Instructor Information:

Instructor: Dr. Celina Phillips
Contact Info: Plumas Hall 210
530-898-4147
Use BB Learn email for all course communications

Office Hours: Wednesday: 8:30 am to 10:30 am
Wednesday: 1 pm to 3 pm
Facebook: Tuesday’s from 1 pm to 4 pm

Graduate Assistant: Ms. Kate Moore
Plumas Hall 210
Use BB Learn Email
Facebook: Thursday’s from 9 am to noon

Course Objectives:

1. Given a species of livestock or companion animals, students will be able to identify and describe the function of the digestive system for that animal.
2. Given a feed for animals, students will be able to identify and describe the appropriateness of that feed for various animals.
3. Given a type of animal, students will be able to identify appropriate ingredients and dictate proportions of ingredients appropriate to that animal.
4. Given a scenario, students will be able to utilize basic math skills to identify solutions
5. Given a scenario, students will be able to justify key decisions through effective oral and/or written communication.

Course Meeting Times:

Lecture – Section 01: Online – Blackboard Learn
Activity – Section 02: Thursday; 12:00 pm – 1:50 pm; PLMS 329
Activity – Section 03: Thursday; 2:00 pm – 3:50 pm; PLMS 329
Activity – Section 04: Thursday; 4:00 pm – 5:50 pm; PLMS 315

Required Material:

• Calculator (have at all times – it is faster to have one that is not on the computer you use). You will not be allowed to use calculators on your phone or computer during assessments in class!
• Flash drive or personal laptop (something to save work on during activities). University computers will be provided for use during activity if needed.
  o NOTE: Students will be required to have activities printed and any required computer software/spreadsheets downloaded PRIOR TO ACTIVITY. Failure to do so will result in student falling behind during activity. If student persistently does not have activities ready to go at the beginning of class, student may be excused from activity.

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. Students are REQUIRED to email instructors from BB Learn (to ensure the instructor receives the email).

• There will be weekly information available on Blackboard Learn – it is YOUR RESPONSIBILITY to complete this component of the course!

• Computer use is required for this class. Numerous spreadsheets will be used, therefore students must have access to Microsoft Excel. All students have free access to MICROSOFT OFFICE 365 by being a Chico State student! Simply log in with your portal ID and password.

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>Percentage earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than 93%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 90%</td>
<td>B+</td>
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<tr>
<td>83 – 87%</td>
<td>B</td>
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<tr>
<td>80 – 83%</td>
<td>B-</td>
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<td>77 – 80%</td>
<td>C+</td>
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<td>73 – 77%</td>
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<td>70 – 73%</td>
<td>C-</td>
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<tr>
<td>67 – 70%</td>
<td>D+</td>
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<tr>
<td>60 – 67%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>25 pts</td>
</tr>
<tr>
<td>Activities and Case Studies (15 @ 15 pts each)</td>
<td>225 pts</td>
</tr>
</tbody>
</table>
Percentage earned | Letter Grade
---|---
Weekly Quizzes (12 @ 20 pts each) | 240 pts
Final Case Studies (4 @ 25 pts each) | 100 pts
Brantteasers (15 @ 3 pts each) | 45 pts
Exams (3 @ 100 pts) | 300 pts
TOTAL POINTS | 935 pts

Assignments and Activities:

**PRE/POST TEST**
You are required to complete a pre and post-test during the first week of the semester and the final week of the semester. These **MUST BE COMPLETED** in order for essential course content to be opened. The tests are short (less than 10 questions/multiple choice type format). This assessment is designed to gauge current knowledge of the students.

**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 Wednesday of Week 2.* Students will be allowed one attempt (30 minutes allowed).

**FACEBOOK OFFICE HOURS**
This semester, we will be hosting “Facebook” office hours. If you are having trouble finding the time to come to regular office hours, post a question on our Facebook page. The page is a “closed group” and you will need to “ask to join” the group. The group name is ANSC 230 Feeds and Feeding – search for it on Facebook or click the link. This is not required, this is just an alternative way to ask questions and seek assistance/clarity on course content!

**ACTIVITIES**
Each week you will have an activity or case study for this class. Each activity/case study is worth approximately 15 points. *Activities will be due (either online or hard copy, depends on assignment) at noon on Thursday of the following week (unless otherwise noted).* Keys for problems will be posted online after activities are turned in so students can see how problems are solved.

**CASE STUDIES**
The latter half of the semester will be focused on a variety of feeding case studies. Each case will have specific submission instructions. The cases are as follows:

- Companion animal (learn about evaluating pet foods from a consumer perspective)
- Swine (develop a feed label for a product)
- Equine/Sheep/Goats/Beef/Dairy (develop final reports for a customer – minimum of 1 oral and 1 written, students will have option to choose oral/written on others).

The final for this course will be take home case studies (students will have a choice in which cases are completed). Students will be required to complete four cases (1 oral and 1 written, minimum) from the list of available cases. The final cases will be due during finals week, there will be staggered due dates to facilitate grading. *Final Case Studies will be posted on BB Learn by 30 days prior to the end of the semester.*
Justifications will require references to provide support for student’s decisions. “Quality” references include peer-reviewed, scientific journal articles and cooperative extension, university articles.

**BRAINTEASERS**
Throughout the semester, there will be “brainteasers” that will be conducted at the beginning of activity. These activities will be short problems, to be done without calculators, and students will be required to submit immediately. These will be graded as variable points (1-3) and are designed to encourage quick thinking and practicing key concepts and calculations that are used in class!

**OPPORTUNITY KNOCKS...**
There will be three exams for this course and will be held online during the assigned week. Exams are an opportunity for students to demonstrate knowledge! See the Schedule for dates of exams. There will be no online quiz for that week’s online learning material, however the online learning material will be on the following exam.

**WEEKLY ONLINE LEARNING MODULES**
Weekly learning units are posted on Blackboard Learn. These units will consist of a study guide, learning material, and the activity for the week. Learning material will be in a variety of formats such as readings, videos, voiced-over PowerPoints, etc. This online component is replacing a traditional lecture time, so expect to spend a **minimum** of 2-3 hours per week online with the learning module. This does not include time “studying” the material, just like any other course, there will be an expectation of studying outside of lecture/activity time.

You will have weekly assessments (quizzes) that come from various materials posted online and required readings. Weekly quizzes will be online and due by Thursdays at noon.

All links to quizzes and activity submissions will be located within the appropriate week’s learning module. For activities, the submission will be located in the weekly module for which it was assigned.

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

**EXTRA CREDIT**
In case you miss an assignment or a quiz, there is an option for extra credit available during the semester. **You may choose one of the following options (and one only)!**

**Option 1.** During this semester you will have free access to the Feedstuffs magazine - **this a GREAT agribusiness resource!!!** For up to 20 points extra credit, you can review/respond to various articles throughout the semester. You may do up 10 reviews/responses for 2 points each. You may not submit more than 2 posts per week, so plan ahead! A good review will summarize the article and then have a discussion of how it relates to what you are learning in class and will be a minimum of 300 words. A good response to someone’s post is polite, professional and responds to the article that is being discussed (not the person reviewing). To submit or review, simply select “Feedstuffs Blog” on the side menu. There will be a separate link for the magazine itself (“Feedstuffs Magazine”).

**Option 2.** Develop an educational video about feeding animals. If you would like to, you can develop an education video about feeding an animal of your choice. The topic must be approved by the instructor prior to submission. Simply email “all instructors” via BB Learn and type “Extra Credit
Video Topic” in the title and the instructor will review and reply back with approval or suggestions. This option *EXPIRES ON DECEMBER 1* (no videos will be accepted after that date).

**Option 3.** Develop a game (digital or board game) about feeding animals. The topic must be approved by the instructor prior to turning it in. This option *EXPIRES ON DECEMBER 1* (no games will be accepted after that date).

**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 48 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 (especially if students keep asking “how long will this take”!)
  - Asking to be excused from rules that all classmates are following.
  - 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. This includes exams as well.*
  - *Missing names on assignments* – receive a score of 0.
- 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 BB Learn, and a report will be provided to the [Student Judicial Affairs](#) for further action.

**Accessibility**

Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with the instructor (Dr. Phillips) as soon as possible, or come in to office hours! Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you to understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.
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 Student Judicial Affairs.

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 of 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

• 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
# Tentative Schedule:

<table>
<thead>
<tr>
<th>Week (M)</th>
<th>Topics</th>
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| 1 – August 24 | Online Module: Introduction to Feeding Animals/Digestive Systems  
Activity Topic: Overview of Feeding Classes and Digestive Systems & Selfie Scavenger Hunt 1 |
| 2 – August 31 | Online Module: Intro to Feed Classes and Nutrients  
Activity Topic: Feed ID and Selfie Scavenger Hunt 2 |
| 3 – September 7 | Online Module: Roughages and Protein Supplements  
Activity Topic: Feed Cost Evaluation/Performance Calculations |
| 4 – September 14 | Online Module: Energy Feeds/Vitamins/Minerals  
Activity Topic: Converting Between Dry Matter and As Fed Basis (absolute) |
| 5 – September 21 | Online Module: Additives/Feed Laws/Labels/Processing  
Activity Topic: Converting Between Dry Matter and As Fed Basis (concentration) |
| 6 – September 28 | Online Module: Nutrient Requirements/Basics of Ration Formulation  
Activity Topic: Nutrient Requirement Evaluation  
*Opportunity Week (Exam 1 – Weeks 1-5 Online Learning Modules)* |
| 7 – October 5 | Online Module: Ration Formulation - Pearson Square/Algebra  
Activity Topic: Pearson Square/Algebra practice |
| 8 – October 12 | Online Module: Ration Formulation - Substitution  
Activity Topic: Substitution practice |
| 9 – October 19 | Online Module: Feeding Companion Animals  
Activity Topic: Non Ruminant I (Dog/Cat) |
| 10 – October 26 | Online Module: Feeding Swine  
Activity Topic: Non Ruminant II (Swine) |
| 11 – November 2 | Online Module: Feeding Equine (chpt 19)  
Activity Topic: Non Ruminant III (Equine)  
*Opportunity Week (Exam 2 – Weeks 6-10 Online Learning Modules)* |
| 12 – November 9 | Online Module: Feeding Sheep/Goats  
Activity Topic: Ruminants I (Sheep/Goats) |
| 13 – November 16 | Online Module: Feeding Beef  
Activity Topic: Ruminants II (Mature Cow Herd) |
| 14 – November 23 | *Thanksgiving 😊* |
| 15 – November 30 | Online Module: Feeding Beef  
Activity Topic: Ruminants III (Growing Beef) |
| 16 – December 7 | Online Module: Feeding Dairy Cattle  
Activity Topic: Ruminants IV (Dairy)  
*Opportunity Week (Exam 3 – Weeks 11-16 Online Learning Modules)* |
| 17 – Finals (December 14) | Final Cases will be due via staggered due dates on BB Learn:  
- Companion Animals – due Tuesday by 5 pm  
- Swine/Equine – due Wednesday by 5 pm  
- Small Ruminants (Sheep/Goat) – due Thursday by 5 pm  
- Large Ruminants (Beef/Dairy) – due Friday by 5 pm |
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 technology off (unless the instructor tells you otherwise). 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.