

## PLANT COLLECTION GUIDELINES FALL 2005

Similar to Dr. Miller's requirement in habitat management, each student will be required to complete a collection of plants that are important to wildlife along with a corresponding report. I am following the same format with his permission. There are some slight modifications.

### General Guidelines

Undergraduate student collections must consist of a minimum of 30 plant species, graduate students 40 species. Shrubs may constitute 1/3 of the collections. These to be species associated with agricultural ecosystems. Therefore, some plants that are useful for Dr. Miller's course are not eligible for my class.

Each student will need to construct a plant press of some type. The best results are often obtained by pressing the plants between several sheets of newspaper. Plants must then be mounted on heavy cardstock paper and their common and Latin names included. Plant labels should contain all pertinent information – look at some of the specimens in the lab to see what types of information to include. The style of presentation of the plant collection will be left to your imagination but most students use some type of photo album.

### Written Report

A typewritten report must accompany the plant collection. This report must be turned in separate from the collection. For each plant species, the report should contain the following information (You may add any other information that you like):

Plant Name (common and Latin name)

Is the plant native or exotic?

What are the issues in agricultural ecosystems? Eg. pest, planted, etc.

Species Distribution and Habitat Type

i.e, its range and the types of habitats or ecological conditions in which it can be found.

Wildlife species utilizing the plant (general description)

Do not simply copy material from your text! Use the available reference materials and your class notes to describe the types of wildlife that use the plant and the parts that are used.

The relative importance of this plant to wildlife

Is it a minor/major component in the diet of many species? Is its use highly seasonal? Is it important because it is highly preferred, or because it is highly abundant? etc.,

Guidelines for promoting this plant species

If this species is commonly planted or managed for, how would you go about promoting it?

Other general information about this plant that would be useful for a wildlife manager to know.

## **References**

I leave some references by the elevator in WSFR 4-413. Please use and return. Also, there will be reference plants in the techniques lab throughout the semester.

## **Grading**

Collections will be graded based on the number of species collected, the quality and thoroughness of the report, and the presentation/quality of the specimens. Providing the minimum number of plant species required and an average quality report will assure you of an average grade for the collection ("C"). However, simply providing a large number of species will not assure you of an "A". Be sure your report is as thorough as your collection. I will provide you with a sample grading sheet sometime during the middle of the semester so you can see how various aspects of the collections are scored.

## **Remember,**

Plants take a while to dry. In addition, plants are much easier to identify in early fall. Some may not even be available in late November. Make it easy on yourself and begin your collection TODAY! Also, the computer lab tends to fill up toward the end of the semester.

Collections are due on December 1st. I will be glad to look at your collections/reports at any time during the semester to provide suggestions.

## **Finally,**

Copying material directly from a text or a report from a previous class, as well as "cut-n-paste" from the internet constitutes plagiarism. To make certain that everyone is treated fair, I have electronic copies of all previous years' reports. I also use a commercial software package to ensure that web-based materials are not plagiarized.