



Teaching Guide

| Teaching Guide | | | | |
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| Identifying Data | | | | 2018/19 |
| Subject (*) | Plant Response to Adverse Conditions | | Code | 610G02030 |
| Study programme | Grao en Bioloxía | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 2nd four-month period | Fourth | Optional | 6 |
| Language | Spanish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Bioloxía | | | |
| Coordinador | Bernal Pita da Veiga, angeles | E-mail | angeles.bernal@udc.es | |
| Lecturers | Bernal Pita da Veiga, angeles Carrillo Barral, Néstor Díaz Varela, Jose | E-mail | angeles.bernal@udc.es n.carrillo@udc.es jose.diaz.varela@udc.es | |
| Web | | | | |
| General description | Stress, plant disorder and disease. Water stress and flooding. Oxidative stress. Stress by excessive light or dark. Stress by extreme temperatures. Stress by mineral nutrients. Plant diseases. Types of pathogens. Pathogenesis: Infection and colonization processes. Plan defense and resistance. The physiology of the diseased plant. Plant pests. Response to herbivores. | | | |

Study programme competences

| Code | Study programme competences |
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| A4 | Obter, manexar, conservar e observar espécimes. |
| A9 | Identificar e utilizar bioindicadores. |
| A10 | Avaliar actividades metabólicas. |
| A11 | Identificar e analizar material de orixe biolóxica e as súas anomalías. |
| A17 | Realizar bioensaios e diagnósticos biolóxicos. |
| A19 | Analizar e interpretar o comportamento dos seres vivos. |
| A26 | Deseñar experimentos, obter información e interpretar os resultados. |
| A29 | Impartir coñecementos de Bioloxía. |
| A30 | Manexar adecuadamente instrumentación científica. |
| A31 | Desenvolverse con seguridade nun laboratorio. |
| B1 | Aprender a aprender. |
| B2 | Resolver problemas de forma efectiva. |
| B3 | Aplicar un pensamento crítico, lóxico e creativo. |
| B4 | Traballar de forma autónoma con iniciativa. |
| B5 | Traballar en colaboración. |
| B6 | Organizar e planificar o traballo. |
| B7 | Comunicarse de maneira efectiva nunha contorna de traballo. |
| B8 | Sintetizar a información. |
| B9 | Formarse unha opinión propia. |
| B10 | Exercer a crítica científica. |
| B11 | Debater en público. |
| B12 | Adaptarse a novas situacións. |
| B13 | Comportarse con ética e responsabilidade social como cidadán e como profesional. |

Learning outcomes

| Learning outcomes | Study programme competences |
|-------------------|-----------------------------|
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|---|---|---|--|
| Comprise the different situations of stress to which can be subjected a plant in his natural environment and describe the different strategies in front of the same. | A10 A19 A26 A30 A31 | B1 B2 B3 B6 | |
| Know the most important characteristics of the pathogens of the plants. Know the mechanisms of attack of the pathogens. Know the mechanisms of defence of the plants. | A4 A11 A17 A19 A26 A29 A30 A31 | B1 B3 B4 B6 B8 | |
| Comprise the complexity of the interaction between plant and pathogen, very dynamic and in which they influence diverse factors. | A11 A19 | B1 B2 B3 B4 B8 | |
| Take consciousness of the economic and social importance of the knowledge and control of the illnesses of the plants. | | B9 B13 | |
| Be able to work in group for the preparation of a subject of answer of the plants to adverse conditions, and to expose it to the mates | | B5 B6 B7 B8 B9 B10 B11 B12 | |
| Be able to realise basic experimentation in the field of the physiology of the plants in adverse conditions | A9 A10 A17 A26 A30 A31 | B1 B2 B3 B4 B6 | |

| Contents | |
|---|---|
| Topic | Sub-topic |
| Topic 1. Introduction: plant responses to adverse conditions. Topic 2. Water stress and flooding. Topic 3. Stress by light. Topic 4. Stress by extreme temperatures. Topic 5. Stress by nutrients. Topic 6. Introduction to plant diseases and plant pathogens. Topic 7. Pathogenesis: Processes of infection and colonization by pathogens. Topic 8. Plant defense and resistance against pathogens. Topic 9. Physiology of the diseased plant. Topic 10. Plant pests and response to herbivores. | Different aspects of the proposed topics. |



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| Practicals | Practicals about the topics of the subject. |
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| Planning | | | | |
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| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | B1 B9 B10 | 21 | 52.5 | 73.5 |
| Seminar | A9 A10 A11 A19 A26 A29 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 | 7 | 28 | 35 |
| Mixed objective/subjective test | A4 A9 A10 A11 A17 A19 A26 A30 A31 | 4.5 | 0 | 4.5 |
| Laboratory practice | A17 A19 A26 | 14 | 21 | 35 |
| Personalized attention | | 2 | 0 | 2 |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. | | | | |

| Methodologies | |
|---------------------------------|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Oral exhibition of the subject complemented with presentations in Power Point, videos and/or diagrams of blackboard. During the development of the subject we make questions to the student so that thinking on them and oral response, previously to his explanation by the professor. |
| Seminar | Technician of work in group that has like purpose the intensive study of a subject. It will realise in groups very reduced of 10 students |
| Mixed objective/subjective test | It will consist of two parts, in which they will evaluate the knowledges purchased so many theorists like practical. The mixed proof can to include questions to develop, type test or problems |
| Laboratory practice | Methodology that allows that the students learn sure enough through the realisation of activities of practical character, such like demonstrations, exercises, experiments and investigations. |

| Personalized attention | |
|------------------------|---|
| Methodologies | Description |
| Seminar | The students, in groups of 10, will gather with the teacher for to preparation of a work of seminar. In schedule of tutorías, each student will be able to comment with the teacher the course of the work, as well as all the doubts that present him . For those students with official part-time dedication, the seminar sessions might be replaced by a written work, if the student requires it. |

| Assessment | | | |
|---------------------------------|--|--|---------------|
| Methodologies | Competencies | Description | Qualification |
| Seminar | A9 A10 A11 A19 A26 A29 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 | The activities developed during the seminars will be evaluated of way continua by the teacher. | 25 |
| Mixed objective/subjective test | A4 A9 A10 A11 A17 A19 A26 A30 A31 | Probe of the theoretical and practical knowledges. 55% theorist. 20% practical. | 75 |

| Assessment comments |
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To pass the subject the students have to obtain at least 4 points in the mixed proof (and in each one of his two parts, theoretical and practical) and in seminars. The average of all the activities has to be as minimum of 5; If it resulted to be of 5 or more points, but obtained less than 4 points in one of the parts of the mixed proof, the final note will be of 4,9 (fail). In the second opportunity (July), will realise only the mixed proof, the qualifications obtained in the seminars keep of the first opportunity. They will be considered like NON PRESENTED those students that no present to the mixed proofs.

Attendance to practicals is compulsory. If a student does not attend to one or two sessions of the practicals, he/she will have a penalty of one and two points, respectively, to be subtracted from the score of the ?proba mixta?. If the student does not attend to three or more sessions of the practicals, he/she will get a fail as the final score in the course.

For those students with official part-time dedication, the seminar sessions might be replaced by a written work, if the student requires it.

The students with top marks in the first evaluation period (June) will have priority to achieve MATRÍCULA DE HONOR (qualification with Honors)

Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none"> - Agrios, G. N (2005). Plant pathology, 5ª Ed.. Academic Press. - Buchanan et al. (2015). Biochemistry and molecular biology of plants, 2nd edition. Wiley-Blackwell ? ASPB - Dickinson, M. (2003). Molecular Plant Pathology.. Bios Scientific Publishers. - Larcher, W (2003). Physiological Plant Ecology. Springer Verlag - Leclerc, JC. (2002). Plant Ecophysiology. Science Publishers, Enfield, New Hampshire - Lucas, J.A. (1998). Plant pathology and plant pathogens.. Blackwell Science Ltd. - Ortolá, AG (2001). Ecofisiología Vegetal. - Reigosa, MJ., Pedrol, N., Sánchez, A (2004). La Ecofisiología vegetal. Thomsom - Smith, A.M., Coupland, G., Dolan, L., Harberd, N., Jones, J., Marin, C., Sablowski, R. & (2009). Plant Biology. Garland Science. - Taiz, L. y Zeiger, E. (2010). Plant Physiology, 5th Edition.. Sinauer Associates. - Taiz, L., Zeiger, E., Moller, A.M. & Murphy, A. (2015). Plant Physiology and Development. Sinauer associates, Massachusetts |
| Complementary | <ul style="list-style-type: none"> - Trigiano, R.N., Whindham, M.T. & Windham, A.S. (2007). Plant Pathology: Concepts and Laboratory Exercises. 2nd ed.. CRC Press LLC. - Schumann, G.L. y D'Arcy, C.J. (2006). Essential Plant Pathology. . APS Press. - Buchanan, B. B., Gruissem, W. & Jones, R. L. (2000). Biochemistry and molecular biology of plants. . ASPP - Walters, D.R. (2011). Plant defense. Wiley-Blackwell. - Parker, J. (2009). Molecular aspects of plant disease resistance. . Blackwell Publishing Ltd. - Madhava, KV., Raghavendra, AS., Janardhan, K (2006). Physiology and Molecular Biology of Stress Tolerance. Springer - Shabala, Sergey (2012). Plant Stress Physiology. Cabi - Huang, B (2006). Plant Environment Interactions. CRC Taylor & Francis - Mooney, HA., Winner, WE., Pell, EV (2006). Response of plants to multiple stresses. Academic Press |

Recommendations

Subjects that it is recommended to have taken before

Plant Physiology I/610G02027

Plant Physiology II/610G02028

Applied Plant Physiology /610G02029

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus



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| Other comments |
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(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.