Oregon State University
College of Agricultural Sciences
Department of Horticulture

Syllabus

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

Course Name  Crop Production in Pacific Northwest Agroecosystems

Course Number  HORT 300-400 (Ecampus)

Course Credits
4 Credits
Winter Term 2015
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Prerequisite  One year of general Biology or equivalent.

Instructor  Richard P. Regan, Department of Horticulture.
Email: rich.regan@oregonstate.edu
Phone: 541-737-5454

Office Location  ALS 4141

Office Hours  The general discussion forum is for questions, comments, and course content having to do with logistics and the class in general (assignments, deadlines, technical problems, etc.). I will check this discussion forum once or twice each day during the school week (Monday through Friday). Anyone should feel free to provide answers or suggestions to various questions. You should only email me if you have a personal issue, or you do not feel comfortable discussing a particular topic in the public forums. You can also make an appointment to talk with me directly via the phone.

Course Content
Description  This course considers the relation of crop production to human culture and the natural environment. It examines the origins of agriculture and the processes of agricultural change and intensification. It reviews the current status of crop production in the world, the USA and Oregon as well as the productivity and sustainability of several specific crop production systems found in Oregon and the Pacific Northwest. The history, geography, resource requirements, and operational characteristics of these arming

systems are described, and key challenges faced are presented. This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Several major crop-based farming systems found in Oregon and the Pacific Northwest will be covered, including row-crop farming, grass seed farming, nursery production, orchards/vineyards, market gardening, dryland wheat farming, and oasis agriculture. The history, geography, resource requirements, infrastructure, and operational characteristics of these farming systems are described. Key challenges facing the operators of these farming systems are presented.

The course is designed to encourage synthesis of information and fundamental concepts. You will be introduced to key information resources (especially OSU and PNW extension publications) used by crop producers and their advisors, and you will have the opportunity to use these resources and other tools to make simple crop management decisions.

Outline of Topics – Winter 2015

Week 1  Domestication, Origin, Oregon History
Week 2  Climate, Soil, Water
Week 3  Row Crops
Week 4  Grass Seed
Week 5  Dryland Cereals
Week 6  Nursery, Greenhouse & Christmas Trees
Week 7  Orchards, Vineyards, Small Fruits
Week 8  Oasis Farming
Week 9  Market Gardens
Week 10 Sustainability
Final Exam

Measurable Student Learner Outcomes

• Identify the crop-based farming systems of Oregon and the Pacific Northwest.
• Summarize the important crop production practices and technologies, and specific application of crop production practices in Oregon and Pacific Northwest farming.
• Describe the key information resources relating to crop production and to apply these resources to crop management decisions.
• Be familiar with the interactions and challenges that develop on the boundary between farming systems and the natural landscape and cultural systems of which they are a part.
Evaluation of Student Performance

Grading  Course grades will be based on total cumulative points (400).

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>B+</td>
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<td>C+</td>
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<td>D+</td>
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<td>A</td>
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Exams  200 points. Four (4) open book exams covering the reading assignments and weekly course content (25 points each); final comprehensive open book exam (100 points). Exams will be available on Blackboard four (4) days before the due date. There is a 50-minute time limit except the final exam that is 110 minutes. The exam is force closed at the end of the time limit. The exams are not proctored and questions are either true/false or multiple choice.

Discussion Board  100 points. Two (2) posts each week (5 points per post). You are required to make one original post related to the weekly topic and respond to at least one other post from another student. I will monitor discussion board activity and read every post. I will only make comments when needed to help keep the discussion on topic and redirect inappropriate conversations. Please review the Discussion Board Guidelines.

Assignments  100 points. Two (2) writing assignments and that consist of selected topics regarding plant mineral nutrition. A late assignment will be penalized 10% each day it is late and not be accepted after the fifth day. The paper must communicate your original thoughts and ideas, and be easy to read. It should be generally free of distracting errors in grammar and mechanics. Write simply and focus on the key principles related to the discipline of plant crop production.

Reading  This course requires a significant amount of reading.

Learning Resources

This course does not have a textbook, but weekly reading assignments will be posted on Blackboard.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/Academics/). Sample syllabi may not have the most up-to-date information.

Weekly Content

The course is organized on Blackboard by weeks. Within each week’s folder you will find a topic introduction video, lectures, reading assignments, exams and assignments, and instructions for the weekly discussion board.

Discussion Board Guidelines

The discussion board gives us an opportunity to interact with each other. Everyone brings something to offer the class: personal experiences, insights into the readings, probing questions, flashes of inspiration. In many ways interacting through a discussion board has advantages over in person classroom connections. For one, we have a
durable record of the discussion. This allows us to easily re-visit a discussion or refresh our memories about a particularly notable contribution

Weekly Posting Requirements

There is a discussion topic within each week’s folder on blackboard and an announcement will provide you with further insight regarding the topic. Your requirement is to provide a minimum of two posts each week and one of those posts must be a direct response to another student’s post. Keep in mind that true discussions need an abundance of thoughtful and meaningful responses to other people. Hopefully, we will be drawn into engaging discussions each week and worrying about making the minimum number of posts won’t be an issue.

Not all posts have equal merit. In addition to the number of posts, your participation will be evaluated on quality using the following grading rubric:

10 points (full credit). You made at least two posts in a timely manner and the posts enriched the discussion with substantive analysis or commentary.

6 points (partial credit). You made the two required posts, but they fell short of full participation because you made them late in the week, they were exceptionally brief, and they only marginally enriched the discussion with insight or analysis.

3 points (minimal credit). You made only one post late in the week that only marginally enriched the discussion with insight or analysis.

0 points (no credit). You did not participate or made no posts that contributed in a positive nature to the discussion.

The last requirement is to make you posts timely. Remember that the main point of this is to have a discussion. Waiting until Saturday evening to make your posts adds little to the discussion. Try to make at least your initial posts early in the week, and to return frequently throughout the week to add new thoughts or to respond to the posts of others.

Here are some specific ways to improve your discussion board skills:

http://www.lehigh.edu/~indiscus/doc_guidelines.html

Discussion Board Etiquette

Just as with any in person conversation, discussion boards have the potential to produce rudeness, disrespectful behavior and hurtful comments. In addition, many of the social cues and constraints that inhibit such behavior tend to be very relaxed when the conversation is being conveyed over the Internet. For instance, the relative anonymity of the conversation can cause you to say something that you would never say to a person’s face. Also, the subtle complexities that make humor and sarcasm work are often not easy to convey over the net and can be disastrous. Be aware of these pitfalls, and always strive to keep the conversation respectful and polite. Of course, this does not mean that you should not disagree (even strongly) with someone else’s opinion.

Here are some other useful pointers on discussion board etiquette:

http://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html
My Participation

I will read every post and I expect you to do the same. I rarely make my own posts on any given thread. Please don’t feel slighted if I don’t reply to your post…in fact it may just mean that I think that your post was awesome and totally agree with it, but simply posting that would be a classic example of a bad post.

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). With accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Academic dishonesty includes: cheating-use or attempted use of unauthorized materials, information or study aids; fabrication-falsification or invention of any information; assisting-helping another commit an act of academic dishonesty; tampering-altering or interfering with evaluation instruments and documents; plagiarism-representing the words or ideas of another person as one's own.

Academic Dishonesty