

PSSC 363 – Forage Crops

Course Requirements and Outline

Spring 2011

- Instructor:** Dr. Celina Johnson
- Contact Info:** Plumas Hall 210
530-898-4147
WEBCT email
- Office Hours:** Mondays : 9:00 am to 12:00 pm
Thursdays: 10:30 am to 12:30 pm
By appointment
- Course Meeting Times:** Lecture: Tuesday and Thursday; 9:30 am to 10:20 am; PLMS 329
Laboratory: Tuesday; 2:00 pm to 4:50 pm; FARM 002
- Text (required):** Forages: An Introduction to Grassland Agriculture
Vol. 1; 6th Ed; 24 contributing authors
- Support Material:** List of websites available on WEBCT
Recommend a Digital Camera for laboratory activities
Supplemental reading as assigned on WEBCT
- Session Goals:** To understand this statement: *“The primary form of food is grass. Grass feeds the ox: the ox nourishes man: man dies and goes to grass again; and so the tide of life, with everlasting repetition, in continuous circles, moves endlessly on and upward, and in more senses than one, all flesh is grass.”* Excerpt from an address of John James Ingalls, Senator from KS from 1873-1891.
- Course Objectives:** Upon completion of this course, students will be able to:
- Identify various forages used for feeding livestock
 - Determine best management practices for raising forages for livestock production
 - Identify key factors that affect forage quality for livestock
 - Plan a year round feeding budget
 - Implement, conduct and analyze a research project

Computer Use:

All communication for this course will be conducted via WebCT Vista. This includes email communications and course announcements. It is the student's responsibility to check WebCT regularly for any announcements regarding the course. If an activity or lab is not posted to WebCT by 6 pm of the day before that lab/activity; the instructor will bring copies to class.

Grading:

This course is designed to have a variety of assignments, exams, and quizzes to allow a variety of opportunities for you to make points. There is no curve, but grades will be rounded up to the nearest whole number (ex. 89.5 would round up to 90). The following is the grading scale for this class:

Grading Scale:

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

Approximate Points Possible (can vary at instructors discretion):

Lab activities (approximately 10 @ 30 pts)	300 pts
Research project	150 pts
Forage fact sheet	50 pts
Exams (2 @ 100 pts, final worth 150)	350 pts
Reading quizzes (10 @ 25 pts)	250 pts
Total points	1100 pts

Assignments and Activities:

LABORATORY ACTIVITIES

Each week you will have a homework assignment for the laboratory. These will vary from activities to writing summary papers. All lab activities are due the following lab, unless specified by the instructor.

EXAMS AND QUIZZES

EXAMS: There will be three exams for this course. The exams will be divided by subject matter. The final will be a comprehensive final (30-40% from previous exams, remaining from new material). Exams will be held during laboratory time (beginning of lab time) and 1 hour 30 minutes will be allowed for taking exams.

READING QUIZZES: Each lecture topic will have a reading quiz associated with it. All quizzes will be on WEBCT and will be due prior to that topic being discussed in lecture. It is the student's responsibility to ensure that all quizzes are taken in a timely fashion.

The instructor reserves the right to conduct announced and unannounced quizzes as deemed necessary!

PROJECTS

SILAGE EXPERIMENT: This semester, we will be making silage and testing the impact of silage inoculants on the fermentation process. As a class, we will monitor pH and forage quality of the silage throughout the fermentation process. Students will be responsible for making the silage, data management and analysis. You will be writing a summary paper (minimum 2 pages, double spaced, one-inch margins) summarizing this project. ***The final paper is due Friday May 13, 5:00 pm. YOU MUST EMAIL THESE VIA WEBCT AS A PDF FILE.***

FORAGE FACT SHEET: Pairs of students will be assigned a forage species to do a paper on. ***These will be due by March 11, 5:00 pm. YOU MUST EMAIL THESE VIA WEBCT AS A PDF FILE.*** There are free online pdf converters (<http://www.freepdfconvert.com/>) if you need one. NOTE: These will be shared with your classmates and the information will be used for the final. The papers must include the following information:

- ✓ Name of students
- ✓ Common name and scientific name (if grass, must also include the tribe)
- ✓ Season of growth and type of growth (dicot/monocot)
- ✓ Forage type (grass, forb, legume)
- ✓ Does the forage have stolons and/or rhizomes?
- ✓ Pictures of leaf, inflorescence, seed, entire plant
- ✓ Map of distribution in the US
- ✓ Description of the adaptation requirements of the forage (climate, soil, season, etc.)
- ✓ Description of how the forage is propagated (method, season, rate, etc.)
- ✓ Description of how forage is used by livestock producers
- ✓ Additional management considerations or concerns when using this forage
- ✓ Common pests/diseases that can be associated with this forage (both the forage perspective and the livestock perspective)

EXTRA CREDIT

If a student desires extra credit, they may submit answers to the questions at the end of each chapter in the text book. Students may do a maximum of 5 chapters for 5 points extra credit, each (total of 25 point). Questions are graded as “all or none” – meaning full credit is only given if all questions are correctly answered. To submit questions and answers, email via WebCT (in the header state “Extra Credit Chapter ___”) the instructor no later than the Friday (5 pm) of the week that chapter is assigned for reading. For example, the only chapter that is eligible for submission the last week of the semester is Chapter 20. There will be no reminders for this activity – students are on their own to complete the extra credit opportunity.

Miscellaneous:

- NO LATE ASSIGNMENTS WILL BE ACCEPTED! If you are not going to be attending class where an assignment is due, drop it off early or send it with a classmate.
- Periodically, during lecture or lab, other assignments can be assigned at the instructor’s discretion.
- No make-up exams/quizzes will be allowed, EXCEPT FOR **ABSENCES** THAT HAVE BEEN **CLEARED BY THE INSTRUCTOR** **PRIOR** TO THE ABSENCE!
 - For school related activities, a letter from the supporting faculty/instructor **is required prior to the absence**.
- Remember – you earn grades, professors merely assign them!
- “Pet Peeves”:
 - *Asking how long something will take. You are paying for a certain amount of time by signing up for this course – we will meet for the full time!*
 - *Asking to be excused from rules that all classmates are following.*
 - *Cell Phones that ring or vibrate during class time (lecture or lab). Leads to Celina’s Cell Phone Rule - **If a cell phone goes off during class time (lecture or lab), the owner will be asked to leave and forfeit any points associated with the lecture/lab.***
 - *Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul behavior*
 - *Unstapled assignments – multiple page assignments without a staple will receive a score of 0.*
 - *Missing names on assignments – receive a score of 0.*
- You are responsible for adding/dropping classes.
- It is YOUR responsibility to obtain any information announced in class.
- You will have a one-week period following the return of any exams, quizzes, or assignments to resolve any questions regarding the grading. After that time period, all grades are final.
- You should retain all graded items until a final course grade is assigned.
- 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 the Student Judicial Affairs for further action.
- If you need specific accommodations due to a disability (or other circumstances), you must contact a counselor at Disability Support Services, 530-898-5959.

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/sja.shtml>

Philosophical Statement – Academic Rigor

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

Expectations of Students

Demonstrate high expectations of the course through a demanding syllabus, well-prepared classes, staying current through research and professional activities.	Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time
Offer conscientious advising and predictable availability	Make the most of faculty advising and mentoring
Fully involve students in the learning experience by providing prompt, frequent feedback and developing rigorous testing methods	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
Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability	Accept responsibility for learning and grades earned
Seek to eliminate opportunities to engage in academic dishonesty	Approach each class in a professional manner
Actively contribute to their disciplines	Recognize that a full-course load is equivalent to full time work and spend no less time on it
	Demonstrate complete honesty and integrity

Lecture Topics and Exams

Date	Topic	Reading	Laboratory
1/25	Introduction Forages/Grasslands	Chapter 1 - 3	Tour of livestock units – relative to forage production
1/31	Physiology	Chapter 4 Chapter 5	Forage ID – grasses
2/7	Grasses I	Chapter 6 Chapter 7	Forage ID – legumes
2/14	Grasses II	Chapter 6 Chapter 7	Soils
2/21	Legumes	Chapter 8 Chapter 9	Pasture Inventory
2/28	Seed Quality/Forage Establishment	Chapter 11	Exam 1 <i>(Intro, Physiology, Grasses, Legumes)</i>
3/7	Fertilization/Nutrient Mgmt	Chapter 12	Fertilizers
3/14	☺ Spring Break ☺		
3/21	Silage/Haylage	Chapter 19	Silage Experiment
3/28	Hay	Chapter 19	Site Visit
4/4	Pasture Ecology	Supplemental Reading	Pasture condition evaluation
4/11	Grazing Management	Chapter 20	Exam 2 <i>(Seeds, Fertilization, Silage, Hay, Ecology)</i>
4/18	Grazing Management	Chapter 20	Feed Budgets
4/25	Grazing Management	Chapter 20	Grazing Lab Part 1
5/2	Animal Disorders	Chapter 18	Grazing Lab Part 2
5/9	Forage Quality/Utilization	Chapter 16 Chapter 17	Forage NIRS (silage experiment)
5/16	Finals – Exam 3 <i>(Comprehensive: 30-40% previous exam material; 60-70% new material)</i>		