DAKOTA COLLEGE AT BOTTINEAU

Course Syllabus

Course Prefix/Number/Title: **Hort. 181 SPECIALTY FOOD CROPS**

Number of Credits: 2

Course Description: Production and physiological principles in volved in growing fruit and vegitable crops will be discussed. Emphasis will be placed on plants suitable for marketing and farmers' markets.

Pre-/Co-requisites: None

Course Objectives: Study specialty food crops

Instructor: Todd Kihle

Office: #20 Molberg Bldg.

Office Hours: 11:00-12:00 MW and by appointment.

Phone: (701)263-7169

Email: todd.kihle@dakotacollege.edu

Lecture/Lab Schedule: 10:00-11:50 MW

Textbook(s): Not Required

Course Requirements: None

Tentative Course Outline:

Week 1:
Review specialty crops grown.
Discuss local, regional and national markets relating to specialty crops.

Week 2:
Production Systems

Week 3:
Fruit Production

Week 4:
Grafting and propogating fruit crops

Week 5:
Micro Greens and Sprouts

Week 6:
Lab – Growing Microgreens

Week 7:

Vine Crops
Pumpkins and Squash

Week 8:
Vine Crops
Cucumbers

Week 9:
Tomatos
Field production
Greenhouse Production

Week10:
Peppers

Week 11:
Hemp Production

Week 12:
Hopps Production

Week 13:
Markets- CSA
Farmers Market
Week 14:
Markets- Food Chain
Brewing/Cannibus/Home Manufacturing

Week 15-16
We will leave 4 lectures open for discussion, review and unforeseen setbacks.

Labs:
Labs will be incorporated into lectures as needed to learn the subjects covered.

GRADING:
Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Any missed quiz, exam or assignment not made up within the allotted time will be given a zero. The "allotted time" given is at the discretion of the instructor and will be communicated to the students throughout the course. (Note: It is the responsibility of the student to schedule make-up work with the instructor at a time convenient to both parties.) Final letter grades are assigned based on the following criteria: The instructor reserves the right to modify this syllabus and course requirements at any time.
A = 90-100% of the total points
B = 80-90% of the total points
C = 70-80% of the total points
D = 60-70% of the total points
F = <60% of the total points

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

This course meets the CTE department learning outcome of employing industry-specific skills in preparation for workplace readiness by expanding critical thinking competence.
-Students will:

>develop an understanding of specialty crops
>learn and demonstrate how to effectively apply the gained knowledge in today's industry.
>understand the dynamics and complexities of growing specialty crops so that they will complete this course feeling confident and competent and have the necessary skills to take their horticultural studies/career to the next level.

Relationship to Campus Focus:

This course supports the campus theme of "Nature, Technology and Beyond" by fostering the skills and knowledge necessary to utilize natural, human and technological resources successfully and confidently.

Classroom Policies:

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.