FOR 5365  Advanced Range Development and Improvement  Syllabus

Instructor:  Dr. Brian P. Oswald  468-2275  201B  boswald@sfasu.edu

Office Hours:  M,T,W,R: 1:00-4:00 (may be out some of these times for meetings).  In addition, open door policy and/or by appointment.  Class meeting:  TBA

Program Learning Outcomes (PLO’s):

The following course learning outcomes (FOR PLO’s) have been approved for the Bachelor of Science in Forestry (BSF) degree program:

1.  Demonstrate understanding and competency of forest ecology and biology (PLO1);
2.  Demonstrate understanding and competency in the measurement of forest resources (PLO2);
3.  Demonstrate understanding and competency in managing forest resources (PLO3);
4.  Demonstrate understanding and competency of forest resource policy, economics, and administration (PLO4);
5.  Demonstrate understanding and competency in oral and written communication skills (PLO5).

The following course learning outcomes (AG PLO’s) have been approved for the Horticulture/Agronomy degree:

1.  The student will demonstrate entry level skills needed for success in horticulture, agronomy and related fields.
2.  The student will demonstrate quantitative competence related to horticulture and agronomy.
3.  The student will exhibit problem solving skills based on quantitative and analytical reasoning.
4.  The student will demonstrate effective communication skills.
5.  The student will exhibit leadership and other interpersonal skills needed for career placement and advancement.

Student Learning Outcomes:

1:  Demonstrate knowledge of the development of Range Management (A, FOR PLO4, AG PLO1).
2:  Demonstrate an understanding of range ecology (A, FOR PLO1, AG PLO1).
3:  Demonstrate an understanding of range management methodologies (A, FOR PLO2, AG PLO2,3).
4:  Demonstrate an understanding of the integration of range management with other land uses (A, FOR PLO3, AG PLO3).
5: Demonstrate the ability to critically think about range management issues as well as improve the students’ ability to communicate in both written and oral forms (I, FOR PLO5, AG PLO4).

A: Advanced – FOR 463 supports Program Learning Outcome by providing students with transitional, high level topic-specific information, activities, and opportunities that enable the students to apply their critical thinking and tactical skills to resolved increasingly challenging strategic situations.

I – Intermediate – course supports Program Learning Outcome by providing students with topic-specific information, concepts, applications, and lab activities that increase the students’ skills in making tactical implementation decisions relative to the expected outcomes.


Class times: TBA

Student will be responsible for reading a chapter a week BEFORE we meet to discuss the information in the text.

Course Objectives:
1: Explore development and improvement activities utilized in Range Management.
2: Study range management methodologies.
4: Discuss integration of range development and improvement activities with other land uses.
5: Expand the students’ ability to critically think about range management issues as well as improve the students’ ability to communicate in both written and oral forms.

Course Outline:
1: Planning range improvements
2: Introduction to Plant Control
3: Biological, mechanical and herbicidal plant control
4: Prescribed burning
5: Range plant seeding
6: Fertilization
7: Rodent and insect control
8: Range animal handling facilities
9: Readings/Discussions of journal articles

Grading:
MS students enrolled in the 5365 section of the cross-listed “FORS 4365 Range Development and Improvement are expected to complete an additional assignment of leading the discussion of 2 papers discussed in the class, above those required for an undergraduate student in the 4365 section. They have included this course in their plan of study to provide in-depth knowledge that will support their thesis research and resulting refereed publications.

1 test at end mid-semester (covering outline topics 1-8). 30%
1 test at end of semester (covering course topic 9) 25%
1 annotated bibliography of all papers discussed in class 30%
**Take lead on discussions of 2 papers discussed during the semester. 5%.**
Discussion 10%

Attendance is expected and will be used in borderline cases of final grades at the end of the semester. Each student is allowed 2 unexcused absences without penalty (2 classes = 3 academic contact hours). A 5% drop in the final grade **MAY** be applied for students missing more than 2 classes **FOR EACH UNEXCUSED ABSENCE**. Students with documented disabilities who need course adaptations or accommodations must first self-identify with the Office of Disabled Student Services (468-3004). Students with documented disabilities should contact me at the beginning of the semester.

**Grading Policy:**
Make up exams must be completed within 1 week of excused absence of the test. Participation and attitude will be used on borderline cases. I will make every effort to return tests and term papers within 1 week of the due date. Because I do travel as part of my faculty responsibilities, I may not be able to reach these goals. Since the weight of each assignment is listed, a student should be able to determine their own performance in the class. **Do not expect me to do this for you!**

**Attendance Policy:**
Class attendance is expected except for valid excuses. Students are expected as part of their responsibilities to complete the on-line course evaluation via MySFA. **Failure to complete this evaluation before the closing of access to the survey, may result in one letter grade penalty.**

**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

Cheating or plagiarism will result in at least a “zero” on the assignment in question, and possibly an “F” for the course. Students are urges to make sure they do their own work, make sure the papers they write use quotes only when necessary, are cited correctly, and most importantly, are in their own words!

Cell Phones:
Let’s make it easy- turn them off. If you are an EMT or in a Volunteer Fire Department, you must let me know. Since we know that the clocks in the classrooms are all over the place, I will have my cell phone on silent and I will check the time if needed-no reason for you to do so. If you have the cell phone on and look at it during a test, I will assume you are cheating. If you look at your cell phone while in class, I will assume you are not interested in the material being discussed and you will be asked to leave.

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.

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.
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/.