Instructor Information

Instructors: Dr. Celina Phillips (Lecture/Lab)
Ms. Kate Moore (Lab)

Contact Info: PLMS 210
530.898.4147
Use BB Learn email for all course communication

Office Hours: Dr. Phillips (Wednesday’s 8:30-10:30 am and 1:00-3:00 pm)
Ms. Moore (Monday’s Noon-1:30 pm; Friday’s 9:00-11:00 am)
By appointment

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 class of nutrient, students will be able to describe the digestion and absorption processes for various types of animals.
3. Given a class of nutrient, students will be able to outline the metabolic (both catabolic and anabolic) processes in animals.
4. Given a scenario, students will be able to analyze data, draw conclusions and report conclusions through effective oral and/or written communication.

Course Meeting Times

Lecture (Section 01): Monday/Wednesday: 11:00 – 11:50 am GLNN 212
Lab (Section 02): Monday 2:00 – 4:50 pm PLMS 333
Lab (Section 03): Tuesday 2:00 – 4:50 pm PLMS 333
Lab (Section 04): Wednesday 2:00 – 4:50 pm PLMS 333

Required Material

- Textbook: *Comparative Animal Nutrition and Metabolism* by Cheeke and Dierenfeld.
- OneNote by Microsoft (see Computer Use Policy)
- Calculator (bring to labs)
Computer Use

- *All communications for this course will be conducted via Blackboard Learn and in lecture announcements.* It is the student’s responsibility to check Blackboard Learn regularly and to check with classmate’s regarding announcements made in class. Students are required to email instructors from Blackboard Learn (will ensure instructor access to emails).
- *Computer use is required for this class.* Students will be required to use Excel and OneNote for this class. All students have free access to MICROSOFT OFFICE 365 through their Wildcat email account. Visit [https://office.live.com/start/default.aspx](https://office.live.com/start/default.aspx) and sign in using your Wildcat email. You are able to download the Microsoft products to multiple devices (Mac and PC).

Grading

This course is designed to have a variety of assignments and assessments to allow a variety of opportunities for students to earn points. *There is no curve*, but grades will be rounded up to their nearest whole number (ex. 89.5 would round up to 90). The following is the grading scale for the 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>
</tr>
<tr>
<td>83 – 87</td>
<td>B</td>
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<tr>
<td>80 – 83</td>
<td>B-</td>
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<tr>
<td>77 – 80</td>
<td>C+</td>
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<tr>
<td>73 – 77</td>
<td>C</td>
</tr>
<tr>
<td>70 – 73</td>
<td>C-</td>
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<tr>
<td>67 – 70</td>
<td>D+</td>
</tr>
<tr>
<td>60 – 67</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Below is an outline of the assignments and assessments for the semester and their associated point values:
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Lab Notebook (checks during semester)</td>
<td>50</td>
</tr>
<tr>
<td>Lab Notebook (final)</td>
<td>100</td>
</tr>
<tr>
<td>Lab Attendance (count 12 @ 5 pts each)</td>
<td>60</td>
</tr>
<tr>
<td>Research Project Participation</td>
<td>60</td>
</tr>
<tr>
<td>Research Project Final Paper</td>
<td>100</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Exams (2 during semester + final)</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>795</strong></td>
</tr>
</tbody>
</table>

**Assignments and Activities**

**Syllabus Quiz**

Students are required to complete an online syllabus quiz for this course. *This quiz is due by 11:59 pm on Wednesday of the second week of the semester (see BB Learn for exact date). Students are allowed one attempt and 30 minutes.*

**Lab Notebook**

Part of the research process is learning to keep detailed notes. Students are required to complete a lab notebook for this course. This semester, students will be using OneNote (Microsoft product) that is available for Mac and PC platforms. Students are encouraged to bring laptops or tablets to labs to take notes and record information. This tool is also available on most smartphone platforms. See the “Computer Use” policy for this course or BB Learn for instructions on downloading OneNote.

All requirements for the lab notebook component of this course are listed on BB Learn. Students are required to share their notebook with the instructors the third week and instructors will conduct random checks during the semester. Final lab notebooks will be due during the week before finals.

**Poster Presentation**

Students are required to work with their lab partners to research a current issue in animal feeding. There will be supporting assignments periodically throughout the semesters and student teams must identify the topic by the end of the third week of the semester.

Possible topics include (students will make them more specific for their poster):

- Describe nutragenomics and demonstrate application to livestock feeding.
- Nutritional strategies to reduce methane in confined livestock.
- Using alternative by-product feeds during drought.
- Methods to reduce water use by livestock.
- Protein supplementation to optimize forage use in grazing ruminants.
- Mineral supplementation to optimize forage use in grazing livestock.
- Economics of creep feeding (you pick the species)
• Impact of application of exogenous growth hormones on livestock feeding (can do either dairy or beef) and implications for human consumption of final food products.
• Maternal nutrition and it's impact on fetal programming.
• Impact of feeding distiller's grains to livestock (you pick the species)
• Nutritional causes of colic.
• Impact of direct-fed microbials in feeding animals
• Forage management practices that impact nutrient content of the forages (i.e. protein or carbohydrate fractions)
• Impact of feed processing method on digestibility in animals (your choice of species)
• Students can propose their own topic to present, approval must be obtained from instructors.

Research Project

Each semester, this class conducts an animal feeding project. This project is designed to allow students a chance to feed animals, adjust feed as needed, and develop a strong foundation in applied feeding research. Details of the project will be supplied during the appropriate lab times and will be posted on BB Learn. The research project is worth 160 pts and points are assigned as follows:

• 60 points for participation (students are required to feed 3 times during the project and can received up to 20 points per feeding)
• 100 points for the final paper (due Friday of finals week by noon, submitted via submission on BB Learn). Requirements for the paper will be discussed in lab and formatting instructions will be posted on BB Learn.

In addition to the extra credit options listed in the syllabus, students can help clean the stalls during the project. This will happen each Friday (beginning the second week of the project) that the animals are on feed, at 1 pm. Student employees or staff members will be there to support barn cleaning. Each cleaning shift takes less than an hour and is worth 3 points. Students can complete up to 4 cleaning shifts for 12 points total extra credit.

Opportunity Knocks...

There will be three exams for this course and will be held in lecture during the assigned week. Exams are based upon content and dates will be set depending upon finishing content. Exams are an opportunity for students to demonstrate knowledge! See the Schedule for estimated exam dates (based upon content covered).

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

Extra Credit

In case students miss some points during the semester, there is an option for extra credit available during the semester. Students may choose one of the following options (and one only)!

Option 1. During this semester, students will have free access to the Feedstuffs magazine - this a GREAT agribusiness resource!!! For up to 20 points extra credit, students can review/respond to various articles throughout the semester. students may do up 10 reviews/responses for 2 points each.
Students can not submit more than 2 posts per week, so students must plan ahead! A good review will summarize the article and then have a discussion of how it relates to what students are learning in class and will be a minimum of 200 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. Students can feed extra feed shifts during the feeding project (beyond the 3 required for class). Maximum allowed is 4 extra shifts, worth 5 points each, up to 20 points of extra credit.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1 – August 24</td>
<td>Lecture: <strong>Introduction</strong>&lt;br&gt;Lab: PLMS 333; Intro to lab work; lab notebook requirements</td>
</tr>
<tr>
<td>2 – August 31</td>
<td>Lecture: <strong>Enzymes/Energetics</strong>&lt;br&gt;Lab: Data analysis and interpretation (Stats 101)</td>
</tr>
<tr>
<td>3 – September 7</td>
<td>Lecture: <strong>Digestive Physiology</strong>&lt;br&gt;Lab: Take home lab – reading scientific papers/poster topic selection</td>
</tr>
<tr>
<td>4 – September 14</td>
<td>Lecture: <strong>Digestive Physiology</strong>&lt;br&gt;Lab: FARM; Research project initiation</td>
</tr>
<tr>
<td>5 – September 21</td>
<td>Lecture: <strong>Digestive Physiology</strong>&lt;br&gt;Lab: FARM; Current nutrition research</td>
</tr>
<tr>
<td>6 – September 28</td>
<td>Lecture: <strong>Water/Carbohydrates</strong>&lt;br&gt;Lab: PLMS 333; Sample prep, DM and ash determination</td>
</tr>
<tr>
<td>7 – October 5</td>
<td>Lecture: <strong>Carbohydrates</strong>&lt;br&gt;Lab: PLMS 333; Ether extract, prep fiber analyses&lt;br&gt;Lab notebook checks (due Friday by 5:00 pm)</td>
</tr>
<tr>
<td>8 – October 12</td>
<td>Lecture: <strong>Carbohydrates</strong>&lt;br&gt;Lab: PLMS 333; Ether extract, prep fiber analyses, run ADF</td>
</tr>
<tr>
<td>9 – October 19</td>
<td>Lecture: <strong>Carbohydrates/Lipids</strong>&lt;br&gt;Lab: PLMS 333; run NDF and use NIRS</td>
</tr>
<tr>
<td>10 – October 26</td>
<td>Lecture: <strong>Lipids</strong>&lt;br&gt;Lab: PLMS 333; Bomb calorimetry&lt;br&gt;(students will be assigned a time to come to lab)</td>
</tr>
<tr>
<td>11 – November 2</td>
<td>Lecture: <strong>Proteins</strong>&lt;br&gt;Lab: PLMS 333; CP analysis&lt;br&gt;(students will be assigned a time to come to lab)</td>
</tr>
<tr>
<td>Proposed Exam 2</td>
<td></td>
</tr>
<tr>
<td>12 – November 9</td>
<td>Lecture: <strong>Proteins</strong>&lt;br&gt;Lab: FARM; Research project conclusion</td>
</tr>
<tr>
<td>13 – November 16</td>
<td>Lecture: <strong>Minerals</strong>&lt;br&gt;Lab: PLMS 333; Open lab for data analysis, writing assistance</td>
</tr>
<tr>
<td>14 – November 23</td>
<td>Thanksgiving 😊</td>
</tr>
<tr>
<td>15 – November 30</td>
<td>Lecture: <strong>Minerals/Vitamins</strong>&lt;br&gt;Lab: FARM; Poster presentations (students will be required to attend entire lab time, part of time presenting, part of time observing)</td>
</tr>
<tr>
<td>16 – December 7</td>
<td>Lecture: <strong>Vitamins</strong>&lt;br&gt;Lab: PLMS 333; Open lab for data analysis, writing assistance&lt;br&gt;Final lab notebook due Thursday by 11:59 pm</td>
</tr>
<tr>
<td>17 – December 14 (Final)</td>
<td>Final Exam during scheduled time&lt;br&gt;Final Research Paper Due Friday by noon (via online submission)</td>
</tr>
</tbody>
</table>

**Exam 1 material**: Introduction, Enzymes, Energetics, Digestive Physiology (all labs during same time)

**Exam 2 material**: Water, Carbohydrates, Lipids (all labs during same time)

**Final Exam material**: Proteins, Minerals, Vitamins (all labs during same time; final has about 2/3 from Exams 1 and 2; remainder from new material)
“How to Succeed in College 101 Starts With Your Communication and Behavioral Skills”

By Carrie Monlux and Friends (Modified by Celina Phillips)

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.