PLSC 462 Professional Development in the Turfgrass Industry, Fall
University of Tennessee, Knoxville

NOTE: For universal accessibility, always use the “Styles” feature in Word to differentiate headings and normal text. This was already done in this syllabus template, so you can just fill in the text specific to your course.

Course Section: Insert Course Section Here
Meeting Time and Place: M- 2:30 pm - 3:20 pm: South Greenhouse 124
Course Credit Hours: 1.0 to 2.0

Faculty Contact Information
Instructor: Dr. Brandon Horvath
Office Hours:
Office Location: 258 Plant Biotechnology Building
Phone number: (865) 974-8841
Email: bhorvath@utk.edu
Web page URL: https://ag.tennessee.edu/plantsciences/Pages/FacultyPages/BHorvath.aspx

May include any other contact instructions (GTA information). Build in some flexibility for office hours—e.g. alternate ways of contact, some variation in hours.]. NOTE: For universal accessibility, if you insert a photo of yourself and a map of your office location, be sure to click on those images and add “alt text” to describe both the photo and the map (right click and select “Format Picture”).
Course Description/Information:
[This section can be taken from the course catalog and include the overall goal of the course and any course prerequisites/co-requisites.]

Value Proposition:
[The instructor’s statement regarding the value (worth) of this course. This statement makes explicit for the student the value of learning in this course.]

Experiential Learning Components
Experiential learning is an approach to education that emphasizes engaged student learning through direct experience and intense reflection to increase knowledge, acquire lifelong learning and problem-solving skills, and elucidate values. Research has shown experiential learning increases the quality and depth of academic study and makes learning more enjoyable and fulfilling for both students and teachers.

This course incorporates the following experiential learning types:

Apprenticeships
Clinical Experiences
Fellowships
Internships
Practicums
Service learning
Simulations and gaming/role-playing
Student Teaching
Study Abroad
Undergraduate Research
Volunteering
In-Call Laboratory or Experiments

Student Learning Outcomes/Objectives:
[Written as what students will be expected to do at the end of the course; all SLOs are measurable and align with course evaluation / grading methods; SLOs may include cognitive, behavioral, affective and metacognitive outcomes.]

Programmatic Outcomes/Department Goals:
[The learning outcomes may include programmatic outcomes; this section may also mention the mission of the program or program goals.]

Learning Environment:
[This section provides students with the instructor’s vision of what take place in the class. It includes information about the methods of instruction, what will take place in class, out of class, the tools for learning, etc.]

[This section details how you will communicate with students. How quickly they can expect a response to email.] For technical issues, contact the OIT HelpDesk via phone (865) 974-9900 or online at http://help.utk.edu/.
How to Be Successful in This Course:

This section can span topics from general guidelines (e.g., estimated amount of time to spend on preparation, assignments, participation in class discussion, use of supplemental teaching materials, etc.) to more sophisticated rubrics related to student performance on various evaluation measures (e.g., exams, assignments, projects). It can also describe faculty roles and student roles, the role of the student, the role of the faculty member. This section provides an opportunity to present the notion of shared responsibility for learning. A useful table with examples is provided below:

Student’s Responsibility
- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

Instructor’s Responsibility
- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

Texts/Resources/Materials:
This section includes any required or recommended texts and/or materials assigned for the course (lab equipment, art supplies, software, etc.), and the course Webpage or another URL.

Required Equipment:
This section includes any required equipment, such as a certain type of computer, headset with a microphone, etc.

Course Resources:
This section includes information about the course Canvas site, and any type of research/reference materials or technology, i.e., Online@UT, LiveText, Library Resources, the student will need to use for the classroom.

Course Requirements, Assessments, and Evaluations:
This section includes class attendance and tardiness policy, evaluation methods and grading system, i.e., points, percentages, rubrics, tests, quizzes, weighting, curve, or UT grading distribution information, grade appeals to instructor, etc.; it may also include the policy for incompletes and withdrawals.
Major Assignments and Exams (names and due dates)

- Exams and quizzes (how many, what kind, dates, final exam period, missed exams/makeup exams policies, etc.);
- Assignments/problem sets/projects/reports/research papers (general info, assessment criteria, format, policy for late or missed assignments);
- Other assignments (e.g., posting comments to discussion board); Where possible, build in flexibility to give students choices (e.g., in assignment types or topics) and where students turn in assignments (e.g., online and in class).

Course Feedback:

[This section may include methods of feedback to faculty member that will be used, such as formative feedback mechanisms during the semester.]

University Policies:

[This required section includes information about discrimination, scholastic dishonesty, cheating, and plagiarism policies (e.g., honor statement, consequences, examples, etc.). The honor statement is included on the Campus Syllabus available on the Provost and TLI websites, and the online UT catalog. These elements are also included below.

Academic Integrity:

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu/](http://civility.utk.edu/).

Disability Services:

“Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.
Your Role in Improving Teaching and Learning Through Course Assessment:
At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources for Students:
- **Center for Career Development** (Career counseling and resources; HIRE-A-VOL job search system)
- **Course Catalogs** (Listing of academic programs, courses, and policies)
- **Hilltopics** (Campus and academic policies, procedures and standards of conduct)
- **OIT HelpDesk (865) 974-9900**
- **Schedule of Classes/Timetable**
- **Student Health Center** (visit the site for a list of services)
- **Student Success Center** (Academic support resources)
- **Undergraduate Academic Advising** (Advising resources, course requirements, and major guides)
- **University Libraries** (Access to library resources, databases, course reserves, and services)

Course Outline/Assignments/Units of Instruction/Clinic Schedule:
[This section typically includes a table or list with the tentative calendar, topics, and assignments, dates for exams and due dates, special events, etc.] This is highly recommended but this section may also refer students to a dynamic document, a calendar or other page on a Canvas course site, or be posted as a graphic. Major dates for assignments should not be changed or students should be given reasonable advanced notice.]

**NOTE:** For accessibility, use the table feature in Word to create a table. Repeat headers at top and/or create a new table for each week or class session. Mark the header as “Header Row” using Table tools.

**Table Example 1:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Instructor Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Enter Dates and Learning outcomes</td>
<td>Instructor activities “I do” (e.g. class activity, materials) (Formative assessment method, e.g. feedback)</td>
<td>Student activities “You do” (e.g. homework, independent work, group work) (Formative and Summative assessments)</td>
</tr>
</tbody>
</table>

**Table Example 2:**
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
<th>Project Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>Synchronous class meeting: First day of class; By the end of the week, students will proposal a project</td>
<td>By June 10:</td>
</tr>
<tr>
<td></td>
<td>Instructor introduction; student introductions</td>
<td>- Meet with client (online, by phone, in person)</td>
</tr>
<tr>
<td></td>
<td>Review syllabus</td>
<td>- Begin developing your project plan to include:</td>
</tr>
<tr>
<td></td>
<td>Introduce Project Assignments</td>
<td>project overview</td>
</tr>
<tr>
<td></td>
<td>“Working with your Client” and Project Planning Requirements</td>
<td>description, problem statement, timeline for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development, ideas for</td>
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<td></td>
<td></td>
<td>tools needs for</td>
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<tr>
<td></td>
<td></td>
<td>development/development platform,</td>
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<tr>
<td></td>
<td></td>
<td>potential issues, any</td>
</tr>
<tr>
<td></td>
<td></td>
<td>costs...</td>
</tr>
</tbody>
</table>

You can also include important dates in the academic calendar either here or added to your site’s calendar (e.g. last day to add classes, academic closings and breaks, last day to drop a course with “WD,” last day to drop a course without “F” and last day of classes and final exam days.

*The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes. [Optional section/language]*