

Florida Grassland Agroecosystems (Online) – AGR 5230C – Spring 2020

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General Course Objectives (see specific learning objectives for each unit):

1. To know how forage crops contribute to agriculture and the maintenance of environmental quality.
2. To understand the potential and limitations of animal production on rangeland and planted pastures in Florida.
3. To know and be able to identify the principal forage legumes and grasses grown in Florida, their regions of adaptation, and their role in forage-livestock systems.
4. To understand concepts of soil, plant, and animal science necessary for successful establishment, management, and utilization of forages crops in sustainable and environmentally sound production systems.
5. To demonstrate the ability to synthesize course information by preparing land use recommendations and management guidelines for a forage-livestock system at one location in Florida.

Instructional Approach:

Dr. Sollenberger will present nearly all lectures and laboratories. Most laboratories will be presented in video form and are available on Canvas. Lectures are taped in front of a face-to-face audience and will be made available by afternoon of the day they are scheduled in the syllabus. Students are encouraged to contact the instructor about course-related issues or other matters of concern. If you are having problems with the course content, personal problems that are interfering with your success in the course, or need assistance in any way, don't wait until late in the semester to establish contact with the instructor about these issues. The sooner we begin to work at the problem, the more likely it is that a satisfactory outcome can be achieved.

Lectures will focus on concepts in soil, plant, and animal sciences. Most management details for particular forage species will be provided in the laboratory portion of the class. Students are responsible for all material covered in lecture and laboratory sessions. Exams and quizzes will be given on Canvas and are time limited. If you prefer to take lecture quizzes or exams via hard copy, I am willing to accommodate that if you can arrange to have the exam proctored by an REC faculty member, county faculty member, or other responsible party.

Lecture exams will cover material in the preceding one-third of the course. Three quizzes will cover lecture material since the last exam. Two laboratory quizzes and a comprehensive laboratory final will be given.

Grading:

There will be a total of 720 points for the class. The first two lecture unit exams will count 100 points each, and the third unit exam will count 125 points. The total point value of the lecture quizzes will be 75 (25 each). The two laboratory quizzes will contribute 50 points (25 points each). Laboratory summaries are worth a total of 25 points (five points each for five summaries). These are written summaries based on the “Laboratory Discussion Question Videos” found on Canvas. They occur in seven lab sessions (Labs 2-6 and 8-9). Each student may choose which five to submit. Summaries will appear as assignments on Canvas and are due one week from when that content was discussed in lab. They should be submitted using Canvas (length should be equivalent to no more than 1 page, double spaced, 12-point font). Student responses to laboratory discussion questions will be requested for Laboratories 11, 13, and 14 (15 points each) for a total of 45 points. The instructor will provide a video summary of these laboratories in advance of response submission deadlines. The laboratory final will be worth 100 points. The land use and management plan (described on a separate handout on Canvas) contributes up to 100 points to your grade.

<u>Item</u>	<u>Points</u>
First exam	100
Second exam	100
Third exam	125
Lecture quizzes	75
Lab quizzes	50
Lab summaries	25
Lab discussions	45
Lab final	100
Land use plan	<u>100</u>
Total	720

Students attaining the following percentages are guaranteed at least these grades. The actual scale used at the end of the semester is often slightly lower than that shown below.

A : 93%	A- : 91	B+ : 89%	B : 86%	B- : 84	C+ : 81%
C : 79%	C - : 77%	D+ : 74%	D : 71	D - : 69%	E : < 69

Grades and Grade Points:

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Online Course Evaluation Process:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Required Handout Packets (Available at the Reitz Union Bookstore)

Lecture outlines and handouts (in three volumes, grouped according to material covered in exams)
Laboratory notebook (one volume)

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Use of Library, Personal References, PC Programs, and Electronic Data Bases:

These items are university property and should be utilized with other users in mind. Never remove, mark, modify nor deface resources that do not belong to you. If you're in the habit of underlining text, do it only on your personal copy. It is inconsiderate, costly to others, and dishonest to use common references otherwise.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Student Complaint Process:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Communication Methods for Online Students:

Please feel free to email, text (352-213-1251), or message the instructor through Canvas regarding any course-related issues or concerns. Likewise, if you have any technical issues with course content, please contact the instructor immediately.

AGR 5230 – Florida Grassland Agroecosystems
Lecture Schedule (Mon., Wed., and Fri., Period 2)

Date	Topic
Jan. 06	Course outline and introduction
Jan. 08	Grassland-livestock ecosystems and ecosystem services
Jan. 10	Contribution of grasslands to agriculture, society, and the environment
Jan. 13	Potential and limitations of Florida grassland-livestock systems
Jan. 15	Forage plant growth and development
Jan. 17	Forage plant growth and development (continued)
Jan. 20	No class - Martin Luther King Day
Jan. 22	Quiz 1; Nitrogen fixation and legume inoculation
Jan. 24	Environmental factors affecting forage production
Jan. 27	Environmental factors affecting forage production (continued)
Jan. 29	Soil characteristics and plant nutrient requirements
Jan. 31	Soil characteristics and plant nutrient requirements (continued)
Feb. 03	Principles of liming
Feb. 05	Principles of fertilization
Feb. 07	Soil testing to guide pasture fertilization practices
Feb. 10	Forage quality and forage testing
Feb. 12	First lecture exam (Covers lectures 1-11)
Feb. 14	Forage quality and forage testing (continued)
Feb. 17	Florida rangeland: Characteristics and contributions
Feb. 19	Florida rangeland: Management for cattle production
Feb. 21	Quiz 2; Development and distribution of new forages
Feb. 24	Pasture establishment: Site selection and seedbed preparation
Feb. 26	Pasture establishment: Seeding and vegetative planting into prepared seedbeds
Feb. 28	Pasture establishment: Seeding and vegetative planting into prepared seedbeds
Monday, March 2 through Friday, March 6 - Spring Break	
Mar. 09	Pasture establishment: Sod or no-till seeding of grasses and legumes
Mar. 11	Principles of weed control in forage crop systems
Mar. 13	Insect pests and their control in forage crop systems
Mar. 16	Fitting forages to the cow/calf system in North Florida
Mar. 18	Fitting forages to the cow/calf system in South Florida
Mar. 20	Fitting forages to dairy systems in Florida
Mar. 23	Second lecture exam (Covers lectures 12-20)
Mar. 25	Fitting forages to equine systems in Florida
Mar. 27	Fitting forages to equine systems in Florida (continued) Fitting forages to dairy systems in Florida
Mar. 30	Forage-related animal disorders
Apr. 01	Effects of grazing on forage plants
Apr. 03	Quiz 3; Effects of grazing on forage plants (continued)
Apr. 06	Principles of grazing management
Apr. 08	Principles of grazing management (continued)
Apr. 10	Principles of hay production
Apr. 13	Principles of hay production (continued)
Apr. 15	Principles of silage and haylage production
Apr. 17	Principles of silage and haylage production (continued)
Apr. 20	Supplementation of livestock grazing Florida pastures
Apr. 22	Canvas video (no class meeting scheduled): Equipment for planting and harvesting forages and controlling pests of forage crops

AGR 5230C – Florida Grassland Agroecosystems
Laboratory Schedule (Wed., Periods 6-7 and 8-9)

Lab Number	Date	Topic
1	Wed., Jan. 8	Forage plant morphology
2	Wed., Jan. 15	Discussion: Relationships of morphology with plant competitiveness and persistence; importance of N fixation
3	Wed., Jan. 22	Warm-season grasses used for forage in Florida (Sustainability Exercise 1 – Methane emissions)
4	Wed., Jan. 29	Other warm-season grasses and pasture weeds (Sustainability Exercise 2 – Soil carbon sequestration and soil quality)
5	Wed., Feb. 5	Lab Quiz 1; Cool-season grasses
6	Wed., Feb. 12	Cool-season legumes (Sustainability Exercise 3 – Legumes vs. N fertilizer)
7	Wed., Feb. 19	Forage Evaluation Laboratory (2088 McCarty B)
8	Wed., Feb. 26	Lab Quiz 2; Range Grasses
Wednesday, Mar. 4		SPRING BREAK
9	Wed. Mar. 11	Warm-season and tropical legumes (Sustainability Exercise 4 – Water runoff and water quality)
10	Wed., Mar. 18	LAB FINAL
11	Wed., Mar. 25	Discussion: Developing year-round forage systems adapted to various Florida environments
12	Wed., Apr. 1	Presentation: Toxic plants and disorders of cattle on pasture (Dr. Rae; UF College of Veterinary Medicine)
13	Wed., Apr. 08	Discussion: Persistence and growth responses of different types of forages following defoliation
14	Wed., Apr. 15	Discussion: Grazing management tools and their effect on the pasture, the grazing animal, and the environment
15	Wed., Apr. 22	Third Unit Exam (Covers lectures 21-30 and last five laboratories)

Lecture Units and Unit Learning Objectives

MATERIAL FOR EXAM 1

Unit 1 - Introduction (Lectures 1 - 4)

1. Learn the definitions of forage terms to provide the needed foundation for understanding course content
2. Be able to describe the major contributions of forages to agriculture, society, and the ecosystem
3. Understand the relative importance of forages in the diets of different classes of livestock
4. Be able to define ecosystem and to identify the key components of a grassland-livestock ecosystem.
5. Understand the most important interactions among the components of a grassland-livestock ecosystem and how management activities affect these interactions
6. Be able to define ecosystem services
7. Know the categories of ecosystem services and an example of each
8. Know how preserving grassland ecosystems will help preserve the environment and contribute to the wellbeing of humans by providing ecosystem services
9. Be able to describe the general characteristics of the beef, dairy, and equine industries in Florida and the forage systems on which they are based
10. Know the favorable and unfavorable characteristics of Florida's environment (weather, soils, pests, and human population) that influence forage production

Unit 2 - Plant Processes (Lectures 5 - 7)

1. Be able to start with a seed or a vegetative plant part of a grass or legume and describe the process of germination and subsequent plant growth
2. Understand photosynthesis in terms of the two phases in the process
3. Know the two major carbon fixation pathways for forage plants
4. Learn the general categories of plants which are C₃s and C₄s
5. Understand the major differences between C₃ and C₄ plants (anatomically and physiologically) and how these differences affect plant productivity, nutritive value, and competitiveness
6. Know how plants prioritize energy for growth and storage
7. Understand where nitrogen exists in the environment and why it is in short supply to plants
8. Know the bacteria that can fix atmospheric nitrogen, their relationship with plants, and the process involved in nitrogen fixation
9. Have a general idea of how much nitrogen legumes fix in a year and the factors that affect the amount fixed
10. Know what is meant by inoculation and how it happens
11. Understand how water stress affects forage plant photosynthesis, growth, morphology, and nutritive value
12. Know the effects of temperature on plant growth, chemical composition, and nutritive value
13. Know the effects of light on plant growth and nutritive value

Unit 3 - Soil Composition, Fertility, and Testing (Lectures 8 - 11)

1. Know the components of soil and what they contribute to plants
2. Understand the factors that influence the ability of a soil to provide and store nutrients
3. Be able to describe Liebig's Law of the Minimum
4. Understand the mechanisms whereby plants take up nutrients from the soil
5. Integrate your understanding of the properties of major nutrients in soils, plant requirements for nutrients, and characteristics of Florida's soils so that you can propose a rational approach to forage fertilization

6. Understand the effect of soil pH on plants
7. Know the factors that affect liming rate
8. Understand the factors that determine if fertilizer is needed, how much, and what type
9. Be able to read a fertilizer label and determine the most economical source of nutrients
10. Know why and how to soil test
11. Know the limitations of soil tests and the possible conflicts of interest of testing labs

MATERIAL FOR EXAM 2

Unit 4 - Rumen Processes and Forage Quality (Lecture 12)

1. Be able to describe the important digestion-related processes that go on in the rumen
2. Understand the differences between equine and ruminant digestive processes in terms of the major location of fermentation and digestion
3. Be able to define forage quality
4. Learn the primary laboratory assays used to estimate forage quality, how they are done, and how the results should be interpreted
5. Understand what factors affect forage quality and the general nature of that effect (positive, negative, none)

Unit 5 - Characteristics and Management of Native Rangeland (Lectures 13 - 14)

1. Know the general characteristics of rangelands?
2. Know the specific range **type** that is most common in Florida?
3. Be able to describe characteristics and uses of different Florida range **sites** that occur within the longleaf-slash pine-wiregrass range **type**.
4. From an ecological perspective, be able to explain why rangeland is dominated by grasses and in some cases by specific grasses (e.g., wiregrass).
5. Florida rangeland traditionally has been used for cattle production, but today it makes many different contributions to society. Be able to describe several of these.
6. Understand how native range (both flatwoods and freshwater marsh **sites**) is used today in beef cattle production systems.
7. Compare and contrast the yield and nutritive value of planted pasture and native grasslands.
8. Compare and contrast the characteristics of Florida pasture and native range and the management options that are practical for the two systems.
9. Understand how palmetto control, burning, supplementation, and grazing are used to improve cattle performance on native range.

UNIT 6 - Developing New Pasture Plants and Establishment of Pastures (Lectures 15 - 18)

1. Be aware of the relatively limited time span during which forage improvement efforts have been underway in warm climates
2. Know whether most forages in use in Florida were introduced from somewhere else, are native, or are native forages improved by breeding.
3. Understand why persistence is a key objective for a forage breeder and how selection for persistence impacts the rate at which new forage cultivars can be developed
4. Know the factors that affect seed quality
5. Know under what environmental conditions seed should be stored and why
6. Be able to explain what the seed certification process is and why it is needed
7. Be able to describe a rational sequence of questions that ranchers should ask themselves before deciding to plant a pasture on a particular site
8. Be able to name primary and secondary tillage implements and describe what they are used to do

9. Understand the characteristics of a well-prepared seedbed
10. Know what factors affect choice of seeding rate and planting depth
11. Be able to describe, compare, and contrast the various planting methods
12. Know the important steps in the processes of growing and planting vegetative planting material
13. Be able to discuss why these steps are important in terms of plant biology
14. Know the differences between sod seeding and seeding into a prepared seedbed
15. Learn what forages are sod seeded in Florida and when seeding occurs
16. Be able to discuss management practices for sod-seeded pastures that will minimize competition to the developing seedling and maximize likelihood of success

Unit 7 - Pest Management on Florida Pastures (Lectures 19 - 20)

1. Understand what a weed is and the impact that weeds have on forage-animal systems
2. Understand the role that people play in the spread of weeds and how to avoid this spread
3. Be able to describe the weed control methods that are used in pastures and hay fields
4. Learn the most important weed species in Florida pastures and hay fields and how they can be controlled
5. Learn the most important insect and related pests and the manner in which they affect forages
6. Describe strategies for controlling these pests or for minimizing the damage that they cause

MATERIAL FOR EXAM 3

Unit 8 - Forage-Livestock Systems (Lectures 21 - 25)

1. Develop an understanding of climate, soil fertility, and soil drainage characteristics throughout the state of Florida.
2. Be able to match forage species to environmental characteristics, to seasons of the year when the forages grow, and to the requirements of different classes of livestock in beef, dairy and equine systems
3. Know the size of the beef, dairy, and equine industries in Florida and the extent to which they contribute to the state's economy
4. Understand how and why intensively grazed pastures fit into beef, dairy, and equine enterprises
5. Be able to describe why forages have become more important on Florida dairies during the past five years.
6. Understand the relative importance of imported hay, Florida-produced hay, and pasture for horses in Florida
7. Be able to give examples of poisonous plant disorders, seasonal or conditional disorders, and species-related disorders that can occur with forage-fed livestock.
8. For the disorders grass tetany, bloat, nitrate toxicity, and prussic acid toxicity, be able to describe the category of plants typically involved and the relationship of the disorder to the growing environment and/or forage management practices.
9. For tall fescue and leucaena, understand the disorders that are specific to these forages, their causative agent, and how the disorder can be avoided.

Unit 9 - Effects of Animals on Pastures and Grazing Management (Lectures 26 - 27)

1. Know how defoliation affects regrowth and longevity of pasture plants.
2. Be aware of the importance of treading on pasture productivity, especially of legumes
3. Be able to discuss the degree to which plant nutrients are removed from pastures in animal products, the degree to which they are returned to the pasture in animal waste, and the factors affecting

- distribution of nutrients from animal wastes
4. Know pasture management practices that can enhance the efficiency of utilization of nutrients from animal wastes
 5. Learn how grazing management is defined and be able to discuss the most important grazing management decisions
 6. Know how and why plant growth habit and plant type (grass vs. legume) affect tolerance of grazing
 7. Be able to discuss continuous and rotational grazing in terms of what they are, their advantages and disadvantages, and when and for which forages they should be used

Unit 10 - Forage Conservation and Supplementation of Forage Diets (Lectures 28 - 30)

1. Know how hay, silage, and haylage are preserved and their typical moisture concentration
2. Be able to compare the size of dry matter and nutrient losses for hay, silage, and haylage, and know when these losses are most likely to occur
3. Know the implements that are used in hay-making operations and be able to describe the purpose for which they are used
4. Be able to explain the potential benefits and potential problems associated with ammoniation of hay
5. Know why ammoniation is particularly attractive for hay produced in Florida
6. Know the stages in the ensiling process
7. Be able to describe the primary silage storage structures and their advantages and disadvantages
8. Know the characteristics of high quality, well preserved hay and silage
9. Be able to define supplementation and know several supplement feeds used in Florida
10. Be able to define associative effects and to explain the different types of associative effects
11. Be able to give examples of practical supplementation systems in Florida