

## NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE COURSE SYLLABUS

**Course Title:** GENERAL BOTANY **Course #:** BIO\* 155

**Course Description:** 4 semester hours (3 class hours/3 laboratory hours). General Botany provides an introduction to the study of the structure, reproduction, and physiology of plants. The evolutionary development of the plant kingdom will be stressed, as will their ecological and economical significance. Laboratory classes will include fieldwork and field trips to provide hands-on experience in identification of plant species and the role of plants in nature. Projects in lab will emphasize the importance of plants in human society. This course fulfills the requirement for a laboratory science course and is transferable.

**Pre-requisite/Co-requisite:** Eligibility for, or completion of, ENG\* 101. Computer skills, including email, word processing, and web navigation **are critical** for this course. BlackBoard will be used for correspondence, assessments, and additional resources.

**Goals:** The goal of this course is to provide an introduction to the study of plants as a basis for understanding broader biological principles.

**Outcomes (Lecture):** At the end of the course, students should be able to:

- Describe the steps in the scientific method and use the scientific method to evaluate information and problems.
- List the characteristics of plants and explain why plants are believed to have descended from green algae
- Trace the evolutionary advances of lycophytes, sphenophytes, pterophytes, gymnsperms, and angiosperms
- Distinguish between lycophytes, sphenophytes, pterophytes, gymnsperms, and angiosperms and describe the predominant characteristics of each
- Describe atomic structure and bonding and provide examples of ionic, covalent and hydrogen bonds.
- Explain the chemical basis of living organisms
- Describe the structure of water and properties and significance to plant life
- Define pH in terms of hydrogen ion concentration and be able to identify and given pH as acid, alkaline, or neutral; describe how pH changes are minimized by buffers
- Identify macro- and micronutrients important for plants
- Differentiate between the molecular structure of carbohydrates, lipids, proteins and nucleic acids, and provide examples of each and the role they play in the plant cell
- Describe enzyme structure and activity and the role of enzymes in metabolism
- Compare and contrast the structure and function of the major components of prokaryotic cells and organelles of eukaryotic cells, with specific emphasis on the difference between plant and animal cells
- Describe the fluid mosaic model of the membrane and the various mechanisms (passive diffusion, osmosis, facilitated diffusion, active transport and membrane assisted transport) that materials use to cross this structure
- Describe how the basic structure and growth of vascular plants are adapted to their function
- Describe the tissue systems found in vascular plants
- Describe the cell types found in plants
- Explain plant transport systems
- Contrast water and land as environments for plants
- Recognize the differences between monocotyledons and dicotyledons
- Describe the different reproductive mechanisms found in plants
- Explain the various functions of a root system and distinguish between the differing systems
- Describe the components of soils and the importance of soils to terrestrial plants

- Summarize the sequence of events that occur in primary and secondary growth
- Describe plant growth and communication in scientific terms
- List the functions of stems and leaves and describe the various leaf development patterns
- Describe the process of photosynthesis in C3, C4, and CAM plants
- Explain the mechanisms of transport through the xylem and phloem
- Explain the role of the five kinds of plant hormones and list where each is produced
- Explain what factor influences how a plant responds to hormones
- Relate the responses of plants to day length, gravity, touch, and other environmental cues
- Discuss how pollination and fertilization occur in flowering plants
- Name the parts of a flower and a seed
- Describe the conditions necessary for seed germination
- Explain the advantages of asexual propagation
- Demonstrate an understanding of the genetics and solve genetics problems as it applies to plant inheritance
- Explain Mendel's laws of inheritance and define the following terms: gene, allele, locus, dominant, recessive, codominant, linkage, phenotype, genotype, homozygous, and heterozygous.
- Describe the structure of DNA and the process of DNA replication
- Describe roles of RNA and its structure and describe the process of transcription
- Explain the gene-protein relationship, the process of protein synthesis and the control of gene-expression in both prokaryotic and eukaryotic organisms. Describe protein processing
- Identify and describe the events that occur during the stages of the cell cycle, mitosis, binary fission and meiosis and the role of cell cycle control for plants
- Explain botanical biotechnology techniques and discuss their applications
- Describe evolutionarily important plant species
- Describe the interrelationships among plants, micro-organisms, and animals in the functioning of ecosystems
- Discuss the fundamental roles of plants in ecosystems, including the production of food energy, replenishment of oxygen, and water and nitrogen cycles
- Explain spatial and temporal patterns of variation in plant community structure and the determinants of such patterns, including concepts of biome, community and succession
- The student will demonstrate the ability to follow oral and written instructions effectively
- The student will demonstrate the ability to access course resources and complete assignments on-line using computer technology
- The student will demonstrate the ability to complete assignments and examinations ethically

**Outcomes (Lab):** At the end of this laboratory course component, the student should be able to:

- The student will demonstrate the ability to handle and analyze plant materials in the laboratory
- The student will demonstrate the ability to work and use basic equipment effectively in the laboratory
- The student will demonstrate the ability to work safely in the laboratory
- Explain the importance of field, laboratory, and microcosm experimentation in botany
- Describe the importance and history of interpretive natural history in botany
- Identify the species and parts of plants used to manufacture everyday items
- Properly carry out soil sampling and analysis
- Properly carry out population and community structure sampling and analysis, both quantitatively and qualitatively
- Identify representative plant cells, tissues and organs
- Have a basic understanding of chemistry and plant metabolism
- Understand the basics of taxonomy and how it applies to the plants
- Identify the major parts of leaves, stems, and roots
- Have a basic understanding of genetics
- Describe plant reproduction and know the parts of a flower and seed
- The student will demonstrate understanding of life histories, reproductive cycles, and ecological relationships of the major plant groups.

- The student will formulate hypotheses, collect and analyze data, and present results in the standard format of a scientific report.
- Identify experimental error and suggest solutions
- Identify and evaluate the importance of native plants
- Design a native habitat rain/buffer garden that will benefit the natural and human community of NCCC

### Evaluation:

Mastery of outcomes will be evaluated through a mix of projects, writing assignments, discussions, and quests. Please see the Grading Structure below for details.

### College Policies

**Plagiarism:** Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

**Americans with Disabilities Act (ADA):** The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is [cwoodcock@nwcc.edu](mailto:cwoodcock@nwcc.edu).

**School Cancellations:** If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at [www.nwcc.edu](http://www.nwcc.edu). Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

**Use of Electronic Devices:** Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

**Sexual Assault and Intimate Partner Violence Resource Team:** NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

#### The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223

Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Robin Orlomoski	860-738-6416	Business Office Room 201
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.