UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2020/21
Subject (*)	Plant Systematics: Phanerogamia		Code	610G02025
Study programme	Grao en Bioloxía			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatory	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Bioloxía			
Coordinador	Pimentel Pereira, Manuel	E-mail	m.pimentel@udc.es	
Lecturers	Leira Campos, Antón Manoel Pimentel Pereira, Manuel Sahuquillo Balbuena, Elvira	E-mail	m.leira@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.			

Contingency plan	Scenario 1. Adoption of a hybrid teaching method. -No methodological changes will be required. Fieldwork as planned will be cancelled (students would need to be moved by bus) and it will be replaced by a floristic analysis conducted in an urban natural area (Monte da Fraga and/or Monte de San Pedro, in A Coruña). Scenario 2. Social lockdown due to a new wave of the SARS-Covid-19 virus. 1. Modifications to the contents No relevant changes will be made to the contents of the course. 2. Methodologies *Teaching methodologies that are maintained -Lecture: Video-classes will be prepared and uploaded to STREAM, so students will have continuous access to them. In addition to this, all scheduled lectures will be transformed into group tutorial sessions where students will be able to solve their doubts on the contents of the course. Individual tutorial sessions will also be available to the students during the course. Video-lessons will be uploaded twice a week, always before the group tutorial sessions. Laboratory sessions: Practical sessions will be moved to an online environment through the design of specific activities based on the analysis of pictures and videos. Students will have to complete different questionnaires using identification keys available online. In addition to this, tutorials will be uploaded to STREAM so students will be able to train themselves on the construction and interpretation of Maximum Parsimony phylogenetic trees (also part of the contents of the course). Seminars: Seminars will be imparted as planned using TEAMS. The questionnaires for the students will be completed in the virtual classroom (Moodle). Although each student will have to complete their own questionnaire, questions will be collectively solved. -Case study. This activity will be conducted as planned, with only minor modifications on its development. The case study in this course is composed by two different parts, the phylogenetic and the floristic report. The former will not be modified, since all materials (DNA sequences and phylogenetic analysis software) can be found online. In the latter, the parts that require fieldwork will be replaced by online information obtained in biogeography, plant ecology and phytosociology webpages. *Teaching methodologies that are modified The learning-service activity will be cancelled, so all students will need to complete the case study. The field trip will be cancelled as well. 3. 3. Mechanisms for personalized attention to students TEAMS. Given that video-lessons will be uploaded to STREAM so the students can use them at any time, the scheduled lectures (two per week) will be transformed into group tutorial sessions through TEAMS. TEAMS will also be the main channel for personalized attention to students, and they will be able to make appointments with the teachers for individual tutorial sessions. E-mail. Students will be free to use their e-mail for contacting with the teachers at any time during the course.

Virtual Campus (moodle). Different materials pertaining the main topics covered on the course will be uploaded to the virtual classroom. This tool will also be used for presenting questionnaires to the students, and the forum will be used by the teachers for making announcements of general interest

4. Modifications in the evaluation

In this scenario of complete lockdown, the percentage of the different activities on the general assessment of the course will be as follows:

-Final exam: 35%
-Case study: 35%
-Laboratory sessions: 20%
-Seminars: 10%

*Evaluation observations:
-The final exam will be a questionnaire that all students must answer individually. For this, students will be able to use any bibliographic or online tool available to them. They will have at least 48 hours to complete and submit the answers to the questionnaire.
-Laboratory sessions assessment will be carried out using exercises and questionnaires on the studied plant species and families. The visu exam will be cancelled under this scenario.
-Seminars will be assessed using exercises and questionnaires. Participation in the online sessions will also be considered in the final grade.

5. Modifications to the bibliography or webgraphy

No changes will be made.

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. Plant Evolution	Unit 1 - Alternating life cycles in the green lineage: From mosses to seed plants. Unit 2 - The megasporangium, the ovule and the seed. Homologies across the different alternating life cycles. Unit 3 - Taxonomy of land plants with alternating life cycle. The concept of plant species. Morphological taxonomy and phylogeny. Unit 4 - Palaeoecology of the earliest land plants. Rhynie and the fossil forest of Gilboa. Main floristic transitions between the Palaeozoic, Mesozoic and Cenozoic. Unit 5 ? Biological innovations of Gymnosperms and Angiosperms. Bases of seed plant biodiversity. Unit 6 - Plan Evolution Mechanisms. Reticulate evolution. Asexual reproduction, hybridization and polyploidization. Self-pollination and cryptic speciation.
Lectures. Part II. Pollination and dispersal	Unit 7 ? Pollination. Mutualism and parasitism in pollination. Pollination systems and plant biodiversity. Unit 8 ? Pollination in Gymnosperms. Adaptations to anemophyly in Gymnosperms and alternate pollination systems. Diversity of Gymnosperms. The Anthophyta theory. Unit 9 ? Angiosperms and their pollination. Totally or partially anemophylous Angiosperms. Salicaceae, Fagaceae and Betulaceae. Unit 10 ? Zoophyly in angiosperms. Adaptations to zoophyly in some plant families common in NW Iberian Peninsula. Asteraceae, Ericaceae, Fabaceae and Lamiaceae. Unit 11 ? Other mechanisms of pollen dispersal. Marine angiosperms.

Lectures. Part III. Agriculture	Unit 12 ? Agriculture: Growing and domesticating. Domestication syndromes. Bottlenecks, selection, hybridization and polyploidization. Unit 13 ? The grasses and their domestication processes. Domestication in other economically important families: Solanaceae, Brassicaceae, Apiaceae and Rosaceae.
Lectures. Part IV. Biogeography	Unit 14 ? Floristic kingdoms. Phytochorology: distribution areas. Potential vegetation and vegetation series. Endemic, rare, threatened and invasive plants.
Seminars (2 hours)	Seminar 1: Questionnaires on the life cycle variation across the green lineage. Introduction to the projects and learning service activities of the course. Seminar 2: Vascular plant evolution. Questionnaires on the main concepts around the topic. Seminar 3: Pollination and dispersal. Zoophylous and anemophylous Gymnosperms and Angiosperms. Questionnaires on the main concepts around the topic. Seminar 4: Agriculture. Comparative analyses on some economically important plant families. Review of the main concepts of the course.
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	Lab session 1. Phylogenetic analysis. Building Maximum Parsimony phylogenetic trees. Lab session 2. Gymnosperms diversity. Identification, structure and comparative analysis of female cones from Subclass Ginkgoidae and Pinoideae (Families Taxaceae, Pinaceae, Cupressaceae -including Taxodiaceae-). Lab session 3. Classification of fruits. Flowers, Inflorescences and Fruits. Lab session 4. Angiosperms diversity I. Forest trees. F. Fagaceae, Betulaceae, Salicaceae, Oleaceae, Adoxaceae/Caprifoliaceae. Identification, structure and analysis of pollination and/or dispersal. Lab session 5. Angiosperm diversity II. Shrubs. F. Fabaceae, Ericaceae, Cistaceae, Rosaceae, Lamiaceae. Identification, structure and analysis of pollination and/or dispersal. Lab session 6. Angiosperm diversity III. Herbs (Rosidae, eu-dicots). F. Apiaceae, Caryophyllaceae, Asteraceae, Euphorbiaceae, Primulaceae. Identification, structure and analysis of pollination and/or dispersal. Lab session 7. Angiosperm diversity IV. Herbs (Lilianae, monocots). Asphodelaceae, Poaceae, Juncaceae, Alliaceae, Iridaceae. Identification, structure and analysis of pollination and/or dispersal.
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	46.5	67.5
Seminar	A7 A9 B1 B2 B3 B8 B9 B10	7	11.5	18.5
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	17	17
Case study	A22 A23 A26 A27 A29 A32 B3 B8	0	17	17
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 presentations and/or videos that will be available in the different platforms offered by the Universidade da Coruña to its students. 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 (34 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 (supervised projects) program or these more traditional case studies. The number of hours of personal work is identical in both activities (34 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.	20
Field trip	A1 A2 A9 A19 A20 A23 A32 B1 B2	Attendance and participation will be valued	1
Seminar	A7 A9 B1 B2 B3 B8 B9 B10	Attendance and participation will be valued	5
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 34% of the final grade.	17
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.	40
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 34% 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.	17

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. 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.

Sources of information

Basic	Bibliografía básica (achegaráselles ós estudantes unha listaxe máis completa ó comezo do curso)Contenidos teóricos:CARRIÓN, J.S. (2003). Evolución vegetal. DM editores. Murcia.DEVESA, J.A. & CARRIÓN, J.S. (2012).Las Plantas con Flor. Servicio de Publicaciones de la Universidad de Córdoba. Córdoba.FONT QUER, P. (1985). Diccionario de botánica . Labor, Barcelona. FRIIS, E.M.; CRANE, P. & PEDERSEN, K.R. (2011). Early flowers and angiosperm evolution. Cambridge University Press. Cambridge.GLOVER, B. (2007). Understanding flowers and flowering. An integrated approach. Oxford Biology. Oxford.GREGORY, T.R. (2008). Understanding evolutionary trees. Evolution: Education & Outreach 1: 121-137. JUDD, W.S.; CAMPBELL, C.H.; KELLOG, E.A.; STEVENS, P.F. & DONOGHUE, M.J. (2008). Plant Systematics. A phylogenetic approach. Sinauer Associates. Sunderland.MAUSETH, J.D. (2003). Botany. An introduction to Plant Biology. Jones & Bartlet. Sundbury.MORRIS, D.W.; MORRIS, M.Z. (2002). English-Spanish Dictionary of Plant Biology. Cambridge International Science Publishing. Cambridge. ROST, T.L.; BARBOUR, M.G.; STOCKING, C.R.; MURPHY, T.M. (2006). Plant Biology. Thomson Brooks/Cole. Belmont.SIMPSON, M.G. (2010). Plant Systematics. Elsevier. AmsterdamVARGAS, P.; ZARDOYA R. (2012). El árbol de la vida: sistemática y evolución de los seres vivos. Sinauer. Sunderland. 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, A.M. (2003). The phylogenetic handbook: a practical approach to phylogenetic analysis and hypothesis testing. Cambridge University Press. Cambridge.
Complementary	Teoría: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.NABORS, M.W. (2005). Introducción a la Botánica. Pearson Educación. Madrid.RODRÍGUEZ IGLESIAS, F. (2005) Galicia Naturaleza. Botánica I. Hércules de Ediciones, S.A., A Coruña.SMITH, A.M.; COUPLAND, G.; DOLAN, L.; HARBERD, N.; JONES, J. et al. (2009). Plant Biology. Garland Science. New York.STRASBURGER, E., F. NOLL, H. SCHENCK & SCHIMPER A.F.W. (2004). Tratado de Botánica (actualizado por P. SITTE et al.) Omega, Barcelona.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 third year are generally 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 the case studies and the learning service projects.