Teaching Guide				
Identifying Data				2017/18
Subject (*)	Plant Systematics: Phanerogamia		Code	610G02025
Study programme	Grao en Bioloxía			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatoria	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Bioloxía			
Coordinador	Pimentel Pereira, Manuel	E-mail	m.pimentel@udc.es	
Lecturers	Fagúndez Díaz, Jaime Pimentel Pereira, Manuel Sahuquillo Balbuena, Elvira	E-mail	jaime.fagundez@udc.es m.pimentel@udc.es elvira.sahuquillob@udc.es	
Web				
General description	We will integrate information on the morphology, anatomy, reproductive biology and ecology of Spermatophytes in order to understand the processes that led to their evolutionary origin and current diversity. We will also study some of the most ecologically and economically important seed plant families in temperate areas of the Northern Hemisphere, and the plant formations where they most commonly appear (forests, shrublands, grasslands and marginal habitats). By the end of the course you will have a thorough understanding of the evolution of seed plants and you will be able to identify specimens belonging to the main plant families growing in NW Iberian Peninsula. The knowledge acquired during this course is useful in many different professional fields such as teaching, scientific research, environmental assessment, agriculture, etnobotany, etc.			

Study programme competences	
Code	Study programme competences
A1	Recoñecer distintos niveis de organización nos sistemas vivos.
A2	Identificar organismos.
A4	Obter, manexar, conservar e observar especímenes.
A6	Catalogar, avaliar e xestionar recursos naturais.
A7	Reconstruír as relacións filogenéticas entre unidades operacionales e pór a proba hipóteses evolutivas.
A9	Identificar e utilizar bioindicadores.
A11	Identificar e analizar material de orixe biolóxica e as súas anomalías.
A19	Analizar e interpretar o comportamento dous seres vivos.
A20	Muestrear, caracterizar e manexar poboacións e comunidades.
A22	Describir, analizar, avaliar e planificar o medio físico.
A23	Avaliar o impacto ambiental. Diagnosticar e solucionar problemas ambientais.
A26	Deseñar experimentos, obter información e interpretar os resultados.
A27	Dirixir, redactar e executar proxectos en Bioloxía.
A29	Impartir coñecementos de Bioloxía.
A30	Manexar adecuadamente instrumentación científica.
A31	Desenvolverse con seguridade nun laboratorio.
A32	Desenvolverse con seguridade no traballo de campo.
B1	Aprender a aprender.
B2	Resolver problemas de forma efectiva.
B3	Aplicar un pensamento crítico, lóxico e creativo.
B5	Traballar en colaboración.
B8	Sintetizar a información.
B9	Formarse unha opinión propia.

B10	Exercer a crítica científica.

Learning outcomes			
Learning outcomes	Study programme competences		
-Understand the taxonomic arrangement of seed plants that mirrors the evolutionary relationships among the different plant groups.	A1 A2	B1 B2 B3 B8 B10	
-Learn how to manage the different sources of information available (bibliography, internet, etc) in an adequate and critical manner.	A22 A27	B8 B10	
Understand the life cycles of the different groups of Spermatophytes, as well as the links among them and with their precursors.	A1 A2	B1 B2 B3 B8	
Understand the evolutionary processes that have led to the current diversity of Spermatophytes.	A1 A2 A7 A19	B3 B9	
-Acquire observation, description and identification skills focused on the seed plants, particularly on those groups that are more ecologically and economically important.	A1 A2 A4 A6 A9 A11 A20 A30 A31 A32	B2 B3 B5	
-Learn the basic methods to study seed plant species and communities in the field and in the laboratory.	A2 A4 A6 A11 A20 A23 A26	B2 B3 B5 B8	
-Encourage the students to learn and research more on the diversity of seed plants, especially those groups that grow around them and are important in NW Iberian Península.	A29 A31 A32	B1 B2 B3 B8	

Contents	
Topic	Sub-topic

Lectures. Part I. Introduction	Unit 1.- SPERMATOPHYTES : Taxonomy and phylogeny. Main characters that define Spermatophytes. The seed as a structure: the first seed. Relationships between the Spermatophytes and the heterosporous ferns. Unit 2.- The origin of Spermatophytes: Progymnosperms. Evolution and diversity of Spermatophytes. Main differences between Gymnosperms and Angiosperms.
Lectures. Part II. Gymnosperms	Unit 3.- Morphology and anatomy of Gymnosperms. Reproductive structures: Gymnospermic flowers and inflorescences. Life cycle in Gymnosperms: Development of the male and the female gametophytes. Fecundation and formation of the seed in Gymnosperms. Unit 4.- Systematics of Gymnosperms. Characterization of the different evolutionary groups: Divisions Pteridospermophyta, Cycadophyta, Ginkgophyta, Gnetophyta and Coniferophyta Unit 5.- Division Coniferophyta: evolution, diversity and main defining characters. Important families of Coniferophyta in the Iberian Peninsula: Families Pinaceae, Cupressaceae and Taxaceae.
Lectures. Part III. Angiosperms	Unit 6. Angiosperms: Defining characteristics I. Vegetative traits. Defining characteristics II. Reproductive traits. Reproductive Biology: Flowers and inflorescences in the Angiosperms. Evolution of the flower as a structure. Development of the male and female gametophytes. Seeds and fruits: structure and dispersal. Unit 7.- Origin and diversification of Angiosperms: Theories and ideas. Origin and characterization of the main evolutionary groups: different classification systems. Differences between the ANITA clade, magnoliids, monocots and eudicots. Unit 8.- Forests: different concepts of forest. Evolution of forests. Environmental importance of NW Iberian forests. Main families forming forests in temperate regions of the northern hemisphere: Families Fagaceae, Betulaceae, Salicaceae, Oleaceae, Rosaceae, Lauraceae, Caprifoliaceae, Aquifoliaceae, Ulmaceae. Unit 9.- Shrublands: Different concepts of shrublands. Evolution of shrublands. Environmental importance of NW Iberian shrublands. Main families forming shrublands in temperate regions of the northern hemisphere. Families Fabaceae, Ericaceae, Cistaceae, Lamiaceae. Unit 10.- Grasslands: Concept and diversity. Evolution of grasslands. Main families forming grasslands in temperate regions of the northern hemisphere. Families Poaceae, Cyperaceae, Juncaceae, Asteraceae, Araceae, Ranunculaceae. Unit 11. Plants at the margin. Diversity of plant communities in wetlands and coastal areas. Some important families being part of wetland and coastal communities in temperate areas of the northern hemisphere. Families Caryophyllaceae, Chenopodiaceae, Plumbaginaceae, Nymphaeaceae, Lentibulariaceae, Lemnaceae, Zosteraceae, Potamogetonaceae. Unit 12.- Plant domestication. Some economically important families: Brassicaceae, Solanaceae, Apiaceae, Myrtaceae, Rutaceae, Liliaceae s. lat., Iridaceae, Orchidaceae.
Lectures. Part IV. Biogeography	Unit 13.- Biogeography: Floristic Kingdoms. Phytochorology: plant distribution areas. Potential vegetation and vegetation series. Unit 14.- Plant biodiversity and conservation. Ex situ and in situ conservation. Endemic, rare and threatened plants in the Iberian Peninsula. Invasive plants. Global strategies for biodiversity conservation.

Seminars (2 hours)	Seminar 1: Gymnosperms: compared analysis of their life cycles. Basic concepts on Gymnosperms. The students will take a test on the diversity and characteristics of Gymnosperms. Seminar 2: Angiosperms: study of their life cycle. Compared analysis of the life cycles of angiosperms, gymnosperms and heterosporous ferns. The students will take a test on the life cycles of angiosperms, gymnosperms and heterosporous ferns Seminar 3: Angiosperms. Compared analysis among the most important families in herbaceous, shrubby and forest plant communities in NW Iberian Peninsula. Seminar 4: Angiosperms. Study of economically important plant families. Analysis of plant groups adapted to extreme environments. Biogeography and plant conservation.
Fieldwork	Seed plant diversity in Galicia. We will observe plant diversity in areas that are especially important due to their endemicity, the rarity of their flora, etc.
Laboratory sessions	Session 1.- Observation, analysis and identification of gymnosperms. Session 2.- Observation, analysis and identification of angiosperms: Common families in NW Iberian Peninsula I. Session 3.- Observation, analysis and identification of angiosperms: Common families in NW Iberian Peninsula II. Session 4.- Observation, analysis and identification of angiosperms: Common families in NW Iberian Peninsula III. Session 5.- Observation, analysis and identification of angiosperms: Common families in NW Iberian Peninsula IV. Session 6.- Observation, analysis and identification of angiosperms: Common families in NW Iberian Peninsula V. Session 7.- Observation, analysis and identification of angiosperms: Common families in NW Iberian Peninsula VI.
Learning-service	The students will acquire some of the skills programmed in the course through collaborative research work with NGOs. This activity is organised as alternative to the Projects described below.
Projects	Two projects will be carried out. Both projects will focus on the study of different morphological, biological and evolutionary traits of the spermatophytes. Special attention will be paid to plant diversity in NW Iberian Peninsula. This task is organised as alternative to the learning-service described above.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A7 A11 A19 B1 B2 B3 B8 B9 B10	21	52.5	73.5
Seminar	A7 A9 B1 B2 B3 B8 B9 B10	7	17.5	24.5
Laboratory practice	A2 A4 A6 A9 A11 A30 A31 B1 B3 B5	14	7	21
Field trip	A1 A2 A9 A19 A20 A23 A32 B1 B2	7	0	7
Supervised projects	A22 A23 A26 A27 A29 A32 B3 B8	0	11	11
Case study	A22 A23 A26 A27 A29 A32 B3 B8	0	11	11

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	All basic concepts and ideas will be explained during the 50 minutes-long lectures. Lessons have been planned so students can acquire the required knowledge gradually. The teachers will use power point presentations that will be available in the moodle platform. Attendance is not compulsory, but it is strongly recommended.
Seminar	Seminars are intended to reinforce the knowledge acquired during lectures. All basic concepts will be revised during seminars using different exercises, mostly tests and ?mute-diagrams? representing the life cycles of the different plant groups under study. Attendance and participation in seminars are compulsory.
Laboratory practice	The students will analyse and manipulate different representatives of some of the families studied during lectures. In the laboratory sessions, the students will use identification keys and floras to identify the plants brought by the teachers. They will also analyse the different characters that highlight the adaptation of the specimens to the environments ?and ecosystems- where they grow.
Field trip	A one day-long field trip guided by the teachers will take place towards the end of the semester. During the field trip, representatives of some of the families studied in lectures will be observed, together with the environments where they grow. Additionally, we will visit some of the areas of Galicia where the level of endemicity is higher, and we will analyse the mechanisms that have led to such endemicity. Attendance to the excursion is voluntary.
Supervised projects	This acivity has been designed within a learning-service framework. Here we combine students' academic activities with collaboration with environmentalist NGOs involved in plant conservation in Galicia. The students will choose between this learnig-service program or the more traditional Case studies explained below. The number of hours of personal work is identical in both activities (22 hours).
Case study	The students will apply the knowledge acquired during lectures and laboratory sessions in two different projects (phylogenetic and floristic). Detailed instructions on how to carry out the projects will be given during seminars, and further guidance will be given through tutorial sessions with the lecturers. The students will choose between the learnig-service program or these more traditional case studies. The number of hours of personal work is identical in both activities (22 hours).

Personalized attention	
Methodologies	**Description**
Laboratory practice Field trip Seminar Case study Guest lecture / keynote speech Supervised projects	All students are welcome to consult the teachers any doubt that might arise from the different activities included in the course.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**

Laboratory practice	A2 A4 A6 A9 A11 A30 A31 B1 B3 B5	The students will have to answer a written test per each laboratory session. Tests will be handed over at the end of each session. Once all the laboratory sessions are over, all students will have to take a visu exam. Each student will have to recognise 10 species from a list of 75 that will be given to the students at the beginning of the semester. The list includes some of the most common species in the NW Iberian Peninsula. The following competencies will be assessed: -A2, A4, A6, A9, A11, A30, A31, B1, B3, B5	15
Field trip	A1 A2 A9 A19 A20 A23 A32 B1 B2	Attendance and participation will be valued The following competencies will be assessed: -A1, A2, A9, A19, A20, A23, A32, B1, B2	1
Seminar	A7 A9 B1 B2 B3 B8 B9 B10	Attendance and participation will be valued The following competencies will be assessed: A7, A9, B1, B2, B3, B8, B9, B10	1
Case study	A22 A23 A26 A27 A29 A32 B3 B8	The quality, originality and clarity of the projects will be considered in the final grade. This activity and the supervised projects (aka learning service; explained above) are mutually exclusive. The result obtained in this task represents 28% of the final grade. The following competencies will be assessed: -A23, A27, A29, A32, B3, B8	14
Guest lecture / keynote speech	A1 A7 A11 A19 B1 B2 B3 B8 B9 B10	All students will have to take a written exam that will include multiple choice questions, short answer questions and essay questions. The following competencies will be assessed: -A1, A7, A11, A19, B1, B2, B3, B8, B9, B10	55
Supervised projects	A22 A23 A26 A27 A29 A32 B3 B8	This activity and the case studies (explained below) are mutually exclusive. The result obtained in this task represents 28% of the final grade. Reports will be graded based on quality and usefulness. The staff of the NGOs involved in the activity will be heard regarding the correction of the report. The following competencies will be assessed: -A23, A27, A29, A32, B3, B8	14

Assessment comments
All students will have two chances for passing the course. To use the first chance, the students will need to participate in at least 70% of the activities. Also, the students will need to get at least 4,0 out of ten points in the written exam, the laboratory sessions (including the visu test) and the projects (case study and learning service) for these parts to be considered for the final grade. To pass the course, students will need an average grade of 5.0. In order to be qualified as "not present" the students should not participate in activities that account for more than 30% of the final qualification. In the second chance students will need to improve their grades in the different parts (written exam, visu exam and projects) until they earn a 5.0. Parts graded with less than 4.0 will always have to be repeated. In this second chance, the visu exam will include 15 plants from the list. Qualifications obtained in the different activities (projects, laboratory, etc) will NOT be kept from one year to the next. Part-time students or students 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.

Sources of information	
Basic	Contenidos teóricos: CARRIÓN, JS (2003). Evolución vegetal. DM editores. Murcia. DIAZ-GONZALEZ, T.E.; FERNÁNDEZ-CARVAJAL, M.C. & FERNÁNDEZ, J. A.(2004). Curso de Botánica. Ediciones Trea, Gijón. FONT QUER, P. (1985). Diccionario de botánica. Labor, Barcelona. IZCO, J.; BARRENO, E.; BRUGUÉS, M.; COSTA M.; DEVESA, J.; FERNÁNDEZ, F.; GALLARDO, T.; LLIMONA, X; SALVO, E; TALAVERA, S. & VALDÉS, B. (2004). Botánica. McGraw-Hill, Madrid. JUDD WS, CAMPBELL Ch., KELLOG EA, STEVENS PF & DONOGHUE MJ (2008). Plant Systematics. A phylogenetic approach. Sinauer Associates, INc. Sunderland. USA STRASBURGER, E., F. NOLL, H. SCHENCK & A.F.W. SCHIMPER. (2004) Tratado de Botánica (actualizado por P. SITTE et al.) Omega, Barcelona. Prácticas: AIZPURU,I.; ASEGINOLAZA, C.; URIBE-ECHEBERRÍA, P.M.; URRUTIA, P. & ZORRAKIN, I. (2000). Claves ilustradas de la Flora del País Vasco y territorios limítrofes. Servicio Central de Publicaciones del Gobierno Vasco. CASTROVIEJO, S. et al (2001) Claves de Flora Ibérica, vol. I . Real Jardín Botánico, Madrid. GARCÍA, X.R. (2008) Guía das plantas de Galicia. Xerais. GARCÍA ROLLÁN, M. 1996. Atlas clasificatorio de la Flora de España Peninsular y Balear. 2 Vols. Mundi Prensa, Madrid. LEMEY, P; SALEMI, M & VANDAMME, AM. (2003). The phylogenetic handbook: a practical approach to phylogenetic analysis and hypothesis testing. Cambridge University Press. Cambridge.
Complementary	Teoría:BRAUN-BLANQUET, J. (1979) Fitosociología: base para el estudio de las comunidades . Ed. Blume. Madrid.COSTA TENORIO, M., C. MORLA JUARISTI & H. SAINZ OLLERO (1998). Los bosques ibéricos . Una interpretación geobotánica. Geo-Planeta S.A. Barcelona CRONQUIST, A. (1991). Introducción a la Botánica. C.E.C.S.A., México FRIIS,E.M., CRANE, P.R., PEDERSEN, K.R. (2011). Early flowers and angiospermevolution . Cambridge University Press.Cambridge. HEYWOOD, V.H. (1985). Las plantas con flores . Reverté. Barcelona.RAVEN, P.H., EVERT, R.F. & EICHHORN, S.E. (1991-1992). Biología de las plantas I,II . Reverté. Barcelona.RODRÍGUEZ IGLESIAS, F. (2005) Galicia Naturaleza. Botánica I. Hércules de Ediciones, S.A., A Coruña.SIMPSON MG. (2006). Plant Systematics. Elsevier. Londres.TAYLOR, T.N., TAYLOR, E.L., KRINGS, M. (2009). Paleobotany. Academic Press. Londres. Prácticas:BONNIER, G. & De LAYENS, G. (1993). Claves para la determinación de plantas vasculares. Omega, Barcelona.MANOBENS, R. Mª (1988) Botánica, instruccions per als recol-lectors de plantes: l'herbari. Preparació i documentació. Generalitat de Catalunya.MAYOR, M. & T.E. DÍAZ (2003) La flora Asturiana. Ayala, Oviedo.

Recommendations
Subjects that it is recommended to have taken before
Biology: Basic Levels of Organisation of Life II (Tissues)/610G02008 Microscopic Organography/610G02009 Genetics/610G02019 Introduction to Botany: General Botany/610G02023 Plant Systematics: Cryptogamia/610G02024 Plant Physiology I/610G02027 Plant Physiology II/610G02028
Subjects that are recommended to be taken simultaneously
Molecular Genetics/610G02020 Population Genetics and Evolution/610G02021 Applied Plant Physiology /610G02029
Subjects that continue the syllabus
Botanical Geography: Geobotany/610G02026
Other comments
-Students should work regularly in the semester and they should use the recommended bibliography-Biology students in their thirs year are often very busy; they should try to finish their reports and activities as soon as possible -Students should communicate with the teachers regarding any doubts that might arise from the different activities of the course, especially case studies and learning service.

(*)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.