

# Plant Evolution, Ecology, and Genetics

Unit 2 - Andreas Hamann

Introduction - February 29, 2008

## Contact info

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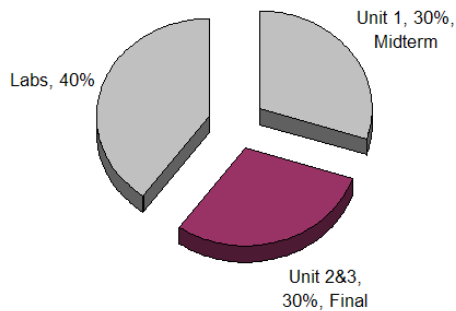
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Unit 1 – Stephen Strelkov

Unit 2 – Andreas Hamann

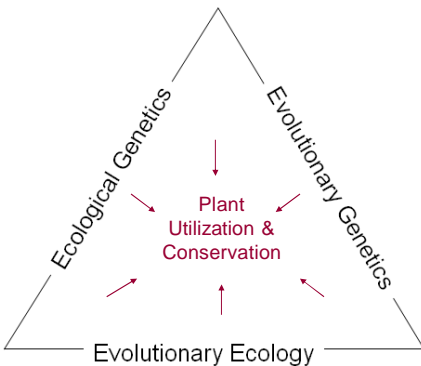
Unit 3 – Jane King



## Agenda

- Introductions
- Overview of Lectures
- Learning Material
- Objectives (Unit 2 & 3)
- Policies & Expectations
- Comments & Questions

## Evolution, Ecology & Genetics



## Approaches



- Unit 1 – Plant Structure and Function



- Unit 2 – Evolution, Ecology and Genetics

- Unit 3 – Plant Utilization & Conservation

## Different Learning



- Unit 1 – Vocabulary

- Unit 2 – More conceptual understanding



- Unit 3 – Apply concepts in real world

## Andreas' teaching policies

- Lectures to provide overview of concepts
- Listen, think along, ask questions
- Don't take too many notes
- I will provide handouts with key slides
- I will provide handouts with study questions
- All handouts will go on WebCT

## Andreas' teaching policies

- I expect you to do some independent study
- **Stern, any other text, web (e.g. Wikipedia)**
- Use the study questions to guide your reading and research
- **We will have recap sessions where we can discuss anything unclear**
- Email me anytime with questions
- **To get an answer, provide one first.**

## Reading Material

- Chapter 13: Genetics 21 Pages
  - **Chapter 14: Plant Breeding 18 Pages**
  - Chapter 15: Evolution 11 Pages
  - **Chapter 16: Names and Classification 11 Pages**
  - Chapter 22: Gymnosperms 16 Pages
  - **Chapter 23: Angiosperms 17 Pages**
  - Chapter 24: Plant Utilization 25 Pages
  - **Chapter 25: Ecology 19 Pages**
- Optional Chapters 17-21: Kingdoms

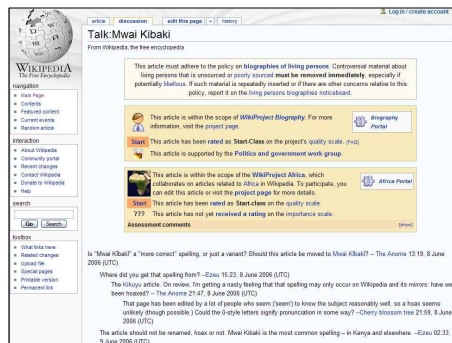
## Andreas' teaching policies

- No written lecture notes (but you have handouts of graphs, slides, and lists of study questions)
- **Reason is that I want you to do more than memorize 50 questions and 50 answers**
- I'm not offended at all if you don't come to lectures and rather study independently
- **That freedom comes with some uncertainties – you get different answers from different sources!**

## ... let's say you rely on Wikipedia



## ... welcome to the world of science!



## Andreas' teaching policies

- Your textbook is like a Wikipedia screenshot
- **Much of what I learned 15 years ago would be considered wrong today**
- In hundred years, students would only be mildly amused by Stern's 10<sup>th</sup> Edition
- **My advice: use this course to learn the language. Don't worry too much about the exact facts.**
- For the final: multiple choice, fill in the blanks, short answers – This will cover "facts". I want to see that you thought about the material.

## Andreas' teaching objectives

- I want you to learn the language of plant science
- **Maybe this helps you to see the labs in a different light. "Donde esta la oficina de correos ... no lo se!"**
- Definitely learn some "facts", but also start with the transition from "someone who reads" to "someone who is read"

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