Course Outline

BIOS3061
PLANT ECOLOGY

School of BEES
Faculty of Science

T2, 2022

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Learning and teaching in plant ecology will focus on student driven research. Weekly discussion groups will allow students to explore ideas and explain viewpoints. Discussion groups will require students to engage with current research in plant ecology.

Independent research projects will be conducted during a field trip to the UNSW field station at Smiths Lake.

4. Course schedule and structure

This course consists of 4 hours of class contact hours per week. You are expected to take an average of 5 additional hours of non-class contact hours per week to complete assessments, prepare your review paper, carry out your research project, do the readings and prepare for the end of term test.

Week Date on Wed	Class 1 (Wednesday, 9-11am, Mathews 103)	Class 2 (Friday, 3-5pm, Ainsworth G01)	Assessment
1 June 1	Introduction part 1 (how the course will run; review paper) Q1. Is the biotic interactions hypothesis a zombie idea?	Introduction part 2 (research project) Q2. The evolution of plant strategies – was my ecology textbook wrong?	
2 June 8	Q3. How severe are the impacts of introduced plant species? Q4. What makes communities susceptible to invasion?	Open lab	Quiz
3 June 15	Q5. Are specialists safer biocontrol agents than generalists? Q6. The overlooked underground of plant ecology.	Open lab	Quiz
4 June 22	Experimental design and data analysis	Open lab	Review paper due 24 June
5 June 29	Q7. Why are the mutualisms between plants and their symbionts stable? Q8. How is plant disease impacted by new stresses and changing climates?	Open lab	Quiz
6	FLEXI WEEK - No classes. Field trip 6-10 July, at Smiths Lake		
7 July 13	Q9. How will factors that limit species ranges impact the capacity to respond to climate change? Q10. How important is rapid evolution for plants?	Open lab	Quiz
8 July 20	Q11. Are human activities reducing community biodiversity? Q12. How does disturbance affect diversity?	Open lab	Quiz
9 July 27	Q13. Do we spend too much time focussing on rare species?		

5. Assessment

5.1 Assessment t asks and feedback

Task	Knowledge & abili ties assessed	Assessment Criteria	% of tota l mark	Date of	Feedback

7. Readings and resources

Textbooks	There is no textbook assigned for this course. Rather, we explore the primary peer-reviewed literature (journals) on research in plant ecology. Web of Science and Scopus are excellent resources for searching and exploring the scientific literature. Both resources can be accessed through the UNSW library website. The UNSW library provides electronic access to most reic(h)]8 (gs)-8 (t)-j-8 (ol)-Td[our)-6.4 (n)-12.2 (al.2 (ng)-1d[our)s)-8 (t)vie8.4 (ei)es

8. Administrative matters

School information	School website: http://www.bee