Title: Beef Cattle Management (ANSC 471)

Instructor: David A. Daley

Class Schedule: MW - 11:00 - 11:50 (Lecture) @ Plumas 329
M - 2:00 - 4:50 (Lab) @ Farm 003 and Beef Unit

Office: Plumas 206
Phone: 898-4539

Office Hours: MW 9:30-10:00 or by appointment


Optional Text: Cow Calf Management Guide and Cattleman's Library
University of Idaho.

Course Content: An overview of the World, United States and California beef production systems. Industry segmentation (consumer, packer, retailer, feedlot, stocker, cow-calf and seedstock producer). Application of the principles of genetics, nutrition, meat science, reproduction, health and range management to current beef cattle production systems. The course will also entail a discussion of current issues and the status of a rapidly changing, diverse industry.

Laboratory: Labs are designed for both hands-on experience, as well as problem solving sessions, and will include a minimum of two field trips. Attendance at laboratory sessions is required. Lab reports will be assigned for selected labs.

Grading: 3 midterm exams, 15% 45%
Problem sets, lab and lecture assignments, quizzes 25%
Comprehensive Final 20%
Attendance/Participation 10%

Grades assigned on a standard scale (90=A, 80=B, 70=C, 60=D)

Other: There may be some local field trips that will be required (and will substitute for labs at the University Farm).

Beef Day - Saturday, February 21st is required attendance. (Report required)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Overview of World, U.S, and California Beef Production</td>
<td>1/26-29</td>
</tr>
<tr>
<td>2</td>
<td>- Industry segmentation. Consumer, Retailer and Packer</td>
<td>2/2-5</td>
</tr>
<tr>
<td>3</td>
<td>- The Feedlot Industry</td>
<td>2/9-12</td>
</tr>
<tr>
<td>4</td>
<td>- Stocker, Yearling operations. The cow-calf producer</td>
<td>2/16-19</td>
</tr>
<tr>
<td></td>
<td><strong>BEEF DAY - SATURDAY, FEBRUARY 21</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- The cow-calf industry</td>
<td>2/23-26</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>- Genetics/ Breeding Systems</td>
<td>3/2-5</td>
</tr>
<tr>
<td>7</td>
<td>- Breeding systems (continued). Records management and interpretation</td>
<td>3/9-12</td>
</tr>
<tr>
<td></td>
<td><strong>SPRING BREAK</strong></td>
<td>3/16-19</td>
</tr>
<tr>
<td>9</td>
<td>- Nutrition. Range Cattle Supplementation</td>
<td>3/30-4/2</td>
</tr>
<tr>
<td>10</td>
<td>- <strong>Review, Exam 2</strong></td>
<td>4/6-9</td>
</tr>
<tr>
<td>11</td>
<td>- Carcass evaluation</td>
<td>4/13-16</td>
</tr>
<tr>
<td>12</td>
<td>- Health programs. Repro/AI/ES</td>
<td>4/20-23</td>
</tr>
<tr>
<td>13</td>
<td>- Range management</td>
<td>4/27-30</td>
</tr>
</tbody>
</table>
Academic Rigor and High Expectations

Part A. (Definitions)

Philosophical Statement

Academic rigor consists of dedication on the part of students and faculty to the pursuit of academic excellence, including discipline of mind and disciplined behavior, intellectual honesty, decorum and civility. It is exemplified by the attainment of the highest standards as defined by and in each discipline. It also includes transmitting, sustaining, evaluating, and enhancing the continuity of recognized intellectual achievements in each discipline. A passion for learning and high expectations should pervade the atmosphere of the University. The quality of education and the degrees and certificates offered by the University will only have value insofar as the administration, faculty, and students view themselves as custodians of the University’s reputation.

Expectations for a Learning Community

Expectations of Faculty

Faculty are role models for the behavior and accomplishments of students. They inspire in students an excitement about learning through a high level of professionalism and commitment to their discipline.

Rigorous faculty

- demonstrate high expectations of the course through a demanding syllabus, well-prepared classes, staying current through research and professional activities;
- offer conscientious advising and predictable availability;
- fully involve students in the learning experience by providing prompt, frequent feedback and developing rigorous testing methods;
• develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability;
• seek to eliminate opportunities to engage in academic dishonesty;
• actively contribute to their disciplines.

**Expectations of Students**
An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. College is a fundamental asset in building a student’s character, citizenship, and employment future.

**Rigorous students**
• set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time;
• make the most of faculty advising and mentoring;
• 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 responsibility for learning and grades earned;
• approach each class in a professional manner;
• recognize that a full-course load is equivalent to full time work and spend no less time on it;
• demonstrate complete honesty and integrity.

**Expectations of the University**
University policies, procedures and programs are intrinsic to the ability of students and faculty to operate in an atmosphere that is conducive to learning and high standards. It is the responsibility of campus administration to ensure that instruction takes place in an environment that promotes, honors, and supports academic rigor.

**A rigorous university**
• provides the atmosphere, the means, and the time for faculty to sustain efforts for creative work, consulting, grant-getting, scholarship and publications;
• expects that faculty continuously uphold their expertise via a full range of professional and creative output;
• sets minimum qualifications for training and supervision of anyone who instructs students in a classroom setting;
• enforces academic policies consistently;
• maintains and rewards a highly qualified, professional support staff;
• provides sufficient high quality equipment and technological infrastructure;
• provides adequate library hours, services, and access to materials;
• provides adequate study space for students;
• provides informal gathering places where students and faculty can interact.