ANSC 350: Meat and the Consumer
CSU, Chico – College of Agriculture
Fall 2011 – Course Syllabus

Course Instructor: Patrick Doyle
Lab Instructor: Dave Dewey, Owner/Operator – Chico Locker & Sausage, Chico, CA
Class Schedule: Lecture – TR 12:30 - 1:20; Lab – T 2:00 - 4:50
Class Location: Lecture - PLMS 312; Lab - CSUC ATRC Meats Lab (unless otherwise noted)
Office Hours: W 10:00-1:00; TR 11:00-12:00 or by appointment
Office Location: PLMS 204
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Course Content and Objectives

ANSC 350 is an introductory course in meat science organized to teach undergraduate students the science, technology and business of processing and marketing muscle foods.

Science: Meat science includes the structure, composition and biology of muscle and associated tissues (adipose, connective, nervous and epithelial). The nutritional value and microbiology of meat will be studied.

Technology: The process of converting animals into fresh meat and meat products will be covered. Anatomy will be studied in relation to meat cuts, meat quality and product yield.

Business: Many facets of the meats industry will be studied. Meat packing and processing will be studied in relation to product safety and yields. Factors affecting profitability of various sectors of the meat industry will be discussed.

The objectives for the course are:

1. Assess the nutrient composition of beef, pork and lamb as it relates to diet/health and other nutritional concerns.
2. Impart knowledge relating to providing a wholesome and same food product to the consumer.
3. Introduce the technological and manipulative skills in the harvest and fabrication of meat animals and the processing of meat products.
4. Impart knowledge relating the live animal to its ultimate value as a food product.
5. Teach the skills of carcass and retail meat cut identification and carcass grading.
6. Introduce anatomy, muscle structure and function, chemical composition and physical characteristics of carcasses and cuts as they pertain to product quality and value.

Textbooks

Required Textbook: Laboratory Manual for Meat Science, 8th Edition by Savell, J.W. and G. C. Smith, (2009).

Tentative Lecture & Lab Schedule

The following is a tentative schedule and may be subject to change.

Class Mtg	Subject Matter (Weekly)	Reading*	Lab Topic (Weds)
T Aug 23	Introduction/History	1	No Lab
T Aug 30	Meat Inspection	2	Video "The Butcher" and Orientation (1)
T Sep 6	Microbiology/HACCP	2	Food Safety – HACCP (2)
T Sep 13	Slaughter/Dressing of Livestock	4,9,12	Pork Slaughter (4)
T Sep 20	Anatomy/Retail Cut ID	3,H.O.	Pork Fabrication (6)
T Sep 27	Growth/Development of Meat Animals	3	Meat Processing & Sausage Manufacturing (7,8)
T Oct 4	Muscle Structure	3	Lamb Slaughter (9)
T Oct 11	Midterm/Meat Tenderness	3,16	Lamb Fabrication (11)
T Oct 18	Meat Tenderness	3,16	Lamb Fabrication (11)
T Oct 25	Meat Color	15	No Lab
T Nov 1	Packaging Systems	15	Beef Harvest (12)
T Nov 8	Meat Curing	7	Beef Fabrication (14)
T Nov 15	Sausage Manufacturing	8	Beef Fabrication (14)
T Nov 22	Thanksgiving Break!!!		No Lab
T Nov 29	Nutrition		Chico Locker & Sausage Co, Inc.
T Dec 5	Review		Projects Due & BOM Lunch
T Dec 13	FINAL EXAM (Tentative; 2-3:50)		

*Meat Science Lab Manual Reading Assignment for Lecture.
Lab Reading Can Be Found in () after each lab topic.

Course Requirements and Student Responsibilities: Attendance, Assignments and Class Requirements

- You are expected to attend each class and to actively participate in discussions and planned activities.
- A missed exam will result in 0 points unless prior arrangements have been made with the instructor, or there is evidence of a serious and compelling reason (see *University Catalog*.
- If a student misses a class and/or lab, it is the student's responsibility to obtain the missed material.
- Assignments are due at the start of class. NO EXCEPTIONS. No late assignments will be accepted.
- All assignments are to be type-written. Handwritten assignments will not be accepted.
- If you have a disability that requires special accommodations, you must contact a counselor at Disability Support Services, Student Services Center Rm 170 (530) 898-5959. In addition, please let me know as soon as possible and I will provide you with the information you will need to receive services.
- Students are responsible for handling the necessary paperwork for adding or dropping this class. University guidelines for dropping classes are strictly adhered to. As per your student catalog, students may add or drop courses without penalty during the first two

weeks of school. During the third and fourth weeks of classes, COP forms to add or drop the course require an instructor signature. After this date, all COP forms to add or drop require a serious and compelling reason (see catalog) and require approval signatures of instructor, department chair and dean of college. If you drop before the end of the fourth week, the course will not appear on your academic record. However, a grade of "W" (for "Withdrawal") will appear on your academic record if dropped after the fourth week.

Grading for this Class

Homework (4 @ 25 pts ea.)	100
Semester Project	150
Quizzes (In-Class/Vista)	150
Exams (2 @ 150 pts ea.)	300
Laboratory (13 @ 15 pts ea.)	195
Total	895*

*Actual number of total points may vary depending upon actual number of problems/quizzes/labs/assignments given.

Grading Scale:

A ≥ 93%	B ≥ 83%	C ≥ 73%	D ≥ 60%
A- ≥ 90%	B- ≥ 80%	C- ≥ 70%	F < 60%
B+ ≥ 87%	C+ ≥ 77%	D+ ≥ 67%	

If there is evidence that you have been involved in any form of academic dishonesty, you will receive an "F" grade for the course, be locked from WebCT, and a report will be provided to Student Judicial Affairs for further action.

If a student feels an error in grading has been made, the student has one week from the time of the assignment is returned to them (or the grade is posted on the web, whichever is later) to request a review of the grade. The request must be in writing – attached to the original assignment—and must include a specific statement as to what is in error, how it should be corrected, and what supporting evidence is available.

Tentative Semester Project

Using household items, build a model of a retail cut, beginning with live animal > Wholesale Cut/Primal > Retail Cut (Fat Components and Muscles Identified). You can use anything that won't spoil over time. Be creative. The models should be no bigger than 12" X 24" and must be mounted on a base or stand on its own (Don't want your model rolling around my office).

You will be graded on:
Creativity (20)
Science: Accuracy of retail cu structure/components (90 pts)
Professionalism (20)
Participation (20)

Expected Student Behavior in the Classroom

- Students are expected to turn off all pagers, cell phones and other electronic devices during class time. **Interruptions will negatively impact your final grade!!! Five points will be deducted from your participation for every violation.**
- Students may not have food or drink in the classroom and lab facilities.
- Students are expected to pay attention and participate in class meetings.
- Students may not read other materials (newspapers, magazines) during class.
- Students are to remain in class during the entire session with the exception of breaks. Students are not allowed to come and go during the class session.
- All class participants are expected to exhibit respectful behavior to other students and the instructor.
- All students have the right and privilege to learn in the class, free from harassment and disruption.
- Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul language.
- The class follows the standards set in the ***Code of Students Rights and Responsibilities (EM 96-38***) and students are subject to disciplinary action for violation of that code.

Academic Rigor (http://em.csuchico.edu/aap/Undergrad/help/ARigor.asp)

ACADEMIC RIGOR AT CALIFORNIA STATE UNIVERSITY, CHICO

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University--teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Teaching

Rigorous faculty are role models for the behaviors and accomplishments the University seeks to promote. They demonstrate a high level of professionalism and commitment to the University and to their discipline and inspire in students an excitement about learning. Guiding students toward excellence, they

- Communicate high expectations and demonstrate them through a demanding syllabus and well-prepared classes.
- Encourage student-faculty contact in and out of class and offer conscientious advising and consistent availability.
- Encourage collaboration and active learning, fully involving students in the learning experience.
- Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
- Emphasize time on task, clearly communicate time required for learning, make it clear that full-time

study is full-time work, and design learning experiences so that homework matters.

- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.

- Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

Rigorous Learning

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.

- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.

- Treat fellow students and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.

- Accept continuing responsibility for learning and for grades earned.

- Approach each class in a professional manner, as if the class were real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.

- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.

- Demonstrate complete honesty and integrity.