"SYSTEMATIC AND FOREST BOTANY" SYLLABUS

Basic data of the subject	
Academic Unit:	**Faculty of Life and Environmental Sciences**
Course title:	**Systematic and forest botany**
Program:	**Forestry and Environmental Sciences**
Level:	**Bachelor**
Course status:	**Obligatory**
Study year:	**I (first year)**
Number of hours per week:	**3+2**
Credit value – ECTS:	**6**
Time / location:	**To be announced**
Lecturer:	**Prof. asoc. dr. Bekim Gashi**
Contact details:	**Tel: +386/49 600 850** **E - mail: bekim.gashi@uni-pr.edu**
Course description:	At the begibing of this course will be discussed about science of Botany and the basic characteristics of plants, then will be continue with the elements of Systematics and the first beginnings of plant systematics. Then, will be recognized the Taxonomy and nomenclature (taxonomic units and category; Nomenclature) in the plants systematic. Particular emphasis is placed on the Classification of plants, including low plants *(Thallophyta: Algae, fungi and lichenes),* and high plants (*Cormophyta*: *Molds - Bryophyta, Ferns -Pteridophyta, plants with flower and seeds - Spermatophyta).* Will be recognized the morphological, biological and ecological characteristics of the most important plant species of Kosovo forests. Also, the attention will paid to the endemic and endemic-relict plant species of Kosovo forests, including plant species of Kosovo forests from the Red Book of Vascular Flora of the Republic of Kosovo, respectively from the Red List.
Course objectives:	The main objective of this couse is to provide students' knowledge of plant species in particular the Kosovo forests plant species.
Learning outcomes:	After completing of this course, the students will be able to: 1. Discussing to the plant diversity of Kosovo 2. Understand and know more about the floristic diversity of Kosovo forests. 3. Understand the basic principles of horizontal and vertical extension of plant species in Kosovo with particular emphasis on Kosovo forests. 4. Understand the importance of forests in terms of the environment and human health. 5. Know to apply their knowledge in the practice.

Contribution on student load (must correspond with learning outcomes)			
Activity	**Hours**	**Days/week**	**Total**
Lectures	3	15 weeks	45

Exercise theoretical/laboratory	2	5 weeks	10
Practice work	2	5 weeks	10
Contact with lecturer/consultations	1	10 weeks	10
Field exercises	5	4	20
Mid-terms, seminars	2	2 weeks	4
Homework	1	5	5
Individual time spent studying (at the library or home)	2	10 weeks	20
Final preparation for the exam	2	10 weeks	20
Time spent in evaluation (tests, quiz, final exam)	2	3 weeks	6
Projects, presentations, etc.	/	/	/
Total			**150**
Teaching methods :	Lectures, practical exercises, discussions, practical work in the field, consultation, seminars, homework, assessment, theorical exams, etc.		
Evaluation methods:	The first evaluation: 15%, the second evaluation: 15%, Seminars or other commitments 10%, practical exam: 10%, Final Exam 50%, Total 100%.		
Literature			
Basic Literature:	1. Rexhepi, F. (2007): The vegetation of Kosova. UP-FNS. Prishtinë. 2. Krasniqi, E. (2006): Flora dhe vegjetacioni i Malit Drenicë. Disertacion i doktoraturës. UP-FSHMN. Prishtinë. 3. Millaku, F. (2005): Praktikum i botanikës. UP-FSHMN. Prishtinë.		
Additional Literature:	4. Pajazitaj, Q. (2005): Sistematika e bimëve të larta (Bryophyta-Pteridophyta-Spermatophyta). UP-FSHMN. Prishtinë. 5. Rexhepi, F. (2002): Praktikum i botanikës (Botim i tretë i plotësuar). UP-FSHMN. Prishtinë. 6. Gecaj, A. (2001): Praktikumi i sistematikës së bimëve të ulëta. UP-FSHMN. Prishtinë. 7. Rexhepi, F. (2000): Bimët endemike të Kosovës. UP-FSHMN. Prishtinë. 8. Rexhepi, F. (1999): Botanika II (Sistematika e bimëve). UP-FSHMN. Prishtinë. 9. Krasniqi, F. (1985): Sistematia e bimëve të larta me elemente të filogjenisë. ETMM i KSAK.Pajazitaj, Q. (2004): Përcaktues i bimëve Pteridofite & Spermatofite. UP-FSHMN. Prishtinë.		

Designed study plan:		
Week	**Lectures**	**Exercises**
First week:	Plant systematic	Collection, fixation, conservation, preparation and cultivation of low plants
Second week:	Lower plant - *Algae*.	Low plants – *Algae*
Third week:	Lower plant - *Fungus*	*Fungus*
Fourth week:	Lower plant - *Lichenes*	*Lichenes*
Fifth week:	Higher plants - *Mosses*	Collecting of higher plants and preaparing of herbarium
Sixth week:	Higher plants - *Ferns*	Higher plants – *Mosses*
Seventh week:	Higher plants – *Gymnosperms* **First evaluation**	*Ferns*
Eighth week:	Higher plants – *Angiosperms* (the reproductive organs ond the classification criteria).	*Gymnosperms*
Ninth week:	Higher plants – *Angiosperms* (Dicotiledones – *Magnolidae*)	*Angiosperms* (flower, inflorescence, fruits and seeds)
Tenth week:	Higher plants – *Angiosperms* (Dicotiledones – *Hamamelidae)*	*Angiosperms* (Dicotiledones – *Magnoliidae*: *Aristolochia, Ranunculus, Papaver, Berberis)*
Eleventh week:	Higher plants – *Angiosperms* (Dicotiledones – *Caryophilidae*, dehe *Dillenidae*)	*Angiosperms* (Dicotiledones – *Hamamelidae: Platanus, Carpinus, Fagus, Querqus)*
Twelfth week:	Higher plants – *Angiosperms* (Dicotiledones – *Rosidae*)	*Angiosperms* (Dicotiledones – *Caryophylidae: Silene, Chenopodium, Rumex;* Dikuotiledonet – *Dillenidae Paeonia, Tilia, Ulmus, Ficus, Viola, Helianthemum, Vaccinium, Primula)*
Thirteenth week:	Higher plants – *Angiosperms* (Dicotiledones – *Asteridae*)	*Angiosperms* (Dicotiledones – *Rosidae: Rosa, Potentilla, Rubus, Pronus, Malus, Crataegus, Pyrus, Robinia, Trifolium, Cornus, Euphorbia, Acer, Juglans)*

Fourteenth week:	Higher plants – *Angiosperms* (Monocotiledones – *Alismatidae* dhe *Liliidae*)	*Angiosperms* (Dicotiledones – *Asteridae: Forsythia, Fraxinus, Stachys, Centaurea, Aster, Tussilago, Bellis, Achillea, Taraxacum)*
Fifteenth week:	Higher plants – *Angiosperms* (Monocotiledones – *Arecidae*) **Second evaluation**	*Angiosperms* (Monocotiledones – *Alismatidae, Liliidae, Arecidae: Tulipa, Fritillaria, Ruscus, Scilla, Allium. Crocus, Orchis, Luzula, Poa, Dactylis, Arum)*
Academic policies and rules of conduct:		
Regular and active participation of students in the lectures, exercises (practical part) and in seminars; Keeping quiet in learning, disconnecting mobile phones, timely access to the classroom, etc.		