DAKOTA COLLEGE AT BOTTINEAU

Course Syllabus

Course Prefix/Number/Title: FORS 280 Principles of Pruning

Number of Credits: 3

Course Description:

Students will learn how to make effective pruning cuts and how trees respond to them. They will learn which tools are used and the proper timing for different pruning methods. The concept of structural pruning will be discussed, as well as how to prune shrubs, roots and storm-damaged trees.

Pre-/Co-requisites: FORS 273 Arboriculture

Course Objectives:

Students will

- Learn the best way to minimize pruning needs.
- Learn the different pruning cuts and their implications.
- Learn how to use pruning tools and equipment.
- Learn the different types of pruning based on specific pruning objectives.
- Learn to utilize pruning standards and specifications.
- Learn the special pruning requirements of shrubs.

Instructor: Cody Clemenson

Office: NA

Office Hours: NA

Phone: 701-263-5772

Email: cody.s.clemenson@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s):

Title: An Illustrated Guide to Pruning
Author: Edward F. Gilman
Publisher: Delmar
Edition/Year: 3rd Edition
ISBN: 978-1-111-30730-1

Course Requirements:

Assignments: 16 assignments worth 10 to 20 points each.
Test: 16 chapter test worth 8 to 20 points each.

Grading will be on the 100-90%= A, 89-80%= B, 79-70%=C, 69-60%= D, Less than 60%= F.

Tentative Course Outline:

You will only be allowed to be a week behind this schedule or else you will receive a 0 for the activities for that week's assignments.

Week 1
Chapter 1 - Introduction to Pruning

Week 2
Chapter 2 – Plant Selection, Placement, and Management

Week 3
Chapter 3 – Tree Structure and Strength

Week 4
Chapter 4 – Wood, Energy, and Compartmentalization

Week 5
Chapter 5 – Pruning Cuts and Implications

Week 6
Chapter 6 – Pruning Tools

Week 7
Chapter 7 – When to Prune

Week 8
Chapter 8 – Nursery Tree Production Pruning

Week 9
Chapter 9 - Nursery Tree Production Pruning: Developing the Crown

Week 10
Chapter 10 – Developing and Maintaining Special Forms

Week 11
Chapter 11 – Structural Pruning in the Landscape: Perspective

Week 12
Chapter 12 – Structural Pruning in the Landscape: Practice

Week 13
Chapter 13 – Pruning Types for Established Trees

Week 14
Chapter 14 – Mature and Storm-Damaged Trees

Week 15
Chapter 15 – Maintaining Special Trees and Sites

Week 16
Chapter 16 – Root Pruning and Management

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): NA

Relationship to Campus Focus: This course addresses the campus theme by incorporating the role of natural resource management plays in our everyday life and the impact it has in our natural world.

Classroom Policies:

This 3 credit, online course requires the following to build and engage a classroom community of learners:

- Log in to the course a minimum of three times per week.
- Complete and submit coursework on time.
- Pace yourself, and make sure that all assignments are completed by the end of the semester.
- Late work will only be excepted one week from the course outline or you will earn 0 points.
- Communicate with the instructor.
- Reading the assigned texts is the student's responsibility and is essential to success in this course.
- This academic environment is open and harassment free.

Student Email Policy:
Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:
According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:
Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:
Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.

	• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.