UNIVERSIDADE DA CORUÑA

| Teaching Guide | | | | |
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| Identifying Data | | | | 2020/21 |
| Subject (*) | Plant Systematics: Cryptogamia | | Code | 610G02024 |
| Study programme | Grao en Bioloxía | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Second | Obligatory | 6 |
| Language | SpanishGalician | | | |
| Teaching method | Hybrid | | | |
| Prerequisites | | | | |
| Department | Bioloxía | | | |
| Coordinador | Peña Freire, Viviana | E-mail | v.pena@udc.es | |
| Lecturers | Barbara Criado, Ignacio Manuel<br>Leira Campos, Antón Manoel<br>Peña Freire, Viviana<br>Pimentel Pereira, Manuel | E-mail | ignacio.barbara@udc.es<br>m.leira@udc.es<br>v.pena@udc.es<br>m.pimentel@udc.es | |
| Web | | | | |
| General description | Systematic Botany: Cryptogams. We will study fungi, algae, bryophytes and ferns in an evolutionary context, paying special attention to their phylogenetic positions. This course integrates information from previous courses (Biochemistry, Plant Physiology, Plant Anatomy and Histology, etc) and it will useful for students seeking to develop a career in research, teaching, environmental assessment, agriculture, ethnobotany, etc. | | | |

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| **Contingency plan** | 1. Modifications in contents<br>No modifications are considered<br>2. Methodologies<br>*Teaching methodologies that will be maintained<br>- Keynote speech (included in assessment).<br>- Seminar (included in assessment).<br>-Laboratory practices (included in assessment).<br>-Fieldtrip (included in assessment).<br>-Personalized attention<br><br>* Teaching methodologies with modifications<br>-Keynote speech: transferred to online (Teams).<br>-Seminar: transferred to online (Teams)<br>-Laboratory practice: transferred to virtual mode providing online materials to students.<br>-Case study: cancelled. The corresponding qualification will be transferred to written exam.<br>-Fieldtrip: activity replaced by virtual exercises.<br><br>3. Personalized attention to students<br>- Teams:<br>-Weekly sessions according to the academic calendar.<br>-Attention and reply to questions raised in the ?equipo? Teams of the subject (video, audio or chat); also under demand from teachers.<br>- Moodle<br>- Daily. According to students requirements.<br>- Repository of documents and help provider, notifications and communication with students (using ?Foro? section).<br>-E-mail:<br>- Daily.<br>-Attention and reply to questions sent by the students.<br>-Phone:<br>Personalized attention, depending on requirements from both, students and teachers.<br><br>4. Modification in the assessment<br><br>-Methodology: Seminar<br>Qualification: 10% (of global qualification)<br>Description: Qualifications will be based on the work conducted by the student as well as on his/her participation in class. Seminar will be conducted in Teams and they will be recorded.<br>-Methodology: Keynote speech<br>Qualification: 60% (of global qualification)<br>Description: assessment will be conducted through a exam consisting on Moodle questionnaires and a written exam (submitted as pdf or pictures). The assessment will be carried out in Teams and will be recorded. After submission, if any potential irregularity is detected during marking, teachers might ask for an additional assessment to the affected students by individual videoconference (Teams).<br>-Methodogy: Laboratory practice<br>Qualification: 20% (of global qualification)<br>Description: Qualifications will be based on the quality, content and presentation of the questionnaire that the student will have to submit as pdf file.<br>-Methodology: Case study<br>Qualification: cancelled (the corresponding qualification is transferred to keynote speech)<br>Description: not aplicable |

-Methodology: Fieldtrip
Qualification: 20% (of global qualification)
Description: Qualifications will be based on the quality, content and presentation of the questionnaire that the student will have to submit as pdf file.

*Assessment observations:
Indications of teaching guide are maintained

5. Bibliography/webgraphy modifications
No modifications are considered

| Study programme competences / results | |
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| Code | Study programme competences / results |
| A1 | Recoñecer distintos niveis de organización nos sistemas vivos. |
| A2 | Identificar organismos. |
| A4 | Obter, manexar, conservar e observar especímenes. |
| A9 | Identificar e utilizar bioindicadores. |
| A20 | Muestrear, caracterizar e manexar poboacións e comunidades. |
| A22 | Describir, analizar, avaliar e planificar o medio físico. |
| A27 | Dirixir, redactar e executar proxectos en Bioloxía. |
| A32 | Desenvolverse con seguridade no traballo de campo. |
| B1 | Aprender a aprender. |
| B3 | Aplicar un pensamento crítico, lóxico e creativo. |
| B4 | Traballar de forma autónoma con iniciativa. |
| B6 | Organizar e planificar o traballo. |
| B7 | Comunicarse de maneira efectiva nunha contorna de traballo. |
| B8 | Sintetizar a información. |
| B9 | Formarse unha opinión propia. |
| B11 | Debater en público. |

| Learning outcomes | | | |
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| Learning outcomes | Study programme competences / results | | |
| Acquire basic field- and laboratory work skills for the study of Cryptogams. | A4<br>A9 | B1<br>B7<br>B8 | |
| Development of Cryptogams observation, description and identification skills, as well as assessment of Cryptogam species integration and presence in the natural environment. | A2<br>A4<br>A20<br>A22<br>A27<br>A32 | B1<br>B4<br>B6<br>B11 | |
| Analyse Cryptogamic diversity: complexity, morphology, reproductive systems and adaptation to the environment. | A1<br>A2 | B1<br>B3<br>B8<br>B9 | |
| Understand the variation across the life cycles of the different groups of Cryptogams. | A1 | B1<br>B3<br>B8<br>B9 | |
| Encourage the student?s interest in Cryptogamic variation and biology as key elements for a thorough understanding of biodiversity. | | B3<br>B4<br>B6<br>B7<br>B8<br>B9 | |
| Understand the taxonomy of Crytogams as a reflection of evolutionary relationships among the different groups. | A1<br>A2 | B1<br>B3<br>B8<br>B9 | |

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|---|---|---|---|
| Acquire skills for a correct and critical use of the bibliography. | A27 | B6<br>B8<br>B9 | |

| Contents | |
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| **Topic** | **Sub-topic** |
| Lectures. Part I: Fungi. Systematics and Evolution | Lesson 1.- General features of fungi and fungi-like organisms. Fungal nutrition and life history. Ecological and economical importance. Origin and classification.<br>Lesson 2.- General features of Acrasiomycota, Myxomycota and Plasmodiophoromycota. Reproduction and life history.<br>Lesson 3.- General features of Oomycota. Reproduction and life history.<br>Lesson 4.- Fungi sensu stricto. General features of Chytridiomycota, Zygomycota, Ascomycota and Basidiomycota. Reproduction and life history.<br>Lesson 5.- Lichens, Fungi imperfectae (Deuteromycetes) and related groups. Ecological and economical importance. Summary and phylogeny of Fungi sensu lato. |
| Lectures. Part II: Algae. Systematics and Evolution | Lesson 6.- General features of algae. Algal biology, reproduction and life history. Ecological and economical importance. Origin and classification.<br>Lesson 7.- Procariotic algae. Cyanophyta: characters, habitat and classification.<br>Lesson 8.- Eucariotic algae. Rhodophyta: characters, reproduction, life history, habitat and classification.<br>Lesson 9.- Eucariotic algae. Ochrophyta: characters, reproduction, life history, habitat and classification (Chrysophyceae, Xanthophyceae, Bacillariophyceae and Phaeophyceae).<br>Lesson 10.- Eucariotic algae. Haptophyta, Cryptophyta, Dinophyta and Euglenophyta: characters, reproduction, life history, habitat and classification.<br>Lesson 11.- Eucariotic algae. Chlorophyta and Streptophyta: characters, reproduction, life history, habitat, classification and examples of Prasinophyceae, Chlorophyceae and Ulvophyceae (Chlorophyta) and Charophyceae, Zygnematophyceae and Coleochaetophyceae (Streptophyta). The origin of embryophytes. |
| Lectures. Part III: The colonization of drylands. Systematics and Evolution of embryophytes | Lesson 12.- Introduction to embryophytes. The origin of land plants. Adaptation to drylands.<br>Lesson 13. Non vascular embryophytes; bryophytes s. lat.: characters, reproduction, life history, habitat and classification. Differential features of Anthocerophyta, Marchantiophyta and Bryophyta).<br>Lesson 14.- Introduction to vascular plants. Telomatic theory.<br>Lesson 15.- Euphyllophytina p.p. (Monilophytes, former Pteridophyta) and Lycophytina: features, reproduction, life history, habitat and examples of Lycopsida, Psilophytopsida, Psilotopsida, Equisetopsida, Marattiopsida and Polypodiopsida. Phylogeny of ferns sensu lato. |
| THEORETICAL TEACHING (SEMINARS) | Seminar 1.- Fungi sensu lato: questions about reproduction, life history, definitions, etc. (2 hours).<br>Seminar 2.- Algae: questions about reproduction, life history, definitions, etc. (2 hours).<br>Seminar 3.- Embriophytic plants: questions about reproduction, life history, definitions, etc. (1 hour).<br>Seminar 4.- General summary of the course and open questions for the students. (2 hours). |

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| PRACTICAL TEACHING (FIELD TRIPS) | 2 field trips. A first one focused on the marine algae growing in two coastal localities of A Coruña and one focused on terrestrial cryptogams growing in an area close to the Faculty of Sciences. |
| PRACTICAL TEACHING (LAB SESSIONS) | Lab session 1.- Observation, description, identification and preservation of Fungi sensu lato.<br>Lab session 2.- Observation, description, identification and preservation of Lichens.<br>Lab session 3.- Observation, description, identification and preservation of Brown seaweeds and Diatoms.<br>Lab session 4.- Observation, description, identification and preservation of Red seaweeds.<br>Lab session 5.- Observation, description, identification and preservation of Green algae and Bryophytes s. l.<br>Lab session 6.- Observation, description, identification and preservation of ferns. |
| PRACTICAL TEACHING (PRACTICAL CASES) | Practical case 1.- Write a descriptive report of a natural environment of the seashore (mainly seaweeds and lichens), as well as a representative herbarium of the plants collected in the area.<br>Practical case 2.- Write a descriptive report of a natural environment of a forest (mainly lichens, fungi, bryophytes s. lat. and ferns), as well as a representative herbarium of the plants collected in the area. |

| Planning | | | | |
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| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A1 A2 B1 B3 B8 B9 | 21 | 42 | 63 |
| Seminar | A1 B1 B3 B7 B8 B9 B11 | 7 | 21 | 28 |
| Laboratory practice | A9 B1 B7 B8 | 12 | 6 | 18 |
| Case study | A2 A4 A20 A22 A27 A32 B1 B4 B6 | 0 | 26 | 26 |
| Field trip | A2 A20 A22 A27 A32 | 6 | 6 | 12 |
| Personalized attention | | 3 | 0 | 3 |
| (*)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 | The lecturer will introduce all the basic concepts and ideas to the students using presentations and documents that will be available to them beforehand. |
| Seminar | During the seminars, the student will autonomously analyse some of the contents of the course, using what they learnt during the lectures, as well as using the bibliography suggested by the lecturer. The work of the different students will be assessed and discussed by the group. |
| Laboratory practice | The student will conduct macro- and microscopic descriptions of the Cryprogams available to him in the lab. They will have to complete a questionnaire that will be assessed by the lecturer. The students will also improve their identifications skills through the use of taxonomic keys, guides and floras. |
| Case study | The student will write a report (in pdf) on the Cryptogam flora growing in two areas of their interest, one in or near the sea-shore (focused in marine algae) and another in a forest (focused in mosses, fungi and ferns). The student will have to collect specimens belonging to the different groups studied in the course, and they will have to prepare a Herbarium that will be assessed (together with the report) by the lecturer. |

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| Field trip | Two compulsory field trips (guided by the lecturers) will take place at the beginning of the term. The students will visit some areas of interest due to their Cryptogamic flora. During the field trips the lecturers will analyse with the students the different specimens found. The students will write a report (pdf) of the activities conducted in the field trips that will be assessed by the lecturers. |

| Personalized attention | |
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| **Methodologies** | **Description** |
| Seminar<br>Laboratory practice<br>Case study<br>Field trip | Guidance will be available to the students in order to solve possible doubts or problems that might arise during the course. Ideally, the student should make appointments with the lecturers by e-mail |

| Assessment | | | |
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| **Methodologies** | **Competencies / Results** | **Description** | **Qualification** |
| Seminar | A1 B1 B3 B7 B8 B9 B11 | Qualifications will be based on the work conducted by the student as well as on his/her participation in class. Attendance to the seminars is compulsary. Competencies: A1, B1, B3, B7, B8, B9, B11 | 10 |
| Guest lecture / keynote speech | A1 A2 B1 B3 B8 B9 | Assessment will be conducted through a written exam that willl include essay questions, short-answer questions and a multiple choice questionnaire. A1, A2, B1, B3, B8 and B9 | 40 |
| Laboratory practice | A9 B1 B7 B8 | Qualifications will be based on a questionnaire that the student will have to complete during each lab session. Participation will also be considered. Competencies: A9, B1, B7, B8 | 20 |
| Case study | A2 A4 A20 A22 A27 A32 B1 B4 B6 | Qualifications will be based on the content and quality of the report written by the student. An oral exam will also be conducted in order to assess the quality of the herbarium that must be presented together with the report. Competencies: A2, A4, A20, A22, A27, A32, B1, B4, B6 | 20 |
| Field trip | A2 A20 A22 A27 A32 | Qualifications will be based on the report written by the student. Attendance and participation will also be considered. Competencies: A2, A20, A22, A27, A32. | 10 |

| Assessment comments |
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Students must pay special attention to the planning section of this teaching guide.
It is essential that students understand that to be succesful in the course they should work around 150 hours (50 of them presential, either face to face or telematic). Non presential activities include (but are not limited to) studying for the final exam and preparation of reports. All students that participate in more than 30% of the activities of the course will obtain a qualification. To pass the course in the first opportunity, students must participate at least in 70% of the activities of the course. All students must obtain at least 4,5 points out of 10 in the written exam (and at least 4 in the different parts of the written text) and 4 out of 10 points in the rest of the activities. The final (overall) grade of the course must be above 5 points (out of 10).
To pass the course in the second opportunity (July) all students (depending on the grades obtained in the first opportunity) must take a written exam and/or a lab test. The obtained qualifications will be kept only during the academic term (January-July). On a case by case basis, those students that, for justified reasons, are
not able to participate in all the programmed activities will be given
alternative options to pass the course.
Students with officially recognised academic exemption or who participate in equality and diversity support programs are welcome to participate in this subject. The teachers will adapt the different compulsory activities in order to enable these students to fulfill the aims of the course.
This course has the following key dates:
Lab course: between September 28 and October 28, 2020
Field course: September 29 and October 20, 2020
Open Lab sessions: October 26 and November 3, 6, 17 and 20, 2020
Field course (pdf) report submission (deadline): October 29, 2020
Case study (pdf) report submission (and herbarium exam): December 16, 2020

| Sources of information | |
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| Basic | A principio de curso os profesores porán a disposición do estudantado unha lista de referencias máis completa, especialmente referida a grupos concretos dentro da materia BIBLIOGRAFÍA BÁSICA PARA TEORÍA: ABBAYES, H. des, M. CHADEFAUD, J. FELDMANN, Y. de FERRÉ, H. GAUSSEN, P.-P. GRASSÉ & A.R. PRÉVOT (1989) Botánica, vegetales inferiores. Reverté, Barcelona.BOLD, H.C., C. J. ALEXOPOULOS & T. DELEVORYAS (1989) Morfología de plantas y hongos. Omega, Barcelona.CARRIÓN, J.S. (2003) Evolución vegetal Editorial: DIEGO MARIN, ed. 497 Págs.DÍAZ GONZÁLEZ, T.E. Mª C. FERNÁNDEZ-CARVAJAL ÁLVAREZ & J.A: FERNÁNDEZ PRIETO (2004) Curso de Botánica. Trea Ciencias. FONT-QUER, P. (1993) Diccionario de Botánica. Labor, Barcelona. GORENFLOT, R. (1975) Précis de botanique, 1 Protocaryotes et Thallophytes eucaryotes.Doin, Paris. GORENFLOT, R. & M. GUERN (1989) Organisation et biologie des thallophytes. Doin, 235 pIZCO, J., E. BARRENO, M. BRUGUÉS, M. COSTA, J. DEVESA, F. FERNÁNDEZ, T. GALLARDO, X. LLIMONA, E. SALVO, S. TALAVERA & B. VALDÉS (1997) Botánica. McGraw-Hill , Madrid . PEARSON, L.C. (1995) The diversity and evolucion of plants. C.R.C. Press, New York. RAVEN et al. (1991) Biología de las plantas.RODRÍGUEZ IGLESIAS, F. (Ed.) Galicia Naturaleza. Botánica I. Hércules de Ediciones, S.A., A Coruña.SCAGEL, R.F., R.J. BANDONI, G.E. ROUSE, W.B. SCHOFIELD., J.R. STEIN & T.M.C. TAYLOR (1987) El Reino Vegetal. Omega, Barcelona. SCAGEL, R.F., R.J. BANDONI, J.R. MAZE, G.E. ROUSE, W.B. SCHOFIELD & J.R. STEIN (1991) Plantas no vasculares. Omega, Barcelona. STRASBURGER, E., F. NOLL, H. SCHENCK & A.F.W. SCHIMPER. (2004) Tratado de Botánica (actualizado por P. SITTE et al.) Omega, Barcelona. BIBLIOGRAFÍA BÁSICA PARA PRÁCTICAS: EGEA FERNANDEZ, J.Mª & P. TORRENTE PAÑOS (1997) Manual de Teoría y Prácticas de Botánica. DM Librero Editor.GUERRA MONTES, J., J.S. CARRIÓN, M. ABOAL, J.M. EGEA & R.M. ROS (1988) Guiones de clases prácticas de Botánica. Promociones y publicaciones Universitarias, Barcelona.MANOBENS, R. Mª (1988) Botánica, instruccions per als recol-lectors de plantes: l'herbari. Preparació i documentació. Generalitat de Catalunya. |
| Complementary | |

| Recommendations |
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| Subjects that it is recommended to have taken before |

| Introduction to Botany: General Botany/610G02023 |
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| **Subjects that are recommended to be taken simultaneously** |
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| **Subjects that continue the syllabus** |
| Plant Systematics: Phanerogamia/610G02025 |
| **Other comments** |
| Se ben non é imprescindible, é moi importante que o alumno teña aprobada a materia de Iniciación á Botánica do primeiro curso do Grao. |

**(*)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.**