

**San José State University**  
**College of Social Sciences/Department of Environmental Studies**  
**ENVS 118 Sustainable Home Gardens, Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Gina Bacigalupi
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<b>Office Hours:</b>	By appointment.
<b>Class Days/Time:</b>	Tuesdays: 1:30-2:45; Thursdays: 1:30-4:45* (*end time may differ week to week)
<b>Classroom:</b>	Dudley Moorhead Hall (DMH) 164; Garden
<b>Prerequisites:</b>	ENVS 001 or instructor consent
<b>LAST DAY of CLASS:</b>	Thursday, May 12 <sup>th</sup> , 2016
<b>FINALS DAY:</b>	THURSDAY, MAY 18 <sup>th</sup> , 2016: 12:15-2:30pm

**Course Description**

Waning farmer interest along with the agricultural industrialization of World War II created a decades-long disconnect with our food, from where it comes from, who grew it, how it was grown. Agricultural industry coupled with convincing advertisements and the deterioration of workers' wages have, for years, trained Americans to settle for quick, low-quality, cheap, processed food that often bears little resemblance to its original ingredients. The loss of knowledge regarding food sources and origins that followed contributed to the dependency on unsustainable lifestyles that many Americans now suffer. A separation from food awareness also represents an increasing disconnect with nature, as many Americans spend their time indoors engaged with technologies, instead of being outside interacting with their natural surroundings. A high consumption of cheap, processed foods and a low amount of outdoor physical activity has helped exacerbate the obesity and diabetes epidemics currently plaguing Americans.

More people are becoming concerned about the origins of their food and how it is grown, including whether pesticides and fertilizers were applied. Community gardens are increasingly popular as they augment much needed access to fresh produce, foster connections amongst neighbors, and strengthen the ties of food sovereignty and justice. School gardens have become commonplace, a vital step toward encouraging the young people of today to begin a life of healthier eating early on.

When it comes to home gardens, they are unique, for they often do not contain just fruits and vegetables. Gardens can be themed, like rooms of a house, designed in a way that perhaps focuses on low-water natives, flowers, or fruit trees or an elegant mix of ornamentals and edible plantings. Ideally a blend of aesthetics and function, gardening sustainably can take a fair amount of planning, research, and design.

This course is all about practicality and hands-on experiences when it comes to sustainable home gardening. It is largely driven by student interest and involvement, so participation is key to succeeding in this class. With the use of the Department of Environmental Studies' Sustainable Agriculture Garden, we will explore planting palettes and schedules, soil health and compost, garden design basics and challenges, elements of permaculture, and plant communities. While we will have some structured lessons, lectures, activities, and field trips, a portion of the course will be student-led (with instructor guidance), based on student-selected topic areas.

## **Learning Outcomes**

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Plan out a planting palette/schedule, taking into consideration plant needs, edible/non-edible planting combinations, the space's microclimate, water usage, lighting, and soil situation
  - Satisfied by: Seed Packet assignment, Planting Palette activity, associated lectures, readings, & discussions
2. Obtain basic or strengthen existing gardening skills, with regards to propagation, transplanting, irrigation, pest management, soil maintenance, and harvesting
  - Satisfied by: Garden days, associated lectures, readings, & discussions
3. Write both a reflective & professional report on a particular plant/crop, including information about its history, growth requirements, and personal connection
  - Satisfied by: Crop Report
4. Have a basic understanding of soils and the composting process
  - Satisfied by: associated lectures, readings, & garden days
5. Have a basic working knowledge of how a garden/landscape is designed
  - Satisfied by: guest speaker, Garden Design Project, field trip
6. Have a basic understanding of current, common planting practices such as xeriscaping and permaculture
  - Satisfied by: associated lectures, field trip(s)
7. Coordinate, organize, and deliver a complete lesson on a gardening-related topic, with a group
  - Satisfied by: Student Topic Project

## **Required Text/Readings**

### **Textbook**

Peirce P. 2010. Golden Gate gardening: the complete guide to year-round food gardening in the San Francisco Bay Area and Coastal California. 3<sup>rd</sup> edition. Seattle (WA): Sasquatch Books 436 p.  
ISBN-13: 978-1-57061-617-4

\*\*The text will not be available in the bookstore before we need it. Strongly recommended you purchase it elsewhere. Online price for a new copy is \$22.62.

**Books of Interest/Other Readings (Excerpts of the following books will be used and made available on Canvas, unless otherwise noted. This list may grow as the semester progresses. Some of you may be interested in purchasing some/all of the following to add to your personal reference library)**

Eash NS, Sauer TJ, O'Dell D, Odoi E. 2016. Soil Science Simplified. 6<sup>th</sup> edition. Hoboken (NJ): John Wiley & Sons, Inc. 260 p.  
ISBN-13: 978-1-118-54069-5

Harpstead MI, Sauer TJ, Bennett WF. 2001. Soil Science Simplified. 4<sup>th</sup> edition. Ames (IA): Iowa State University Press 225 p.  
ISBN-10: 0-8138-2942-9

Keator G, Middlebrook A. 2007. Designing California native gardens: the plant community approach to artful, ecological designs. Berkeley (CA): University of California Press 342 p.  
ISBN-13: 978-0-520-25110-6

Stell EP. 1998. Secrets to great soil: a grower's guide to composting, mulching, and creating healthy, fertile soil for your garden and lawn. North Adams (MA): Storey Publishing 215 p.  
ISBN-13: 978-1-58017-008-6

**Downloadable pdf e-textbooks:**

Brown M, Perez J, Miles A. 2015. Teaching organic farming & gardening: resources for instructors. 3<sup>rd</sup> edition. Santa Cruz (CA): Center for Agroecology & Sustainable Food Systems 704 p.  
<http://casfs.ucsc.edu/about/publications/Teaching-Organic-Farming/PDF-downloads/TOFG-all.pdf>

Magdoff F, Van Es H. 2009. Building soils for better crops: sustainable soil management. 3<sup>rd</sup> edition. Waldorf (MD): Sustainable Agriculture Research and Education 314 p.  
<http://www.sare.org/Learning-Center/Books/Building-Soils-for-Better-Crops-3rd-Edition>

**Other equipment / materials**

- Notebook (lined or quad-ruled, whatever your preference); pages should be able to be torn out
- Writing implement (pencil and dark blue/black ink)
- Ruler (optional to bring to class but good to have at home)
- Colored pens/pencils (optional to bring to class but good to have at home)
- Dress to get dirty and be outside!
  - CLOSED-TOED SHOES (i.e. hiking/work boots) = REQUIRED!
    - Note: If you show up to a field trip without closed-toed shoes, you will not be allowed on the field trip and will lose your participation points for the day
  - Long pants (instead of shorts) are ideal
  - Sunscreen, hat, sunglasses
  - Water & snacks

## Course Requirements and Overview of Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

\*Details regarding point value & grading can be found below, under Grading Policy. Also, specific details of assignments will be given as the assignment nears.

### Reading & Participation:

**Students are expected to attend each class on time, complete the assigned readings BEFORE class, take good notes, ask questions, turn assignments in on time, pick up class handouts, and participate in group discussions, class activities, group work/projects, garden work, and field trips.** You will receive participation points for contributing to discussions and participating in class activities, group work/projects, garden work (i.e. staying busy) and the field trips (i.e. by asking our host questions). **You must be present and prepared to receive participation points; there are no makeup points for missed class.** You will be held accountable for the readings and will have regular reading responses, questions, and/or discussion prompts pertaining to assigned readings.

### Seed Packet Decode:

Before deciding to start seeds, it is important to fully understand not only the abiotic requirements but other details such as days to harvest, characteristics of the vegetable/fruit, and time of year. Much of this information can be gleaned from the seed packet itself. With this assignment you will be given a list of items to look for on the seed packet and ultimately determine whether or not it would be a good crop/plant to grow in our garden space.

### Planting Palette Activity:

We need to figure out what to plant in the Garden and it's up to YOU to decide! With the help of planting guides, schedules, and seed packets, you will determine what plants/crops we grow, where they are grown, when they should be planted, what conditions they will need to succeed, and when they will be ready to harvest.

### Crop/Plant Report:

Pick a plant (flower, tree, ornamental, etc) or a crop that has some personal significance to you. You will detail why/how you have a connection with it but also, using reputable sources, explore the plant/crop's history, characteristics, and growing requirements (including how it can be grown sustainably).

### Garden Design Project:

Designing a garden or landscape takes research, organization, and much thought. While design is still often done by hand, much of it is done using design software. We will be getting a design tutorial from a local landscape architect and college instructor. More details to come.... but you will be designing a garden space.

### Student Topic Project:

This is your opportunity to explore a topic area that truly interests you. Done in small groups, you will be in charge of presenting this topic to the class during your assigned "week." With guidance from the instructor, you will choose a reading for the class to do and lead a discussion. You will also present/lecture on the topic and create/lead a hands-on activity. You will find a guest speaker to come in (in person or virtually) and/or will organize a field trip for us to go on. This project is worth about 1/3 of your grade and will take much planning,

coordination, and organization. At the end, you will evaluate your group members, yourself, and receive feedback from classmates.

## **Classroom Protocol**

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### General:

Inappropriate use of phones during class is a disruption to all and will NOT be tolerated. This includes texting. Phones should be on silent or off and put away. A first offence will result in a verbal warning, with repeat disruption of the class resulting in forfeiture of participation points, with placing the phone on the instructor’s desk for the remainder of the class meeting or dismissal from the class meeting possible. Notify the instructor in advance if you are expecting a phone call. If you need to take a call, please step outside. Several breaks will be factored into each on-campus, Thursday, class meeting.

**If you would like to or have special needs that require you to use an electronic device (i.e. a laptop) to take notes during lecture, please speak with the instructor.** Inappropriate use of electronic devices such as laptops and tablets will NOT be tolerated. They must be used for note-taking, unless otherwise instructed.

Music players and any other electronic devices must be turned off and stored in your backpack/purse.

Please do not come to class intoxicated in any way. You will be asked to leave, and your grade will suffer.

Bottom line: Treat instructor, classmates, guest speakers, and field trip hosts with respect. Be considerate of others.

### Field Trips:

Off-campus field trips are a requirement of the course. Failure to attend a field trip will drop your grade by 10%. If you are ill and physically unable to attend, a doctor’s note will need to be presented to the instructor. An alternative assignment or field trip will then be assigned. If you have other extenuating circumstances, please speak with the instructor in advance. Otherwise, there are no make-ups for field trips.

Some travel time will be factored into the off-campus field trips. You are responsible for arranging your own transportation to the field trips, since the university is not able to provide transportation and your instructor is not allowed to coordinate carpools. If you are running late or have a last minute emergency, please call or text the instructor.

Cell phone use during a field trip is disrespectful to our host and disruptive. Phones need to be on silent and put away. Notify the instructor if you are expecting a call. If you need to take a call, please step away from the group to answer it. Inappropriate use will first result in a verbal warning. Subsequent infractions will result in a loss of participation points for the day with the possibility of dismissal from the field trip.

Please arrive promptly, appropriately dressed, have any reading/related assignments completed, act responsibly, and be respectful, and we will have a great time!

## Reading & Participation:

Please see above, under Course Requirements and Assignments.

Per **University Policy F-69-24** located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>, you will not be awarded points just for attending class. Active participation is critical to success.

## **Grading Policy**

Your final course grade will be based on your assignments and class participation. For each major assignment, you will receive a grading rubric along with assignment instructions. It is your responsibility to ask questions about the instructions and/or the rubric prior to submitting the assignment. Claiming you didn't understand what was expected is not an excuse.

For major assignments, your work will be returned to you with feedback and a completed rubric. It is your responsibility to ask the instructor if you do not fully understand how a portion of the assignment was evaluated. For more minor assignments, such as reading responses, you will be graded on completeness and correctness (for non-opinion-based prompts).

There will be participation points assigned to most class meetings. Students will be evaluated using a -, ✓-, ✓, ✓+ system, which will later be converted into a numerical value (0, 1, 3, 5, respectively). As stated above, you will receive participation points for contributing to discussions and participating in class activities, group work/projects, garden work (i.e. staying busy) and the field trips (i.e. by asking our host questions).

<b>Grade Scale:</b>
A = 93%-100%
A- = 90%-92%
B+ = 87%-89%
B = 83%-86%
B- = 80%-82%
C+ = 77%-79%
C = 73%-76%
C- = 70-72%
D = 60-69%
F = < 60%

Please note: Grades will not be curved. It is up to the discretion of the instructor whether to bump up a student's grade at the end of the semester. Quality of work, general improvement, and evident effort may be taken into consideration when considering a grade bump. It is also up to the instructor's discretion whether or not to give an A+.

Also, according to **University Policy F13-1** at <http://www.sjsu.edu/senate/docs/F13-1.pdf>, "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades."

### Overview of Points Available\*

Assignment	Point Value
<i>Reading/Participation</i>	
Reading Responses	60
Active Participation	140
<i>Seed Packet Decode</i>	10
<i>Planting Palette Activity</i>	10
<i>Crop/Plant Report</i>	100
<i>Garden Design Project</i>	100
<i>Student Topic Project</i>	200
Reading & Discussion	
Presentation/Lecture	
Hands-On Activity	
Field Trip/Guest Speaker	
Evaluation	
<b>Total</b>	<b>620*</b>
(*subject to change)	

#### General Note about Submitting Assignments:

An assignment should be turned in as a **hard copy to the instructor at the beginning of class AND submitted electronically to Canvas by NOON** on the due date, **unless otherwise mentioned**. The instructor will be using the Turnitin feature on Canvas. Typed assignments are to be **12pt Times New Roman with 1-inch margins all around**. A **10% grade reduction** will occur **if formatting instructions are not followed**.

#### Final Exam:

None! However, you are required to attend Finals Day as well as submit any assignments that are due.

#### Extra Credit:

The instructor will announce in class any opportunities for extra credit. It is YOUR responsibility to record details of these assignments. Think of extra credit as a buffer, not a reason or excuse to not do your best on regular assignments. It is up to the instructor's discretion whether to cap the amount of extra credit students can get. This cap would be the same for all students.

#### Late Work:

It is **NOT** accepted, so please get your assignments in on time. If you have extenuating circumstances, please speak with the instructor. For instance, if you are ill, please notify the instructor; you will need to provide a doctor's note.

#### Citation Method:

We will use the Council for Science Editors (CSE) Name-Year citation method. Your go-to resource for citation formatting help is: [http://writing.wisc.edu/Handbook/DocCSE\\_NameYear.html](http://writing.wisc.edu/Handbook/DocCSE_NameYear.html). Any ideas that are not 100% yours MUST be properly cited.

# University Policies

## General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **Library Liaison**

Peggy Cabrera ([peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)) is the Library Liaison for the Department of Environmental Studies. She is a great resource who is available via email and in person by appointment.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



## **Study/Work Area & Academic Support: ACCESS Success Center**

The Academic Counseling Center for Excellence in the Social Sciences (ACCESS Success Center) is located on the 2<sup>nd</sup> floor of Clark Hall. Quiet study/work areas are available as well as tutoring (i.e. writing & statistics) and academic and professional advising. Visit <http://www.sjsu.edu/access/> to learn more. Note: They have writing tutors available; this could be an additional option/resource to the Writing Center for you.

## **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7<sup>th</sup> Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

**ENVS 118 Sustainable Home Gardens Calendar Spring 2016 (subject to change)**

As of 3.11.16			Topic	Reading	Activity/Garden Work	Assignments Due	Location
Week 1	Th	28-Jan	Syllabus & Intro				DMH 164; Garden
Week 2	T	2-Feb	Where to start? Examining the space;	GGG:1-6; 11-38	Decoding seed packets; Planting Palette; Prep	Seed packet Due	DMH 164
	Th	4-Feb	Determine planting palette for Garden				Garden
Week 3	T	9-Feb	Elements of gardening sustainably	GGG: 39-69	Pick groups		DMH 164
	Th	11-Feb	Practicum: Planting tips & techniques		Plant out		Garden
Week 4	T	16-Feb	Assignment instructions - Crop & STP				DMH 164
	Th	18-Feb	Compost - Guest Speaker (Cole)	GGG: 71-94	Chores; Compost		Garden
Week 5	T	23-Feb	Class Cancelled				
	Th	25-Feb	Finish Compost piles; talk about changes		Reading response; Chores		DMH 164; Garden
Week 6	T	1-Mar	Plant Communities	Middlebrook			DMH 164
	Th	3-Mar	Irrigation Tips & Techniques - Guest Speaker (Gabe)				Garden
Week 7	T	8-Mar	Permaculture	Holmgren			DMH 164
	Th	10-Mar	Design Process - Guest Speaker (Dave)		Chores	Crop/Plant Report	DMH 164
Week 8	T	15-Mar	Design Project: Site Selection		Base Map sketches		DMH 164; outside
	Th	17-Mar	Field Trip: Gamble Gardens				Field Trip
Week 9	T	22-Mar	Culinary vs. ornamental				DMH 164
	Th	24-Mar	Garden Design Basics - Guest Speaker (Dave)		Formalize sketches		Geog Lab; outside
x	T	29-Mar	<b>SPRING BREAK - NO CLASS</b>				
x	Th	31-Mar	<b>SPRING BREAK - NO CLASS</b>				
Week 10	T	5-Apr	Student Topic 2 - Pollinators				DMH 164
	Th	7-Apr				Design Project Due	
Week 11	T	12-Apr	Student Topic 1 - Viticulture				DMH 164
	Th	14-Apr	Offsite/workday?				Garden/Field Trip?
Week 12	T	19-Apr	Offsite?				DMH 164
	Th	21-Apr	EARTH DAY				
Week 13	T	26-Apr	Student Topic 3 - CA Natives/Water Wise				DMH 164
	Th	28-Apr					Garden/Field Trip?
Week 14	T	3-May	Student Topic 4 - Homesteading				DMH 164
	Th	5-May					Garden/Field Trip?
Week 15	T	10-May	Student Topic 5 - Natural Pest Control				DMH 164
	Th	12-May					Garden/Field Trip?
Week 16	Th	18-May	FINALS Day: Work, Potluck & Harvest (12:15-2:30pm)			Project Evals; Informal Course Evals	Garden