

# ENSC M971: LANDSCAPE MANAGEMENT - PLANT SELECTION

**Originator**

rputnam

**Co-Contributor(s)**
**Name(s)**

Cohan, Steven (scohan)

**College**

Moorpark College

**Attach Support Documentation (as needed)**

Landscape Management Advisory Meeting\_Agenda\_Minutes\_12\_02\_2021.pdf

**Discipline (CB01A)**

ENSC - Environmental Science

**Course Number (CB01B)**

M971

**Course Title (CB02)**

Landscape Management - Plant Selection

**Banner/Short Title**

LM - Plant Selection

**Credit Type**

Noncredit

**Start Term**

Fall 2022

**Catalog Course Description**

Examines plant characteristics as identification features. Emphasizes landscape plant functional characteristics applicable to California landscapes, e.g. drought tolerance, fire resistance, erosion control. Examines plant cultural requirements in relation to landscape site conditions. Provides a baseline for developing landscape plant palettes based upon aesthetic features, functionality and site conditions.

**Taxonomy of Programs (TOP) Code (CB03)**

0109.10 - \*Landscape Design and Maintenance

**Course Credit Status (CB04)**

N (Noncredit)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

J - Workforce Preparation Enhanced Funding

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

J - Workforce Preparation

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Independent visits to botanic gardens or nurseries.

**Grading method**

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

Yes

**Number of times a student may enroll in this course**

Unlimited

**Units and Hours**

**Carnegie Unit Override**

No

**Total in-Class (full semester or term)**

**Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)**

30

**Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)**

30

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

30

**Total Maximum Student Learning Hours**

30

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | identify a range of plants adapted to California environments.   |
| 2 | describe plant selection criteria for specific landscape site conditions, based upon adaptive characteristics. |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | demonstrate their ability to utilize plant characteristics for identification.  |
| 2 | describe plant selection criteria for specific landscape site conditions, based upon adaptive characteristics.                            |
| 3 | demonstrate knowledge of horticultural requirements for plant establishment and sustainability.   |
| 4 | demonstrate an ability to select plants for drought tolerance, fire resistance, erosion sites, bird habitats, and aesthetic enhancements. |
| 5 | demonstrate knowledge of plant binomial nomenclature.   |

**Course Content****Lecture/Course Content**

1. (10%) Plant morphology as a foundation for plant identification.
2. (10%) Landscape site conditions as a criterion for developing plant palettes.
3. (20%) Design concepts for function and aesthetics.
4. (60%) Plant identification resources: plant keys and apps. Emphasis on plant adaptation, California environmental conditions, drought tolerance, fire resistance and resources for biodiversity.

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression  
Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Individual projects  
Journals  
Reports/papers  
Skills demonstrations  
Other (specify)

**Other**

Summaries of plant identification site visits to botanic gardens, or nurseries.

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Distance Education  
Field trips  
Guest speakers  
Internet research  
Lecture  
Observation  
Readings

**Describe specific examples of the methods the instructor will use:**

1. Utilization of a plant identification software to introduce 200 plant species which are compiled into plant lists based upon landscape functionality.
2. Audio PowerPoint presentations to present topics related to plant selection, plant establishment, design concepts, and landscape management practices.

3. Videos illustrating plant establishment practices, California plant communities, commercial landscape management practices, examples of site specific landscape installations.

## Representative Course Assignments

### Writing Assignments

1. Develop a list of 12 plants for a drought-tolerant residential landscape
2. Describe 10 tree species that provide seasonal interest in CA
3. Write a manual describing the horticultural conditions necessary for the establishment and sustainability of 12 California native plants.
4. Describe 6 distinguishing plant characteristics for the following oaks: Coast Live, Willow, and Scarlet.

### Critical Thinking Assignments

1. Identify California landscape sites that are being impacted by climate change. Propose a plant palette to mitigate the changing environment.
2. Develop a plant palette that will serve as a template for creating a fire buffer in residential communities.
3. Assess landscape sites in your community for sustainability, maintenance requirements and functionality.

### Reading Assignments

1. Sunset Western Garden Book: Planting techniques, climate zones, drought-tolerant plants, bird attractant plants, basic plant care.
2. California Plants: California Plant Communities

### Skills Demonstrations

1. Demonstrate ability to identify plants based on morphological characteristics.
2. Demonstrate ability to use plant keys for plant identification.
3. Demonstrate ability to develop plant palettes for fulfilling landscape functions.
4. Demonstrate an ability to associate latin binomial nomenclature with plant species.

## Outside Assignments

### Representative Outside Assignments

1. Visit a botanic garden or nursery in your vicinity. Develop a plant palette for a hillside landscape.
2. Design a drought-tolerant garden with California native plants.
3. Visit a local nursery and develop a plant palette of ground covers that could be installed as lawn substitutes.

## Textbooks and Lab Manuals

### Resource Type

Other Resource Type

### Description

Sunset Editors. *The New Sunset Western Garden Book: The Ultimate Gardening Guide*. 9th ed., Sunset Publishing, 2012.

---

### Resource Type

Other Resource Type

### Description

Ritter, Matt. *California Plants: A Guide to Our Iconic Flora*. Pacific Street Publishing, 2018.

---

### Resource Type

Software

### Description

PlantMaster. <https://students.plantmaster.com/students/>

---

## Library Resources

### Assignments requiring library resources

Conduct research using library print and digital resources on the subject of California plant communities.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Research and describe California native plants that are drought tolerant.  
 Describe California native plants that can enhance biodiversity.  
 Describe California native plants that can stabilize slopes and prevent erosion.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)  
 100% online

### Faculty Certifications

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

### Regular Effective/Substantive Contact

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructor will email student with announcements about the course or an upcoming event. Student will in turn email their question(s).
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain period to help students and answer their question(s) via online chat.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for student to view within a specified period to be ready for the accompany assignment.
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question, and student will respond to the question.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor.

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructor will email student with announcements about the course or an upcoming event. Student will in turn email their question(s).
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain period to help students and answer their question(s) via online chat.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for student to view within a specified period to be ready for the accompany assignment.

Asynchronous Dialog (e.g., discussion board)  
Face to Face (by student request; cannot be required)

Instructor will post a question, and student will respond to the question.  
Students will have the option to meet the instructor.

## Examinations

### Hybrid (51%–99% online) Modality

On campus  
Online

### Primary Minimum Qualification

ECOLOGY

### Additional Minimum Qualifications

#### Minimum Qualifications

Ornamental Horticulture

## Review and Approval Dates

### Department Chair

12/14/2021

### Dean

12/15/2021

### Technical Review

02/03/2022

### Curriculum Committee

02/15/2022

### DTRW-I

03/10/2022

### Curriculum Committee

MM/DD/YYYY

### Board

04/12/2022

### CCCCO

MM/DD/YYYY

### DOE/accreditation approval date

MM/DD/YYYY