New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): BIOC 325

Course Title: Miracle molds, magical mushrooms: Fungi in our world
Abbreviated Course Title (≤ 30 chars): Miracle molds, magic mushrooms
First Semester to be Offered: Spring 2015
Submitted by: Cathy L Cripps
Submitter's Contact Info: Phone, Email: 994-5226 ccripps@montana.edu
Instructor: Dr Cathy Cripps
Department: Plant Sciences and Plant Pathology
College: Agriculture

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for "equivalent" course in the MUS system and recommends a common or unique course number.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information is typically required.

The New Course Packet (as PDF) is uploaded to the Provost's Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost's Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x51) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

www.mus.edu/Otools/CCN/ccn_default.asp

- If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
- If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

### Requested Rubric, Course Number, Core Designation (If needed):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>BIOL 323 X50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Miracle molds, magical mushrooms: Fungi in our world</td>
</tr>
<tr>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Plant Sciences and Plant Pathology</td>
</tr>
<tr>
<td>College:</td>
<td>Agriculture</td>
</tr>
</tbody>
</table>

Is this course “equivalent” to a course in the MUS System?:

- □ Yes
- [✓] No

### Learning outcomes

- Students will gain an awareness of fungi in the world around us
- Students will gain an understanding of how fungi have helped shape our world
- Students will gain knowledge of fungi as unique organisms
- Students will learn critical thinking skills for analyzing human situations involving fungi
**INFORMATION REQUIRED BY THE REGISTRAR**

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

**Assigned Rubric, Course Number, Core Designation (if needed):**

| BIOB 323 | 295 |

**Course Title (for Catalog):**

Miracle molds, magical mushrooms: Fungi in our world

**Course Title (for Schedule of Classes, 30 characters, max.):**

Spring 2015

**First Semester to be Offered:**

☑ Yes    ☐ No

**Restricted Entry/Consent of Instructor Required:**

☐ Yes    ☐ No

**Instructor’s GID (last 4 digits only):**

☐ Yes    ☐ No

**Department Offering Course:**

Plant Sciences and Plant Pathology

**College:**

Agriculture

**Is the requested course number available? (x4155 to check):**

☐ Yes    ☐ No

**Frequency of course offering:**

☑ Annually    ☐ Alternate Years, starting _______

**Semester(s) offered (check all that apply):**

☐ Summer    ☐ Fall    ☑ Spring

**Summer Options (check all that apply):**

☐ First 6 weeks    ☐ Second 6 weeks    ☐ 12 weeks

**Credits by mode of instruction:**

Lecture: ☐ 3
Seminar: ☐
Independent Study: ☐
Lab/Studio: ☐
Recitation/Discussion: ☐

**TOTAL CREDITS:**

☑ 3

**Primary Mode(s) of Delivery:**

☑ Face-to-face    ☑ Web-Enhanced (small on-line comp.)
☐ On-Line Only    ☐ Blended (significant on-line portion)

**Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.**

- **Assigned Day(s):**
  - ☑ M  ☑ Tu  ☑ W  ☑ Th  ☐ F  ☐ Sa  ☐ Su

- **Assigned Time(s):**
  - 12:30 to 2:00 pm

- **Assigned Building:**
  - Plant Growth Center

- **Assigned Room:**
  - 214

- **Capacity (room capacity, or enrollment “cap”):**
  - 24

**Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.**

- **Prerequisite(s):**
  - BIOB 100, 110, 170 or BIOM 103

**Course Description — Provide a course description of 40 words or less for the MSU Catalog.**

A presentation of the fungi and their roles in nature and in shaping past and present civilizations. The historical and practical significance of fungi as decayers, as pathogens, as food, and as sources of mind-altering chemicals will be emphasized.
TO: Ron Larsen  
Associate Provost  

FROM: Glenn C. Duff  
Interim Dean and Director  

DATE: July 21, 2014  

RE: Dean’s Statement for BIOB 323  

The Department of Plant Sciences and Plant Pathology has requested a new undergraduate course entitled “Miracle Molds, Magical Mushrooms: Fungi in Our World (BIOB 323).” No new resources will be required for the course. This is a new course will be taught Cathy Cripps as part of her teaching assignment. Cathy use to teach 50% of a CBN course. The CBN department decided not to include any plant material in the course and cut her loose. This is a lecture-based course.

Please let me know if you need any additional information.
New Undergraduate Course Narrative  
Montana State University  
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   > BIOB 323

2. Course Title
   > Miracle Molds, Magical Mushrooms: Fungi in our World

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   > This course is meant to be an accessible but substantive introduction to the world of the FUNGI and their close relatives. During the semester, we will explore the role of the FUNGI in the circle of life on Planet Earth, with special attention to how they have shaped the course of human history and how they affect our daily lives. This course would be analogous to courses on ‘Plants and Civilization’ and ‘Insects and Human Society’ that raise the awareness of how certain groups of organisms affect humans and their endeavors.

The course is proposed as a 3-credit lecture course at the 300 level so that students are likely to have the prerequisites of at least one course in basic biology course (BIOB 100, BIOB 110, BIOB 170 or BIOM 103). The course will include PowerPoint lectures, reading assignments, in class demonstrations, activities, quizzes and a focus on ‘fungi in the news’. There will be a D2L component for assignments and with web-links to relevant sites.

The course will also be designed to promote critical thinking; topics will be presented in a ‘forensic manner’ so that students can piece together evidence and come to a ‘logical’ conclusion for a given historical or current human situation involving fungi. Evaluation of critical thinking would be through higher order questions on exams, activities and quizzes.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

   > Grading will be based on 2 regular exams, a final exam, plus points for in-class quizzes and activities. The grading scale is that typically used at MSU.

Grading
3 lecture tests (75% of grade = 300 pts). Exam 3 is the Final Exam. In-Class Quizzes and Activities (25%=100 pts). There will be 24 in-class activities or quizzes for 5 pts each. The lowest 4 scores will be dropped (so you can miss 4). You must be in class to gain the points. There are no make-up Exams without a legitimate signed Doctor’s note.

Grading Scale:
95 – 100% A
90 – 94% A-
87 – 89% B+
84 – 86% B
80 – 83% B-
77 – 79% C+
74 – 76% C
70 – 73% C-
67 – 69% D+
60 – 66% D
Below 60 F
5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What Fungi do and How they do it</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A loaf of Bread, a jug of Wine and ---Yeast!</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The story of Penicillin, Antibiotics &amp; Biosprospecting</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The great Irish Potato Famine &amp; fungal imposters</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Our Food Supply and blights, mildews, rusts, smuts</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fungal Transformation of our Forests and Main Streets</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Witch Persecution, LSD, and the Ergot Fungus</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Fungal Forensics: What’s in my House?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>What’s in my Peanut Butter: Mycotoxins</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What’s growing on my body? Athlete’s foot, Yeast infections ring worm and more</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Can I eat it? Wild and Cultivated Edible Mushrooms</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Poisonous Mushrooms and Untimely Deaths</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Magic Mushrooms, Mexican Culture, &amp; New Science</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Siberian Mushroom Rituals and Santa Claus</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Medicinal mushrooms in Asian Culture and Today</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>What’s Killing the Frogs and why do we care?</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Bats, White-Nose Syndrome and Farmers</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Fungus-Farming Ants &amp; Termites in S. America &amp; Africa</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Pine trees, Beetles &amp; Blue-Stain Lumber in N. America</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Symbiosis: How Fungi benefit our Plants and Trees</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Symbiosis: Truffles, Mammals, Owls and Voles</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Myco-engineering: New Uses for Fungi</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mycelium Running: Can Fungi help Save the World?</td>
<td>Final Feast?</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. List required texts or other required references.

> The book "Magical Mushrooms, Mischievous molds" is by G. Hudler who instituted a similar course at Cornell University and he has forwarded a teaching packet on his class.

7. What are the estimated enrollment and student credit hour (SCH) production?

\[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]

> \[ \text{SCH} = 24 \times 3 \text{ credits} = 72 \]

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?
> The initial enrollment cap is only for the first time the course is offered of the course and a room has been secured for this purpose which holds this number of students. In subsequent offerings the enrollment can be increased to accommodate student need. A similar course at Cornell now attracts over 200 students each semester.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> no

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

- Students will be able to describe the unique characteristics that define the fungal kingdom
- Students will be able to describe the various roles that fungi play in nature
- Students will be able to explain how fungi have helped shape our world with concrete examples
- Students will be able to contrast the beneficial and detrimental roles of fungi in regard to human society
- Students will gain an awareness of fungi in the world around us through reading current news articles
- Students be able to apply critical thinking skills for analyzing human situations involving fungi

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> The instructor, Dr. Cathy Cripps is an associate professor and a tenure-track faculty member in PSPP. She currently teaches two 400 level courses, one 500 level course, and previously taught the large Biology 256 class (11 years, 200 students).

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> no

13. Justify the level of course offering.

> The target audience would be advanced sophomores and juniors interested in biology, plant biology, and microbiology. Students at this level would have time to take a college biology class as a prerequisite.
Relationship to other Courses, Curricula, and Departments

14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> The Plant Sciences and Plant Pathology Department hosts several courses that focus on or include fungi including: Mycology, Botany, Plant Pathology, Ecology of Fungi, Fungal disease, Advanced Plant Pathology, and Host-Pathogen Interaction. In addition, the Microbiology and Immunology Department include fungi (as eukaryotes) in portions of a few classes, but does not focus on this group except as human pathogens. All of these are upper division courses and therefore most students are not exposed to this group of organisms until late in their college career, mostly as seniors and Graduate students. The goal of this new course is to expose students to FUNGI at an earlier stage in their college career so they aware of this group and of the above advanced courses available at MSU early on. I currently teach Mycology and Ecology of Fungi, both of which are 400 level courses mostly for seniors who tell me that with an earlier introduction to fungi, they would have been informed enough to take both courses. Promoting ‘critical thinking’ at an early college career stage is also beneficial to their success in subsequent classes and as a citizen.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> It does not duplicate any other courses.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> The SCH is not greater than 1000. Students would be expected to come from our department of Plant Sciences and Plant Pathology, Biology, Ecology, and Microbiology.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> n/a

Students Served

18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.
This course can serve majors and non-majors if they have the prerequisite biology course. Students in PSPP, Ecology, and Microbiology would be most likely to take the course.

**Resources**

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

Dr. Cathy Cripps, a PSPP faculty member, is available to develop and teach this course and no extra resources are necessary other than room space which is available in the Plant Growth Center (I have checked on the time and availability). A small amount of funding is necessary, mostly for Xeroxing costs which would come from the Departmental Instructional Budget (I have already checked on this). A D2L website would also need to be set up.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> n/a

**Other Supporting Material**

21. Include any additional information you feel is needed to support this request.

> My department head has encouraged me to develop this course.
INFORMATION: New Undergraduate Course

1. Cover Form

Included separately for: BIOB 323 Miracle Molds, Magical Mushrooms: Fungi in our World

2. Course Narrative • The review committees need to know what the course is designed to do, the target audience, and how grading will be handled.
• Reviewing administrators need to know what resources will be needed to accommodate the new course.

Miracle molds, magical mushrooms: Fungi in our World

This course is meant to be an accessible but substantive introduction to the world of the FUNGI and their close relatives. During the semester, we will explore the role of the FUNGI in the circle of life on Planet Earth, with special attention to how they have shaped the course of human history and how they affect our daily lives. This course would be analogous to courses on ‘Plants and Civilization’ and ‘Insects and Human Society’ that raise the awareness of how certain groups of organisms affect humans and their endeavors.

The course is proposed as a 3-credit lecture course at the 300 level so that students are likely to have the prerequisites of at least one course in basic science, biology, sociology, or history. The course will include PowerPoint lectures, reading assignments, in class demonstrations, activities, quizzes and a focus on ‘fungi in the news’. There will be a D2L component for assignments and with web-links to relevant sites. Grading will be based on 2 regular exams (200%), a final exam (100%), plus points for in-class quizzes and activities (100%). The book is by George Hudler who instituted a similar course at Cornell University and he forwarded a teaching packet on his class. The course will also be designed to promote critical thinking; topics will be presented in a ‘forensic manner’ so that students can piece together evidence and come to a ‘logical’ conclusion for a given historical or current human situation involving fungi. Evaluation of critical thinking would be through higher order questions on exams, activities and quizzes.

The Plant Sciences and Plant Pathology Department hosts several courses that focus on or include fungi including: Mycology, Botany, Plant Pathology, Ecology of Fungi, Fungal disease, Advanced Plant Pathology, and Host-Pathogen Interaction. In addition, the Microbiology and Immunology Department include fungi (as eukaryotes) in portions of a few classes, but does not focus on this group except as human pathogens. All of these are upper division courses and therefore most students are not exposed to this group of organisms until late in their college career, mostly as seniors and Graduate students. The goal of this new course is to expose students to FUNGI at an earlier stage in their college career so they aware of this group and of the above advanced courses available at MSU early on. I currently teach Mycology and Ecology of Fungi, both of which are 400 level courses mostly for seniors who tell me that with an earlier introduction to fungi, they would have been informed enough to take both courses.

A similar course at Cornell now attracts over 200 students each semester. The target audience would be sophomores and juniors interested in biology, sociology, plant biology, microbiology, and perhaps
history. Promoting ‘critical thinking’ at an early college career stage is also beneficial to their success in subsequent classes and as a citizen.

Dr. Cathy Cripps, a PSPP faculty member, is available to develop and teach this course and no extra resources are necessary other than room space which is available in the Plant Growth Center (I have checked on the time and availability). A small amount of funding is necessary, mostly for Xeroxing costs which would come from the Departmental Instructional Budget (I have already checked on this). A D2L website would also need to be set up.

3. Draft Syllabus (including course learning outcomes) • If a Core designation is requested, the Core subcommittee uses the draft syllabus to see how the applicable Core requirements will be met. Include the applicable CORE learning outcomes on the syllabus if a CORE designation is requested.
  • Common Course Numbering requires a syllabus for all courses that includes the course learning outcomes.

A draft syllabus is attached to this document.

4. CV of Instructor -- required only if the instructor is not a tenure-track faculty member • If the instructor is not a tenure-track faculty member at MSU the instructor’s CV must be included in the New Course Packet.

The instructor, Dr. Cathy Cripps is an associate professor and a tenure-track faculty member in PSPP. She currently teaches two 400 level courses, 1 500 level course, and previously taught the large Biology 256 class (11 years, 200 students).

5. Department Head’s Statement -- required only if the instructor is not a tenure-track faculty member • If the instructor is not a tenure-track faculty member at MSU a statement of support for the instructor is required from the Head of the department offering the course.

6. CORE Narrative -- required only if a Core designation is requested • If a Core designation is requested, the Core subcommittee needs to know how the applicable Core requirements will be met.

This is not designed as Core course.

Syllabus follows on next page.
PSPP 323
MIRACLE MOLDS, MAGICAL MUSHROOMS: FUNGI IN OUR WORLD

Time & Place: T TH 12:00-1:30 pm, 3 lecture credits, 214 PGC.
Instructor: Dr. Cathy Cripps, office: 309 PBB, lab 109 PBB 994-5226, ccripps@montana.edu
Office hours: anytime, but it is best to give a call/email first to see if I am available

A presentation of the fungi and their roles in nature and in shaping past and present civilizations. The historical and practical significance of fungi as decayers of organic matter, as pathogens of plants and animals, as food, and as sources of mind-altering chemicals will be emphasized.

TEXT: "Magical Mushrooms, Mischievous molds" by G. Hudler. Also, Handouts, readings, web-links will be provided, Readings will be posted on D2L (Desire to Learn Website: access from MSU Homepage, on Quick Links) for you to download.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What Fungi do and How they do it</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A loaf of Bread, a jug of Wine and ---Yeasts!</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The story of Penicillin, Antibiotics &amp; Biosprospecting</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The great Irish Potato Famine &amp; fungal imposters</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Our Food Supply and blights, mildews, rusts, smuts</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fungal Transformation of our Forests and Main Streets</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Witch Persecution, LSD, and the Ergot Fungus</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Fungal Forensics: What’s in my House?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>What's in my Peanut Butter: Mycotoxins</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What's growing on my body? Athlete's foot, Yeast infections ring worm and more</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Can I eat it? Wild and Cultivated Edible Mushrooms</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Poisonous Mushrooms and Untimely Deaths</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Magic Mushrooms, Mexican Culture, &amp; New Science</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Siberian Mushroom Rituals and Santa Claus</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Medicinal mushrooms in Asian Culture and Today</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>What's Killing the Frogs and why do we care?</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Bats, White-Nose Syndrome and Farmers</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Fungus-Farming Ants &amp; Termites in S. America &amp; Africa</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Pine trees, Beetles &amp; Blue-Stain Lumber in N. America</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Symbiosis: How Fungi benefit our Plants and Trees</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Symbiosis: Truffles, Mammals, Owls and Voles</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Myco-engineering: New Uses for Fungi</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mycelium Running: Can Fungi help Save the World?</td>
<td>Final Feast?</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grading
3 lecture tests (75% of grade = 300 pts). Exam 3 will be given during the Final Exam period but is not cumulative. In-Class Quizzes and Activities (25% = 100 pts). There will be 24 in class activities or quizzes for 5 pts each. The lowest 4 scores will be dropped (so you can miss 4). You must be in class to gain the points. There are no make-up Exams without a legitimate signed Doctor's note.

Grading Scale:
- 95 – 100% A
- 90 – 94 % A-
- 87 – 89 % B+
- 84 – 86 % B
- 80 – 83 % B-
- 77 – 79% C+

74 – 76% C
70 – 73% C-
67 – 69% D+
60 – 66% D
Below 60 F

Learning outcomes
- Students will gain an awareness of fungi in the world around us
- Students will gain an understanding of how fungi have helped shape our world
- Students will gain knowledge of fungi as unique organisms
- Students will learn critical thinking skills for analyzing human situations involving fungi

MONTANA STATE UNIVERSITY

Academic Expectations
A. be prompt and regular in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor
F. make and keep appointments when necessary to meet with the instructor.

Behavioral Expectations
Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities.

Collaboration: students may not collaborate on graded material
Plagiarism: Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct.
Students with Disabilities: to contact your instructor and Disabled Student Services as soon as possible.

Drop dates
Sept. 9th is the last day to drop using MyInfo. Last day to drop without a grade is Sept. 16th. From Sept. 17th to Nov. 19th, dropped courses are graded "W". After Nov. 20th, no drops are allowed.