Course information:
Sect 1  M  10:30-12:20  DH 344  
Sect 12  F  10:30-4:20  meet outside on San Salvador

Instructor
Dr. Susan Lambrecht
Department of Biology, San José State University
Email: slambrec@email.sjsu.edu
Office:  DH 335
Phone:  924-4838
Office hours:
   W 10:00-12:00
   Th 10:30-12:30
   And, by appointment

General content and objectives
We have three main objectives in this course. First, we will learn the basis for understanding why and
how plants grow where they do, covering general theory and concepts of plant ecology. We will use
plant communities of California to illustrate these concepts. Therefore, we will learn about both the
structure and function of these local communities. This includes learning plants in each community
and placing them in an ecological and landscape framework. Our final objective is to develop skills of
classifying communities. Included in this are skills of identifying plants and characterizing the
physical environment of communities we visit.

This will be a challenging course, but will also be lots of fun. It is expected that students
enrolled in Bot 165 will have some background in general ecology. This course is for biology
majors and serves as a major elective in the Organismal-Conservation Biology concentration. It
also serves as an elective for Botany and other concentrations in biology and related majors.

Format
The course consists of two hours of lecture and six hours of lab each week. The lab time will be
spent on field trips visiting different plant communities of the area. These field trips are an
important part of the course. Each week, we will learn 10-15 plants of the community (except
for the weekend trip, which will count as 2 labs) as well as site and soil characteristics. We will
end several labs early to allow time for our overnight field trip.

Note on labs
We will go out each week for lab, regardless of weather. During most weeks, we will be going
on extended hikes, sometimes off of trails. Be prepared. Wear appropriate shoes and clothing.
A plastic bag may be needed to protect notes from rain. Bring water and snacks. Since many
of the areas we will be visiting are protected, no collection of plant or other material is allowed. I
will provide you with study material collected under permits or from non-protected areas.
A field trip/lab fee has already been collected through registration fees.

Text and materials
Required texts/materials:
1. A field notebook or clipboard and notecards.
2. Course reader, for sale by Biology Students Association (DH 346)
Suggested materials/ references:
1. A hand lens
   Good pictures of bark and good distribution maps.

Both the required and suggested books are available on reserve at the King Library.

Study aids
Plant materials will be available in the lab to study plants learned in previous labs.
1. *Fresh material.* Fresh leaf and twig material will be available for two weeks in the lab.
2. *Twigs, fruit, cones.* Winter condition twigs, cones, and fruit of required species will be available throughout the term in the classroom.
3. *Mounted samples.* The brown cabinet near the classroom door has mounted samples of many of the plants studied in this class.
4. *Lecture study questions.* I will prepare handouts of study questions based on lecture material. Written exam questions will be based on these study guides.

Grades
Two midterm and one final exam are scheduled, covering both lecture and lab materials. Quizzes will be given periodically in lab on plant identification and interpretation of lecture material in the field setting. The lowest quiz grade will be dropped. The final lab includes a community classification and mapping group exercise. There will also be occasional written assignments and discussions in lecture.

Final points for the class:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm 2 (Field)</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Classification/map</td>
<td>10%</td>
</tr>
<tr>
<td>Written assignments</td>
<td>5%</td>
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</tbody>
</table>

Final grades will be determined as follows, with +/- grades being allocated to the highest/lowest 2% in each range, respectively: 90-100% = A; 80-89% = B; 70-79% = C; and 60-69% = D.

Exam dates are final. There will be no makeups of missed exams allowed. University and department policy states that there must be compelling reasons to drop classes after the drop date. Poor grades are not sufficient reason to drop a course.

Academic Dishonesty: Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. The faculty is required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www.cob.sjsu.edu/bus91l/91L_univ_policy.htm for details.

Disabilities: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please see me as soon as possible. Presidential directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability.
<table>
<thead>
<tr>
<th>DATE (week of)</th>
<th>Lecture</th>
<th>Suggested reading (Gurevitch, et al.)</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Intro; CA climate, soils, physiography</td>
<td>Ch 18, 4</td>
<td></td>
</tr>
<tr>
<td>Aug 28</td>
<td>Physiography, concepts of community classification</td>
<td></td>
<td>Coastal forest</td>
</tr>
<tr>
<td>Sept 4</td>
<td>HOLIDAY: No lecture</td>
<td>12</td>
<td>Sandhills (Mx evrgrn, close cone)</td>
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<tr>
<td>Sept 11</td>
<td>Coastal forests, redwoods</td>
<td></td>
<td>Sept 15-16 **Sierra trip</td>
</tr>
<tr>
<td>Sept 18</td>
<td>Closed cone and mixed evergreen forests</td>
<td>13</td>
<td>Mx evrgrn2</td>
</tr>
<tr>
<td>Sept 25</td>
<td>Montane forests, subalpine, alpine</td>
<td></td>
<td>Foothill woodlands</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Foothill woodlands, oaks</td>
<td>14</td>
<td>Grassland</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Exam 1. Midterm.</td>
<td></td>
<td>Dunes, salt marsh</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Grasslands</td>
<td>15</td>
<td>Chaparral</td>
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<tr>
<td>Oct 23</td>
<td>Coastal communities</td>
<td></td>
<td>Riparian</td>
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<tr>
<td>Oct 30</td>
<td>Chaparral</td>
<td>10</td>
<td>Deserts/islands</td>
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<tr>
<td>Nov 6</td>
<td>Riparian</td>
<td></td>
<td>Holiday: NO LAB</td>
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<tr>
<td>Nov 13</td>
<td>Deserts</td>
<td>19</td>
<td>Exam 2: Plant communities of mystery!!</td>
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<tr>
<td>Nov 20</td>
<td>Urban communities</td>
<td></td>
<td>THANKSGIVING</td>
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<tr>
<td>Nov 27</td>
<td>Islands</td>
<td></td>
<td>Community mapping</td>
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<tr>
<td>Dec 4</td>
<td>Putting it all together</td>
<td>16,17</td>
<td>NO LAB</td>
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*FINAL Exam December*