Hi! I’m Jared, and I’m excited you’re taking Crop Science! Here are a few particulars you should know about the course and classroom environment.

CLASS INFORMATION
Classroom: Ag Building Room 110
Class Time: Mon & Wed 10:00–10:50 am

CONTACT INFORMATION
Jared Barnes, Ph.D.
  • Office: Agriculture Building 107
  • Email: barnesj@sfasu.edu ***Email with CROP in subject line; D2L often goes to spam.***
  • Office Hours: Mon–Wed 11:00 am–12:00 pm, Mon–Tues 1:00–2:00 pm, or by appointment.

I will respond to emails during the workweek (Mon–Fri) within 48 hours. Emails sent to me after 5 pm on Friday, on Saturday, or on Sunday will be answered the following Monday.

GENERAL EDUCATION CORE CURRICULUM
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in Crop Science you are also enrolling in a Core Curriculum Course that fulfills the Empirical & Quantitative Skills requirement. You will see this course on your D2L list.

At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the Crop Science dropbox and the Empirical & Quantitative Skills dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.
The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the D2L Empirical & Quantitative Skills dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Empirical & Quantitative Skills dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Empirical & Quantitative Skills dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Seed Germination Lab</td>
<td>Feb. 15</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION
Basic principles of plant growth as they relate to the production of major horticultural and agronomic crops.

STUDENT LEARNING OUTCOMES
After completing this course, you will be able to...
1. Cultivate plants in a variety of environments at various scales.
2. Understand the biology and application of plant life cycles
3. Recognize and manipulate the factors that influence plant growth.
4. Distinguish between plant species and understand models of classification.
5. Manage the growth and health of plants.
6. Store and market plants and produce.
7. Appreciate the significance of agriculture and horticulture in life.

MY GOALS FOR YOU
1. To see that plants are awesome!!!
2. Have fun!!!
3. To encourage you to be more creative and to heighten your observational skills.
4. To encourage independent thinking
5. To develop lifelong learning skills
6. Build comradery amongst your professional peers.

TEXT AND MATERIALS
No texts are assigned for this course, and I will not test over material from a book. This book may be helpful for you as a reference: Principles of Crop Production: Theory, Techniques, and Technology (2nd Edition) 2004 by George Acquaah. Learning objectives will be provided with each section to help you learn.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Class</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>200</td>
<td>33.30%</td>
</tr>
<tr>
<td>Test 2</td>
<td>200</td>
<td>33.30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>33.30%</td>
</tr>
</tbody>
</table>

|             | 600    | 100.00% |

Additional points are available in the lab section and will be covered in your lab.
EXTRA CREDIT

- Attend an arboretum lecture series (held second Thursday night of the month) and write a minimum 250 page word WELL-WRITTEN (typed on computer and printed, mostly free of errors, etc.) reflection addressing 1.) how the lecture related to crop science or horticulture, 2.) what new plants you learned about and what made them interesting to you, and 3.) did you feel the topic was relevant to you as a young horticulturist (be honest)\(?)? Each reflection will gain you one point at the end of the semester and is due the Monday following the talk.

- Occasionally, we have garden volunteer days (approximately 1.5–2 hrs) during the semester for one point at the end of the semester.

- I will randomly take attendance at the end of class, and students present will gain a point to their grade at the end of the semester. E.g., be present during 2 roll calls and an 88 becomes a 90. Whoooo!

Grading Scale (rounded to the nearest point)

- A = 90–100  |  B = 80–89  |  C = 70–79  |  D = 60–69  |  F = 0–59

MY POLICIES

Attendance

- You are EXPECTED to attend all class and lab sessions.
- Any late assignments will result in 10% drop in grade for that assignment.
- Missing a lab with no excuse will result in half a letter grade drop.

Absences

- I follow the university’s policies on excused versus unexcused absences.
- You may have special circumstances during a test, assignment, etc. All special requests must be made in person.

Make-Up

- If you miss class or lab, YOU are responsible for getting the notes.
- There will be no make-up assignments for missed tests or assignments unless you notify me before the test and explain why you can’t be there and you provide proper documentation for your absence (doctor’s note, etc.). I realize unexpected events occur, and again, proper documentation for your absence (doctor’s note, etc.) is required.
- The exam must be taken or arrangements made to take the exam no later than 2 days after the initial exam was scheduled. Failure to follow this procedure will result in a 0 (zero) grade for any missed hour exam. It is your responsibility to make arrangements to take a make-up exam.

Electronics

In research published in April 2016 (The Pen Is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking), researchers found that when students use computers or tablets to take notes in class, they performed worse than their handwriting counterparts. Why? Because typing forces you to copy verbatim while hand writers are forced to synthesize and process information because they write slower. WOW! Also, computers are distracting to other students. I’ve seen students Snapchat in class, and I’ve even gotten emails from students DURING class!
Therefore, computers, tablets, phones, electronic devices, etc. will not be allowed to be used in class. Any special requests for use of technology must be made in person.

Of course, it’s difficult to visualize the negative effect that your use of electronics have on others. So, I’m willing to award **5 EXTRA CREDIT POINTS TO THE ENTIRE CLASS** on every test as long as I don’t see any evidence of cell phones or other electronics while I’m lecturing that I have not approved (i.e. We may use phones, tablets, etc. to enhance learning.) Each time that I see evidence of the use of a cell phone, the **ENTIRE CLASS** will lose an extra credit point.

- Any special requests need to be cleared with me in person.
- **If you abuse this policy (not caring that you are costing the class points, you will lose all of your extra credit for the semester!)** Evidence of this behavior is you costing the class extra credit at least three times.
- **If you need to take an emergency call, you may step outside.**

**Classroom Environment**

In order to maintain a positive learning environment in both lecture and laboratory, it is important that you respect your classmates, the instructor, and yourself at all times. As a student, you have the right to an atmosphere that is conducive to learning. You also have the responsibility to ensure that a positive environment is maintained. Therefore, please refrain from:

- excessive, distracting use of cell phones or other electronic devices
- no headphones allowed
- tobacco products (which will **NOT** be tolerated in lab since they carry tobacco mosaic virus, a harmful pathogen to plants)
- speaking in a disruptive manner
- distractively entering the classroom late
- carrying on extraneous conversations with each other when I am speaking
- any other activity that may disrupt the class

**Distracting behavior is grounds for dismal from that day’s class.**

**Academic Integrity**

You know how crushed you were when you found out that your favorite sports figure used steroids to win? It’s like the performance wasn’t real, and they are a fake. When students cheat in school, it makes me feel the same way! Scholarly activity and performance is marked by honesty, fairness, and hard work. A great student doesn’t take credit for someone else’s work or take advantage of others. Violation of these principles is deemed academic dishonesty, will be handled according to the procedures outlined by SFA, **AND WILL RESULT IN AN F IN THE CLASS AND LAB**. Bottom line, don’t use steroids and don’t cheat!

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."
UNIVERSITY POLICIES

Student Academic Dishonesty Policy (4.1)
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/student_academic_dishonesty.pdf

Course Grades Policy (5.5)
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. Please read the complete policy at http://www.sfasu.edu/policies/5.5_course-grades.pdf

Academic Accommodation for Students with Disabilities Policy (6.1)
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/

***If you plan to take a test with Disability Services, please see me before the exam.***

Responsible Use of Technology
It is expected that all students will only use cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or when appropriate in class. Answering a cell phone, texting, listening to music or using a laptop computer for matters unrelated to the course may be grounds for dismissal from class or other penalties.

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 10.4). 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. Please read the complete policy at http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

F-1 Visa Holders
There are important federal regulations pertaining to distance education activity for F-1 Visa holders. All students with an F-1 Visa should follow the instructions at the following link to make sure they are in compliance. http://www.oit.sfasu.edu/disted/facsup/f1visa.html

#horticultureisawesome.com
<table>
<thead>
<tr>
<th>M</th>
<th>W</th>
<th>CLASS WK</th>
<th>CLASS TOPIC</th>
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<tbody>
<tr>
<td>21-Jan</td>
<td>23-Jan</td>
<td>1</td>
<td>MLK Day / Intro to Horticulture</td>
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<tr>
<td>28-Jan</td>
<td>30-Jan</td>
<td>2</td>
<td>Intro to Horticulture</td>
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<tr>
<td>4-Feb</td>
<td>6-Feb</td>
<td>3</td>
<td>Plant Life Cycle</td>
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<tr>
<td>11-Feb</td>
<td>13-Feb</td>
<td>4</td>
<td>Plant Life Cycle</td>
</tr>
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<td>18-Feb</td>
<td>20-Feb</td>
<td>5</td>
<td>Plant Classification / <strong>Test Wed</strong></td>
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<td>25-Feb</td>
<td>27-Feb</td>
<td>6</td>
<td>Factors of Plant Growth</td>
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<tr>
<td>4-Mar</td>
<td>6-Mar</td>
<td>7</td>
<td>Factors of Plant Growth</td>
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<td>11-Mar</td>
<td>13-Mar</td>
<td>8</td>
<td>Soils</td>
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<td>18-Mar</td>
<td>20-Mar</td>
<td>9</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>25-Mar</td>
<td>27-Mar</td>
<td>10</td>
<td>Breeding / <strong>No Class FFA CDE</strong></td>
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<td>1-Apr</td>
<td>3-Apr</td>
<td>11</td>
<td>Propagation / <strong>Test Wed</strong></td>
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<td>8-Apr</td>
<td>10-Apr</td>
<td>12</td>
<td>Management of Plant Growth</td>
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<td>15-Apr</td>
<td>17-Apr</td>
<td>13</td>
<td>Management of Plant Growth / <strong>Easter</strong></td>
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<td>22-Apr</td>
<td>24-Apr</td>
<td>14</td>
<td>Management of Plant Growth</td>
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<td>29-Apr</td>
<td>1-May</td>
<td>15</td>
<td>Pests: Diseases &amp; Weeds</td>
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<tr>
<td>6-May</td>
<td>8-May</td>
<td></td>
<td>Insects, Harvesting, and 21st Century Ag</td>
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**FINAL EXAM:**  **Monday May 13, 10:30–12:30**