Instructor Information:

Instructor: Dr. Celina Phillips
Contact Info: Plumas Hall 210
530-898-4147
Office Hours:
Wednesday: 9:00 am to 12:00 pm
Thursday: 10:30 am to 12:30 pm
By appointment as needed

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

Course Meeting Times and Required Material:

Course Meeting Times:
Lecture: Tuesday and Thursday; 9:30 am to 10:20 am; TEHAMA 106
Laboratory: Tuesday; 2:00 pm to 4:50 pm; FARM 002

Texts (required):
Pasture Management Guide, Iowa State University Extension $10, order online at https://store.extension.iastate.edu/ItemDetail.aspx?ProductID=5256
Greener Pastures on Your Side of the Fence: Better Farming with Voisin Management Intensive Grazing (4th ed), by Bill Murphy $20-30, available on various websites (including Amazon and Barnes and Noble)

Support Material:
List of websites available on Blackboard Learn
Digital Camera for laboratory activities
Supplemental reading as assigned on Blackboard Learn
Calculator (not a cell phone) for all laboratory activities

Computer Use:
All communication for this course will be conducted via Blackboard Learn. This includes email communications and course announcements. It is the student's responsibility to check Blackboard Learn regularly for any announcements regarding the course. If an activity or lab is not posted to Blackboard Learn 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 93%</td>
</tr>
<tr>
<td>A-</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>B+</td>
<td>≥ 87%</td>
</tr>
<tr>
<td>B</td>
<td>≥ 83%</td>
</tr>
<tr>
<td>B-</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>C+</td>
<td>≥ 77%</td>
</tr>
<tr>
<td>C</td>
<td>≥ 73%</td>
</tr>
<tr>
<td>C-</td>
<td>≥ 70%</td>
</tr>
<tr>
<td>D+</td>
<td>≥ 67%</td>
</tr>
<tr>
<td>D</td>
<td>≥ 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
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</tbody>
</table>

Approximate Points Possible (can vary at instructors discretion):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>30 pts</td>
</tr>
<tr>
<td>Lab activities (approximately 10 @ 30 pts)</td>
<td>300 pts</td>
</tr>
<tr>
<td>Research paper</td>
<td>100 pts</td>
</tr>
<tr>
<td>Exams (2 @ 100 pts, final worth 150)</td>
<td>350 pts</td>
</tr>
<tr>
<td>Total points</td>
<td>780 pts</td>
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</tbody>
</table>

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. If an activity is not completed during the allotted time, it will be due the following lab, unless otherwise instructed.

SYLLABUS QUIZ

You are required to complete an online quiz on the syllabus for this course. **This quiz is due by 11:59 pm on Friday of Week 1.** Students will be allowed two attempts at the quiz, counting the best score of the two. This quiz is worth 30 points.

EXAMS AND QUIZZES

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.

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

PROJECTS

**GRAZING EXPERIMENT:**

Our question is how does stocking density (numbers of animals per acre) for a specific grazing period affect forage quality and soil C and N. We will have 3 treatments:

1. Control, no grazing
2. Low stocking density
3. High stocking density

We will be collecting forage clip samples and soil samples to evaluate later in the semester. Plots will be either chopped or grazed to a standard height about 30 days before the semester begins, to make sure all plots are at the same forage amount. More details will come during lab!
Associated with this project is a paper worth 100 points. The paper will require the following:

- **Title page** – includes the title in ALL CAPS and center about 2 inches from the top; student name about 1 inch below the title; next line will be course and laboratory section
- Minimum of 2 pages, maximum of 4 pages, literature review. Double spaced, one inch margins. Do not repeat any information from the title page. Students will need to locate a minimum of 5 peer-reviewed journal articles (like Journal of Animal Science, Agronomy Journal, Journal of Range Management, etc.). APA reference style must be used. Reference list (again following APA guidelines) must be on a separate page (all by itself).
- A summary of the research project. The summary needs to include the following (double spaced, one-inch margins):
  - Title at the top of the page in ALL CAPS and centered
  - Student name on the next line
  - Must include (essay form, may use headings to provide structure):
    - Research objective (1-2 sentences)
    - Methodology overview (minimum of 1 page)
    - Results (both essay form and tables of data – report treatment means, P values and either SEM or Variance; minimum of 1 page, excluding tables)
      - Tables need to be on a separate page and “stand alone”. This means the reader should be able to determine all key information (treatments and results) from the table.
      - Discussion of results (must use supporting literature in discussion; minimum of 2 pages)
      - Summary (minimum of ½ page, maximum of 1 page)

- **Paper must be submitted as a PDF file to the Turnitin assignment on Blackboard Learn no later than Friday of “Dead Week” by midnight.**
- Instructor will review any sections of paper prior to “Dead Week”. Simply bring in a hard copy, double spaced, to the instructor’s office hours for review.

**Course Policies:**

- **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. Online assignments will allow a minimum of 24 hours to be completed to be able to fit everyone’s schedule!
- 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 obligated 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 activity). Leads to Celina’s Cell Phone Rule - **If a cell phone goes off during class time (lecture or lab), the class will lose 5 points off total grade, for every infraction.**
  - Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul behavior
- 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

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

## Lecture Topics and Exams

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>Introduction/Physiology</td>
<td>Tour of livestock units – relative to forage production Syllabus Quiz</td>
</tr>
<tr>
<td>2/5</td>
<td>Physiology of Growth</td>
<td>Forage ID – grasses</td>
</tr>
<tr>
<td>2/12</td>
<td>Pasture Ecology</td>
<td>Forage ID – legumes</td>
</tr>
<tr>
<td>2/19</td>
<td>Ecology/Pasture Nutrition</td>
<td>Initiate Research Project Project Sampling</td>
</tr>
<tr>
<td>2/26</td>
<td>Pasture Nutrition</td>
<td>Exam 1</td>
</tr>
<tr>
<td>3/5</td>
<td>Grazing Effects</td>
<td>Fertilization Project Sampling</td>
</tr>
<tr>
<td>3/12</td>
<td>Grazing Effects</td>
<td>Pasture Inventory/Soil Sampling</td>
</tr>
<tr>
<td>3/19</td>
<td>☺️ Spring Break ☺️</td>
<td>Project Sampling</td>
</tr>
<tr>
<td>3/26</td>
<td>Grazing Animal Management</td>
<td>Feed Budgets</td>
</tr>
<tr>
<td>4/2</td>
<td>Grazing Animal Management</td>
<td>Conclusion of Research Project Project Sampling</td>
</tr>
<tr>
<td>4/9</td>
<td>Health Considerations for Livestock</td>
<td>Exam 2</td>
</tr>
<tr>
<td>4/16</td>
<td>Evaluating Grazing Systems</td>
<td>Forage and Soil Analysis (Campus - TBA)</td>
</tr>
<tr>
<td>4/23</td>
<td>Managing Risk in Grazing</td>
<td>Using AUM’s as a Planning Tool</td>
</tr>
<tr>
<td>4/30</td>
<td>Hay/Silage Production</td>
<td>Free Time to Work on Research Project</td>
</tr>
<tr>
<td>5/7</td>
<td>Hay/Silage Production</td>
<td>Field Trip to Glennland Farms – will be on final Final Paper Due Friday by 11:59 PM (PDF format – BB Learn)</td>
</tr>
<tr>
<td>5/14</td>
<td>Final Exams - Exam 3</td>
<td>(Comprehensive: 30-40% previous exam material; 60-70% new material)</td>
</tr>
</tbody>
</table>
Sometimes students fall into that false sense of security that the relationship between themselves and their university instructors/professors falls into the same line as those with their close friends. Remember, your professors are not your friends (not yet), they are your instructors, coaches, and people who will (or not) write letters of recommendation for you in the future based on your class performance, professionalism, attitude, and attendance.

An email, phone message, or other means of communication to a university staff or faculty member should be treated as an official message that should be taken seriously. Spelling, grammar, punctuation, and style are all observed by the reader and poorly written or spoken messages are not acceptable. Act professional and proud when working with other professionals if you want to be taken seriously.

Your actions in class and lab also leave a lasting impression. Are you constantly late to class with no good reason? Do you always seem to have an excuse for everything? Do you procrastinate and then run out of time for your homework? Do you wish you could perform better on tests and major assignments?

Here are a few items myself and my colleagues have noticed over the past several years of teaching at the college level.

1. Unless the instructor tells you to call her/him by a first name, use a professional salutation or greeting:

   Dear Dr. Snottinoz, (or Professor Snottinoz, if you don’t know if he/she has earned a PhD). Please check to see if you spelled the instructor’s name correctly. If you take the time to capitalize your name, do the same to the instructor’s name. Use of Ms. or Mr. is appropriate if the instructor doesn’t have a PhD.

2. Tell the instructor who you are (full name) and your section number in every communication (email subject heading, phone message, note on office door/faculty mailbox, etc.). We can’t tell who you are from an AOL or hotmail email account name or your initials.

3. Speaking of non-CSUC email accounts, does your email account sound professional? wildcathottie21@domaindotcom or bigstrongboy23@domaindotnet probably won’t be taken very seriously by most instructors and eventually, human resource professionals.

4. Do not use text messaging abbreviations in your communications and use of “get back to me ASAP” is considered rude. We try our best to read emails but aren’t sitting at the computer 24/7 waiting for your messages.

5. Spell check and proofread your email. You are a student at a state university and your actions, attitude, and performance will decide whether you receive letters of recommendation from your professors. Not the best writer? Get help from the University Writing Center!

6. Only compose an email after you have thoroughly read the syllabus and know the class rules and due dates. Don’t try to negotiate the due dates; in my class, they are set in stone. Have you tried posting your question with the online discussion tool? Usually one of your classmates can help you before the instructor can get back to you.

7. Remember the syllabus is a contract between you and the instructor. This is what she/he will provide to you during the semester and what she/he expects from you and your performance in return. If you can’t or aren’t willing to abide by the class policies and assignments, you should seriously consider finding another class.
8. Don’t send instructors jokes, funnies, or chain emails. Most of the time these are sent directly to our junk email file but if not, they end up there anyway. I won’t answer an email unless I know who it’s from and if that person is a student or colleague.

9. Some instructors don’t return emails over the weekend. Keep this in mind prior to an upcoming exam or large assignment. Many have families and lives outside of teaching, respect that.

10. Keep your feet on the floor and off the furniture. Respect the facilities at the farm. Don’t sit on fences or gates as that wears them down faster. If you must go over a gate, go on the hinged side.

11. Make it a point to come to class on time and don’t leave early.

12. Turn your phone and iPod off. Bring your class materials and a regular calculator to all class meetings. Be prepared so you don’t have to borrow from a classmate.

13. Do the assigned reading and homework as soon as you have free time. Expect 5-6 hours of study time for each class each week. Don’t procrastinate!

14. Clean up after yourself, put things back where they came from, and report broken tools and materials to your instructor immediately. They will put it aside so no one uses it and will either get it fixed or replaced.

15. Share tools and materials with classmates.

16. Say “please” and “thank you” to everyone who helps you. What goes around comes around and no one likes a slacker. Don’t be afraid to ask for help and be ready to give it in return.

17. Don’t even consider cheating in any class. Most instructors have been teaching a while and know most of the tricks from hidden notes on ball caps and pens to writing on body parts to electronic cheating. Don’t risk an F grade or removal from the university because you didn’t study!

18. Take 10-15 minutes after each lecture and lab to go through the notes. Did you miss anything? Are you unsure of a concept? Can’t read your notes? Write down any stories or examples that you know belong in your notebook. This simple weekly study technique has helped thousands of students increase their grades without last-minute cramming, late-night study sessions, and random memorization.

19. Go to the instructor’s office hours to clarify notes or parts of the lecture you did not understand. That’s what the instructor is there for and they want you to succeed. Maybe you just need to hear a concept in another way or need to know how it relates to your major or real life. That’s their job, just ask!

20. Remember that advice is free, you don’t have to take it. Be smart and safe, remember the Golden Rule and do your best. Hindsight is always 20-20, so keep your head up now before it’s too late to change your performance.