

AGB 3304 – Range Use Economics Course Syllabus – Spring 2017

Instructor

Dr. Ryan O'Shaughnessy

Office: NRM 115

Office Hours: Wednesday 08h00 – 12h00 and 13h00 – 17h00

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Course Description

AGB 3304 is an introduction to the field of range use economics. This class will cover key principles and practices of contemporary range management, presenting them in logical sequence as concisely and efficiently as possible. The class introduces the fundamentals of range management using current and relevant scientific studies and practical examples. Grazing management is emphasized, with focus on range animal behavior, economics, energy, and multiple use environments.

Course Objectives

Student objectives include the following:

1. Working understanding of stocking rates.
2. Knowledge of range economics.
3. Understanding of principles used by producers to make economic profit.

Class Meeting Time/Place

Lecture/Lab: Tuesday and Thursday, 14h00 – 15h15

RAS 129

Required Books and Supplies

- Holechek, J.L., Pieper, R.D., and Herbel, C.H. 2010. Range Management: Principles and Practices, Sixth Edition. Pearson.
- You will need a working knowledge of Microsoft Word, Excel, and
- PowerPoint.
- You will need to be able to create and read PDF files. You can create PDF files in Word or Excel. I will explain during the course.

Course Outline

Students in all sections of this course will learn the following content:

1. Introduction and History
2. Rangeland Characteristics
3. Rangeland Ecology
4. Stocking Rate
5. Rangeland Economics

Course Grade

Exam I	15%
Exam II	15%
Exam III	15%
Homework	20%
Final Exam	20%
Class Participation	15%

Grade Assignment

90-100 = A
80-89 = B
70-79 = C
60-69 = D
<60 = F

Class Organization and Policy

Lecture and Lab are consecutive and attendance in both is essential. Lecture may run into lab if it is necessary to cover material, but in general the lab is set up for individual instruction. Please use this time wisely to work through examples, work on homework, and ask questions. It is unfair to other students to skip the individual lab instruction and then expect help during my office hours. I will be happy to help you during office hours if you are using lab time wisely. I will not be amenable to you skipping lab and then expecting personal instruction during my office hours.

Roll will be taken in each class meeting. The SRSU catalog states “The Instructor will drop a student from a course when the student has a total of nine absences.” An absence is defined as nonattendance to 50 minutes of class. One lecture/lab day is equal to 2 absences.

Missed lecture notes may be obtained from a classmate. See me or Blackboard for handouts and assignments that may have been missed.

No make up exams will be given for an unexcused absence. You must notify me of an excused absence **PRIOR** to the class you will miss and arrangements for make up exams must be made **BEFORE** the exam is given.

Late assignments will be accepted at the discretion of the instructor, with a **10% penalty for each day** that it is late. Late assignments will not be accepted once a full week has passed.

Academic dishonesty includes copying, sharing, or obtaining information from an unauthorized source, attempting to take credit for the intellectual work of another person, falsifying information, and giving or receiving information about a test, quiz, or assignment to other students. Any student involved in academic dishonesty will receive no credit (0) for work done and/or may be penalized in accordance with published University Rules.

It is Sul Ross State University Policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disability, please contact the ADA Coordinator for Program Accessibility in Briscoe Administration Building in Room 206 or call 432-837-8203.

Additional Outcome Objectives as Required by the Southern Association of Colleges and Schools:

Program Learning Outcomes for the B.S. in Natural Resource Management

Students will be able to identify species of wildland plants and wildlife common to the western United States and describe their natural history.

Students will be able to demonstrate knowledge of the elements of an ecosystem.

Students will be able to communicate about natural resources and conservation both verbally and in writing.