

Florida Native Landscaping (3815/5815C)-Spring 2010
Student Project (15% of your final grade)

Each student is to submit a native plant identification sheet. Graduate students must submit three identification sheets. A list of plants you may choose to select from can be found at http://irrecenvhort.ifas.ufl.edu/virtualgarden/datasheets_sci.htm (includes plants found in our teaching garden) or http://irrecenvhort.ifas.ufl.edu/LinearGarden/datasheets_sci.htm (includes plants found in our linear garden). The plants listed in blue font already have linked information sheets and cannot be used. Other plants can be selected as long as (1) they are native to FL, (2) used in landscapes, and (3) have not already been chosen. The information sheet should include the botanical name, common name, and family. Also botanical characteristics of form, leaves, stem/bark, flower, and fruit should be provided. These are to be brief but taxonomically accurate based on your personal observations and use of your lecture notes. *Note: do not copy text from other books as it is sometimes misapplied or inaccurate.* The text and digital images of each sheet should follow a consistent pattern (see example) to reduce confusion. General comments can include items such as related genera, superior cultivars, or other unique information. The data sheets will ultimately be placed on the web and used by others for plant identification. Cultural requirements should not be included.

The sheets will be graded towards the end of the semester and account for 15% of your grade.

Critical Due Dates:

2-3-2010	Inform instructor in writing of the plant you have selected.
2-17-2010	Provide instructor a draft of the text for your plant sheet.
3-3-2010	Provide instructor of draft pictures for your plant sheet.
3-10-2010	Turn in final template complete with text and pictures.
3-17-2010	Students will begin presenting their plant id sheets to the entire class.

Photography tips: Set your digital camera to the highest quality and the highest resolution possible. You may sign out a digital camera if you do not have one or scan in high quality photos. Photos should be saved as jpeg files. They should be inserted into a PowerPoint or word document for presentation only.

Plant Information Data Sheets-Rubric Grading Scale (60 points)

Project Development: (Maximum points=12)

CATEGORY	4	3	2	1
Plant Selection	Identified and discussed with instructor by due date. Is highly appropriate for project.	Identified and discussed with instructor by due date. Is appropriate for project.	Identified but not discussed with instructor. Is not appropriate for project. An alternative choice was not provided by due date.	Not identified or discussed with instructor by due date.
Rough Draft-Botanical Text	Rough draft brought on due date. Student shares with instructor and extensively edits based on feedback.	Rough draft brought on due date. Student shares with instructor and makes edits.	Rough draft brought on due date but not ready for editing.	Rough draft not completed by due date.
Rough Draft-Photos	Draft photos brought on due date. Student shares with instructor and peers and extensively edits based on feedback.	Draft photos brought on due date. Student shares with instructor and peers and makes edits.	Draft photos brought on due date but not ready for editing.	Draft photos not completed by due date.

Written requirement: (Maximum points=32)

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Quality of Information	All topics are fully addressed	All topics are addressed	One or more topics were not	Most topics were not addressed

	including supporting comments.	including supporting comments, but with less detail.	addressed.	and incomplete
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Organization	Content is well organized and in the proper order.	Content is somewhat organized and mostly in the correct order.	Content is somewhat organized but not in the correct order.	There was no clear or logical organizational structure, directions were not followed.
Sources	All sources (information and graphics) are accurately documented in the desired format. Data is completely original.	All sources (information and graphics) are accurately documented, but a few are not in the desired format. Data is largely original.	All sources (information and graphics) are accurately documented, but many are not in the desired format. Data is largely original.	Some sources are not accurately documented. Data is not original.
Photographs	Photos are complete, clear, accurate and greatly help the viewer identify the plant.	Photos are clear and accurate and help the viewer identify the plant.	Photos are accurate but marginally clear, or incomplete, and not very helpful to the viewer in identifying the plant.	Photos are not accurate, not complete OR do not add to the viewers understanding of the topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

Requirements	All requirements are met and exceeded. This is ready to publish online.	All requirements are met. It still needs some minor tweaking before publishing online.	One requirement was not completely met. It needs some work before publishing online.	More than one requirement was not completely met. It needs significantly more work before publishing online.
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Oral presentation: (Maximum points=16)

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Visual Aids	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Oral Presentation/ Preparedness	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time. The student is somewhat prepared, but it is clear that rehearsal was lacking.	Delivery not smooth and audience attention lost. Student does not seem at all prepared to present.