INSTRUCTOR: Dr. John Michael Mehaffey  
Room 103  
Agriculture Building

OFFICE HOURS: MW 8-9; TR 8-9  
or by appointment  
Office 468-4319  
Cell: 806-790-4330  
E-mail: mehaffeyjm@sfasu.edu

LECTURE: 9:00 – 9:50 MW, Room 110

LAB: 3:00 – 4:50 T, TBA

TEXT: NONE

COURSE DESCRIPTION:

The purpose of this course is to provide the junior level undergraduate student with the scientific application of biological and biotechnological principles in the discipline of Livestock Evaluation. The Art and Science of Livestock Evaluation are designed for students studying livestock evaluation as part of an Agricultural Education program. The main objective of this course is to provide instruction in swine, beef animal and sheep from the viewpoint of the producer, the consumer, and livestock show standards.

General Objectives

1. To provide current scientifically based information in the related topics of Livestock Evaluation.
2. To challenge the student to develop his/her own concepts of Livestock Evaluation based on information generated through scientific investigation.
3. To allow the student to develop some of the skills relevant to optimal Livestock Evaluation.

Exams and Grading

Exams (3): 300 points  
Lab Presentations and Reports (3): 300 points  
Attendance/Participation: 100 points  
Quizzes and Homework: 200 points  
Final Exam (comprehensive): 100 points

Total: 1000 points
Letter grades will be given as follows:
- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F Below 60%

Final grades will be calculated as a percentage of 900 possible points. There will be no curve.

**Lecture Attendance:**
Lecture attendance is mandatory and will be taken daily; if you are late you will be counted absent. You will be given three absences, for each absence after three your grade will be reduced by 10%.

**Laboratory Attendance:**
Lab attendance is also mandatory. If you are late, you are absent. You will be given one absence, for each absence after three your grade will be reduced by 10%. There **will be required field trips** during the semester.

**Exams:**
The exams are designed to test the knowledge of the student over the material discussed prior to the exam. Exam I, in this course will cover oral reasons preparation, note-taking, terminology, structure, and market cattle evaluation. Exam II, in this course will cover breeding cattle, market and breeding sheep. Exam III, in this course will cover market and breeding swine, market goats, and EPD and performance data. The final exam will take place over two class periods and will be comprehensive. It will involve a judging contest with oral reason presentation.

**Reports and Presentations:**
Students will be required to give oral reasons on individual classes of varying species of animals throughout the semester. The main aim of this presentation is for the student to develop the necessary skills to recognize positive and negative traits of individual animals and then be able to place them in individual classes. The student will be able to utilize proper terminology and selection techniques developed in class. There will be three laboratory presentations to better prepare the student to be able to comfortably speak in front of others. Topics will be announced the week before.
## TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 8/28</td>
<td>Introduction</td>
<td>Concepts of Livestock Judging</td>
<td></td>
</tr>
<tr>
<td>2 – 9/4</td>
<td>Concepts in Oral Reasons</td>
<td>Terminology</td>
<td>Overview</td>
</tr>
<tr>
<td>3 – 9/11</td>
<td>Examples of Reasons</td>
<td>Understanding Structure</td>
<td>Presentation I</td>
</tr>
<tr>
<td>4 – 9/18</td>
<td>Understanding Structure</td>
<td>Understanding Structure</td>
<td>Presentation II</td>
</tr>
<tr>
<td>5 – 9/25</td>
<td>Exam I</td>
<td>Market Cattle</td>
<td>Market Cattle</td>
</tr>
<tr>
<td>6 – 10/2</td>
<td>Breeding Cattle (Bulls)</td>
<td>Breeding Cattle (Heifers)</td>
<td>Breeding Cattle</td>
</tr>
<tr>
<td>7 – 10/9</td>
<td>Cattle</td>
<td>Market Swine</td>
<td>Market Swine</td>
</tr>
<tr>
<td>8 – 10/16</td>
<td>Breeding Swine</td>
<td>Swine</td>
<td>Breeding Swine</td>
</tr>
<tr>
<td>9 – 10/23</td>
<td>Exam II</td>
<td>Market Sheep</td>
<td></td>
</tr>
<tr>
<td>10 – 10/30</td>
<td>Breeding Sheep</td>
<td>Market Goats</td>
<td>Market Sheep/Goats</td>
</tr>
<tr>
<td>11 – 11/6</td>
<td>NO CLASS</td>
<td>Breeding Goats</td>
<td>Breeding Sheep/Goats</td>
</tr>
<tr>
<td>12 – 11/13</td>
<td>EPD’s &amp; Performance Data</td>
<td>EPD’s &amp; Performance Data</td>
<td>FFA CDE Contest</td>
</tr>
<tr>
<td>13 – 11/20</td>
<td>THANKSGIVING</td>
<td>BREAK</td>
<td>Performance Classes</td>
</tr>
<tr>
<td>14 – 11/27</td>
<td>EPD’s &amp; Performance Data</td>
<td>EXAM III</td>
<td></td>
</tr>
<tr>
<td>15 – 12/4</td>
<td>Practice</td>
<td>Practice</td>
<td>FINAL</td>
</tr>
<tr>
<td>16 – 12/11</td>
<td>FINAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lab will be a function of the classroom for the first section of this class. Once we start learning how to evaluate the individual classes of animals, we will be practicing on live animals during laboratory time.

**Concepts in Oral Reasons:** In livestock judging contest, students must be able to take proper notes and understand why they placed a class the way they did. It is important that they understand how to present themselves and enter a room with confidence and charisma.

**Terminology:** In order to be an effective note-taker and give appropriate reasons, the students must have a sound knowledge of the proper terminology associated with each livestock species and class.

**Understanding Structure in Livestock:** An effective livestock evaluator must be able to identify the good and bad associated with the structure of each species and class.

**Market Cattle Evaluation:** This section breaks down the key components to evaluating market steers for muscle, finish, balance, and structure. The student will learn to make decisions based on these criteria.
**Breeding Cattle Evaluation:** This section breaks down the key components to evaluating breeding cattle. The student will learn to make decisions based on these criteria.

**Market Sheep Evaluation:** This section breaks down the key components to evaluating market sheep for muscle, finish, balance, and structure. The student will learn to make decisions based on these criteria.

**Breeding Sheep Evaluation:** This section breaks down the key components to evaluating breeding sheep. The student will learn to make decisions based on these criteria.

**Market Swine Evaluation:** This section breaks down the key components to evaluating market swine for muscle, finish, balance, and structure. The student will learn to make decisions based on these criteria.

**Breeding Swine Evaluation:** This section breaks down the key components to evaluating breeding swine. The student will learn to make decisions based on these criteria.

**Market Goat Evaluation:** This section breaks down the key components to evaluating market goats for muscle, finish, balance, and structure. The student will learn to make decisions based on these criteria.

**EPD’s and Performance Data:** This section breaks down Expected Progeny Differences for cattle and performance data for other species. The student will learn what components are of importance for certain scenarios and how to utilize data to make decisions within a class.

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Withheld Grades Semester Grades Policy (A-54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Acceptable Student Behavior:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Cell Phone Policy

It is my policy that cell phones in class are disruptive, and thus should be turned off during class. If your phone rings, or if I catch you texting during class or lab you will be asked to leave and you will be marked absent for that class period.

Lab Policies

Labs will be hands on experiences; therefore due to safety issues the dress code below will shall be followed. Anyone not following this code will not be allowed to participate and will be counted absent.

No shorts
No Tank Tops
No Open Toed Shoes
No Jewelry