

## **Introduction |**

Welcome to Horticultural Science, the foundation course in the discipline devoted to the study of cultivated plants. It is a field of study that touches everyone, is of interest to most, and draws passion from many. This course is divided into ten lessons that are structured to provide a good foundation from which other horticulture courses or activities can grow. First we will start with an overview of the field of horticulture (no pun intended) and then look more closely at the biological processes that affect horticultural crops. We will finish with some practical horticultural information that anyone would find useful for creating a beautiful landscape or garden of one's own.

You will find that horticulture is a complex and expansive subject; one that combines academic research and practical application. Horticulturists are found not only in the classroom but in the laboratory or the field, on small and on extensive farms, in industry, government, or commercial businesses, and at private and historic homes and gardens.

Students take this course for many reasons. Some do so out of curiosity or to explore an interest in plants. Others have environmental concerns. While you are enrolled in this course, take every opportunity to visit wholesale and retail enterprises, such as nurseries and garden centers, as well as public and private gardens, where you will be able to see cultivated plants and ask questions of those who are caring for them. Observe plantings around homes and businesses, industrial landscaping, highway landscapes, golf courses, and the indoor use of plants in such places as restaurants, hospitals, and office buildings. Talk to vegetable growers at roadside stands or marketplaces and to friends and relatives who grow food and flowers. Horticulture is an active subject, one you will study best by being an active learner.

## **About Your Instructor | Bodie V. Pennisi, Ph.D.**

Dr. Bodie Pennisi is an Associate Professor and Extension Floriculture Specialist at the University of Georgia. She received her Masters in 1996 and a Ph.D. in 1999 from the Environmental Horticulture Department of the University of Florida, Gainesville. She joined the Horticulture Department at UGA in June of 2000.

Dr. Pennisi organizes county and state educational programs for floriculture producers. She serves on the education committees of the Southeast Greenhouse Conference and the Ohio Short Course, regional and national floriculture industry events. She also serves as an educational advisor to the Georgia Green Industry Association. She teaches two undergraduate courses, Plant Propagation, and Herbs, Spices, and Medicinal Plants, at UGA's Griffin campus, and she is a recipient of the John Hutchison Extension Educator Award from the Southern Region-American Society for Horticultural Science and the Outstanding Educator of the Year from the Georgia Green Industry Association.

Dr. Pennisi's major areas of research are landscape applications of tropical plants (as a means of developing niche markets for floriculture producers), the use of plant growth retardants to improve post-harvest performance of interior landscape plants, and developing cultural guidelines for foliage plants.

### **Required Text |**

- Acquaah, George. *Horticulture: Principles and Practices* (4th ed.) Upper Saddle River, NJ: Pearson/Prentice Hall, 2008. ISBN 0131592475

### **Special Projects or Components |**

Some of the assignments in this course require the following:

- access to research materials
- conducting interviews with horticulturalists
- access to a garden center or other source of plants and materials
- growing plants in containers
- Some of the above activities are optional; refer to the Written Assignment of each lesson for additional information.

### **The Textbook and Web Links |**

Take time at the beginning of this course to become acquainted with your textbook. It's a very thorough book and contains more information than this single course can cover. The reading assignments direct you to specific information, but you are encouraged to read more about whatever interests you. There are also lists of suggested readings at the end of each chapter. Notice also the glossary at the end of the text containing definitions of key terms. Overviews and summaries are not only at the end of the chapters, but are embedded in the "modules" within the chapters. You may find the textbook's chapter objectives and quizzes also helpful.

The internet has become an almost overwhelming pool of information. For some reason, horticulture information found on the web is not always accurate or based on science. Many links can be found within UGA's [Cooperative Extension Service website](#). The material found here is researched and compiled by Cooperative Extension personnel, many of whom are faculty within the University of Georgia system. When you go the internet for information, I suggest that you use a search engine such as Google, using the advanced settings, and search .edu or .org domains. Every state has a cooperative extension service with connections to the land-grant university in that particular state. Their websites are a great place to start.

### **Lesson Preparation**

In each of the ten lessons you will find reading assignments, lists of "Terms to Know" and "Lesson Objectives" (specific material you will want to be sure you know), self-graded quizzes, and written assignments that you will submit for grading. The self-graded quizzes will not encompass all the material in the lessons but can help you identify areas you may not understand well. The written assignments provide an opportunity to demonstrate your reasoning, your ability to synthesize and apply information, and your knowledge of what is presented in the textbook and lessons. In addition, for some lessons, you will have an opportunity to do a special project that will help you apply or observe concepts presented

in the readings. You may also find it helpful to review pertinent material or check the index for other parts of the text dealing with the subject of a particular lesson.

Please submit all written assignments as you would want to receive them yourself: thorough, well-worded, neat, grammatical. Read and understand the question before you attempt to write your response. Be certain to read the statement of academic honesty in this guide and follow the guidelines for documentation of sources carefully. Be sure also to indicate in your lessons or via separate correspondence if you have any observations or questions about any part of the lessons.

Examinations will be on material covered in assignments and will require you not only to identify key terms and concepts but to use your reasoning as well. Note that the "Terms to Know" are cumulative, so a key term in one lesson may also be a key term in another. The reviews for the midterm and final examinations, as well as the Lesson Objectives in each lesson, will point you toward those topics on which the bulk of questions will draw.

### **Grade Weights |**

Lesson Average: 50% of Course Grade  
Midterm Examination: 20% of Course Grade  
Final Examination: 30% of Course Grade

**Please note that IDL policy requires that you pass the final examination in order to pass the course, regardless of grades earned on lessons.** You are responsible for knowing and abiding by IDL policies and procedures. See your *Student Handbook* for detailed information.

As you go through the units and lessons, remember to take a moment to observe and practice what you are learning. Walk through garden centers and nurseries, look at field crops and roadside flowers, examine exotic fruits at the supermarket, listen to agricultural reports on the news, read the yard and garden section of the newspaper, watch gardening programs, plant plants, get your hands in the soil, and consider the impact of horticulture on your everyday life.