6 – Nematology and Integrated Pest Management**

### ***Record-Keeping***

- *Readings* –Text Chapter 6 and 7
- *Assignment* - Experiential Learning Activity 4 – IPM Remedy (see instructions in Announcements)
- *Quiz 4*

## **Week 7 - Plant Pathology**

### ***Alternative/ Experiential Teaching Techniques***

- *Reading* – Text Chapter 8
- *Assignment* - Experiential Learning Activity 5 – Disease Diagnosis (see instructions in Announcements)
- *Quiz 5*

## **Week 8 – Pesticides**

### ***Public Perception and Thresholds***

- *Readings* – Text Chapter 9
- *Assignment* – Reflection 3

Visit the pest control section of your local hardware store. Identify two products that would be recommended for use in the home landscape to control pests or disease. Read the labels carefully. What did you learn about each of these two chemicals. Are they safe for food products? Can children and pets be exposed to them? What are your thoughts on the research regarding the effectiveness and impacts of these sorts of chemicals? Think back over the past several weeks. What are your thoughts about weed, pest, and disease management in landscapes and gardens and how do these labels change or reaffirm your ideas and attitudes? How do IPM and the use of chemical controls interact? What is the role of Extension in providing recommendations regarding pest, weed and disease management?

- *Quiz 6*

## **Week 9 – SPRING BREAK**

*NO Assignments*

## **Week 10 –Turf**

### ***Plant Propagation***

- *Reading* – Text Chapter 10
- *Assignment* - Experiential Learning Activity 6 – Seeds and Cuttings (see instructions in Announcements)
- *Quiz 7*

## **Week 11 – Weeds – ID, Prevention, and Control**

### ***Invasive Plants***

- *Readings* – Text Chapter 11
- Raphael K. Didham, Jason M. Tylianakis, Melissa A. Hutchison, Robert M. Ewers and Neil J. Gemmill. *Are invasive species the drivers of ecological change?* TRENDS in Ecology and Evolution. Vol.20 No.9 September 2005,  
[https://repository.si.edu/bitstream/handle/10088/6904/Didham\\_Tylianakis\\_Hutchinson\\_Ewers\\_and\\_Gemmill\\_2005.pdf?sequence=1&isAllowed=y](https://repository.si.edu/bitstream/handle/10088/6904/Didham_Tylianakis_Hutchinson_Ewers_and_Gemmill_2005.pdf?sequence=1&isAllowed=y)
- *Assignment* – Reflection 4  
Discuss your understanding of invasive species, and what you learned from the article. What surprised you? How do you think other ecological impacts relate to their dominance? Have you had any experiences with invasive species? What did you observe? How did it impact you or those who were dealing with it? How can extension help reduce the spread of invasive species?
- *Quiz 8*

## **Week 12 – Vegetables, Fruits, and Agroecology Part 2**

### ***Expectations, Seasonality, and Scale***

- *Readings* – Text Chapter 12&15
- *Assignment* - Experiential Learning Activity 7 – Seasonality (see instructions in Announcements)
- *Quiz 9*

## **Week 13 – Landscape Planting**

### ***Landscape Maintenance***

- *Reading* – Text Chapter 13
- *Assignment* - Experiential Learning Activity 8 – Garden Plan (see instructions in Announcements)
- *Quiz 10*

## **Week 14 – Wildlife Attraction and Prevention**

- *Reading* – Text Chapter 14
- *Assignment* - Final Reflection (2 parts) For full credit, be sure to respond to all of the questions.  
*PART 1:* Think back to what you wrote in your first reflection. How has your individual understanding of gardening and your relationship to plants changed over the course of the class? Did you have any key realizations? Has your relationship to food and agriculture changed? What are your feelings about Extension, the Master Gardener Program, and the role of education in community development and civic life?  
*PART 2:* Please reflect on your learning process. What activities did you find most educational? Which readings or concepts, were the most thought-provoking or transformative personally? What other feedback do you have about the class or your personal experience?
- *Quiz 11*

## **Week 15 – Review; Reading Days**

## **Week 16 – Final Exam**