

Fall 2015

Horticulture 261

Introduction to Turfgrass Management

Professor Paul Koch, Ph.D.

Department of Plant Pathology
University of Wisconsin-Madison

Office: 283 Russell Laboratories
Email Address: plkoch@wisc.edu
Phone: 608-262-6531
Twitter: @uwpaul

Part 1: Course Overview

UW-Madison Catalog Description

Cultural management of turf in urban environments, including organic and integrated pest management, turfgrass species, and a survey of jobs and the industry. Environmental impact of turf and management practices.

Course Overview

This course is designed to introduce you to the role that turfgrass plays in urban and suburban communities. Throughout the semester we will continually revisit three main themes; 1) turfgrass plays an important role in the urban, suburban, and athletic landscape, 2) turfgrass can have a wellness impact on the urban and suburban environment, and 3) proper turf management can minimize the negative impacts of turf use and maximize the positive.

Learning Outcomes

1. Describe how turf is used in urban and suburban communities
2. Define what a turfgrass is.
3. Identify the positive environmental impacts of using turfgrass
4. Describe the history of turfgrass and why it's popularly used
5. Identify the potential negative environmental impacts of using turfgrass
6. List turfgrass anatomy and turfgrass growth habits
7. List common turfgrass species used in WI and discuss the positives and negatives associated with each one
8. Discuss what environmental and cultural factors will influence which turfgrass species will be best suited to succeed at a particular site
9. Describe cultural strategies that can be employed to minimize turfgrass inputs (water usage, fertilizer and pesticide usage)

10. List situations where alternatives to turfgrass might be the best option and what kinds of plants will succeed in each situation
11. Explain how different environmental factors impact turfgrass management
12. Define why fertilization is needed for most turfgrass species
13. Identify species that require fewer fertilizer inputs
14. List the nutrients most often deficient in turfgrass
15. Describe strategies to mitigate non-target impact of turfgrass fertilization
16. Apply best management practices for turf
17. Identify drought management techniques
18. List drought tolerant turf grass species
19. Recognize the role recycled water plays in turfgrass drought management
20. Illustrate the role that turfgrass plays in the development of drought
21. Define types of management
22. Describe the impacts of mowing on plant, positive and negative
23. Identify the 3 major pest groups on turf
24. List the negative impacts that weeds can have on turf
25. Define the conditions that can lead to increase of weed populations amongst turf
26. List the most common weeds observed in turfgrass in Wisconsin.
27. Describe the most common weed management strategies in turf
28. List the negative impacts that insects can have on turf
29. Define the conditions that can lead to increases in insect damage amongst turf
30. List the most common insects observed in turfgrass in Wisconsin.
31. Describe the most common insect management strategies in turf
32. Describe why pesticides are used on turf
33. List potential negative implications of pesticide use on turf
34. Define endocrine disruption
35. List how endocrine disruption relates to turfgrass pesticide usage
36. List the negative impacts that diseases can have on turf
37. Define the conditions that can lead to increase in diseases amongst turf
38. List the most common diseases observed in turfgrass in Wisconsin.
39. Describe the most common disease management strategies
40. Identify positive and negative attributes of using artificial turf
41. List ways turf elsewhere in the world is different than Wisconsin

Methods of Instruction

This course uses Desire2Learn (D2L) for the facilitation of communications between faculty and students, posting course materials and activities, submission of assignments, and posting of grades. D2L is part of the Learn@UW suite of tools at UW-Madison and can be accessed at <https://learnuw.wisc.edu/>

To get started, login to Learn@UW and review the “Course Orientation” materials listed in the Content section.

Course Structure, Format, Organization & Activities

This course is organized by weeks. Each week will provide you with a variety of learning experiences. You can expect the following types of activities throughout the semester:

- Readings
- Videos

- Lectures
- Discussions
- Mini-Assessments
- Team Activities
- Projects
- Surveys
- Exams

You will work independently for much of the time, doing the readings, watching the lectures and videos, and preparing for online discussions and other individual activities. The lectures and videos have been closed captioned, and text transcriptions are also provided.

You will be assigned a discussion team the third week of class. Teams serve two major purposes in helping you master the course material and for working on a few assignments together. More information on teams will be provided on the course site.

Credits

This is a 2-credit course.

Required Textbook

There is no required textbook for this course.

Prerequisites & Corequisites

- Prerequisites: Any introductory plant science course or instructor's consent.
- Corequisites: None

Part 2: Course Topics & Grading

Methods of Evaluation

| Activity | Number in Course | Total Course Value |
|-------------------------|-------------------------|---------------------------|
| Exams | 2 | 50% |
| Turf Management Project | 1 | 20% |
| Discussion Portfolio | 1 | 10% |
| Mini-Assessments | 2 | 2% |
| Team Activities | 2 | 6% |
| Other Assignments | 3 | 12% |

Summary of Assignments

This section is to provide you with a brief overview of the assignments as listed in the methods of evaluation table above. More information on each assignment will be provided on the course site including grading criteria.

- **Exams**
The in-person midterm exam will be during week 7 of the semester (week of October 12th) and the final exam will be during week 16 (week of December 14th). The exam questions will be a combination of multiple-choice and short answer.
- **Site Management Project**
You will partner up with another student in class to work on a site management plan for a site. The deliverable will be a 6-8 page paper and abstract. This is a semester project and there will be two short graded check-in papers with it.
- **Discussion Portfolio**
A requirement in this course is to participate in online discussions on focused topics. At the end of the semester you will turn in your best work. A worksheet will be provided with the week 1 materials on the course site.
- **Mini-Assessment**
Two short online mini-assessments will be posted on the course site to gauge your understanding of that week's topic.
- **Team Activities**
There will be two team activities in the discussion forum. You will submit a final response to a question posed for grading. A worksheet will be provided.
- **Other Activities**
You will submit a couple of individual activities, one in which you will submit a video or poster presentation on a WI drought management plan and another critique of a popular press article on turf use.

Grading

| Grade | Percentage |
|-------|------------|
| A | 92 – 100% |
| AB | 88 – 91.9% |
| B | 80 – 87.9% |
| BC | 76 – 79.9% |
| C | 68 – 75.9% |
| CD | 64 – 67.9% |
| D | 56 – 63.9% |
| F | Below 56% |

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Guidelines/rubrics will be included with most assignments to guide you. The grading turn-around time will be one week. Grades will be posted in the gradebook on the course site.

General Topic Schedule

The following is a schedule overview, which includes the topic for the week and graded assignment deadlines.

| Week | Date | Topic |
|------|--------------|--|
| 1 | September 2 | Introduction / Turf in Urban and Suburban Communities |
| 2 | September 8 | History and Benefits of Turfgrass |
| 3 | September 14 | Negative Impacts of Turfgrass; Turfgrass Anatomy |
| 3 | September 20 | Mini-Assessment #1 Due Article Critique Due |
| 4 | September 21 | Turfgrass Selection; Input Reduction Strategies |
| 4 | September 27 | Team Activity #1 Due |
| 5 | September 28 | Atmospheric Impacts on Turf Growth |
| 6 | October 5 | Soil Health and Fertilization |
| 6 | October 11 | Site Management Plan Assignment #1 Due |
| 7 | October 12 | Midterm, Date TBD |
| 8 | October 19 | Turf Impacts on Drought; Drought Management |
| 9 | October 25 | Team Activity #2 Due |
| 9 | October 26 | Turfgrass Irrigation; Turfgrass Impact on Climate Change |
| 10 | November 2 | Mowing and Cultivation |
| 10 | November 8 | WI Drought Plan Due |
| 11 | November 9 | Weed Management |
| 11 | November 15 | Site Management Plan Assignment #2 Due |
| 12 | November 16 | Insect Management; Pollinator Health |
| 12 | November 22 | Mini-Assessment #2 Due |
| 13 | November 23 | Potential Impacts of Pesticide Usage |
| 14 | November 30 | Disease Management |
| 14 | December 6 | Site Management Plan Final Assignment #3 Due |
| 15 | December 7 | Grasses Around the World; Synthetic Turfgrass |
| 15 | December 13 | Discussion Portfolio Due |
| 16 | December 14 | Final Exam, Date TBD |

Part 3: Course Policies & Procedures

Communicating with the Instructor

This course will utilize a tool called Piazza for general questions about the course and course content. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Please feel free to contact the professor with questions of a personal nature.

Virtual Office Hours

Virtual office hours will also be held via Blackboard Collaborate, a web conferencing tool once per week. Date and time to be determined after gauging what works best for the majority of the class. You can also make an appointment to meet with me (instructor) in person.

Email and Internet

[WiscMail](#) is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their WiscMail email regularly along with the news section on Learn@UW.

All instructor correspondence will be sent to your wisc.edu email account.

Campus Network or Desire2Learn Outage

When access to Desire2Learn is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the [Outages page](#).

Course Time Commitment

This two-credit course requires approximately 4-6 hours of work. Please expect to spend more time for the weeks when studying for exams and finishing the larger assignments.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Central Standard Time-CST) are **firm**. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to dropbox for grading. Please do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to the fall semester. Please see the timeline to [drop or add the course](#).

If you are considering a withdrawal, please review: [Withdrawal from Classes](#), and [Term Withdrawal FAQ](#).

Incompletes

For information on incompletes, please see this website:
<https://registrar.wisc.edu/incompletes.htm>.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [appeal process](#).

Student Grievance Procedure

In the College of Agricultural and Life Sciences any student who feels unfairly treated by a member of the College of Ag & Life Sciences (CALs) faculty or staff has the right to complain about the treatment and to receive a prompt hearing. Please see the [Student Grievance Procedure](#) webpage for more information.

Student Conduct and Academic Integrity

UW-Madison expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please view the following:

- [Academic Integrity Statement](#)
- [Student Academic Misconduct Policy and Procedures](#)
- [Student Non-academic Misconduct Policy](#)

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor may delete inappropriate discussion board posts. For more information on netiquette guidelines, please see the Course Technology document posted on Learn@UW.

The Dean of Students office accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. See also the Division of Student Life's [Safety and Health](#) resources.

UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct

Campus Procedures." UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student:

Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) uses unauthorized materials or fabricated data in any academic exercise;

(c) forges or falsifies academic documents or records;

(d) intentionally impedes or damages the academic work of others;

(e) engages in conduct aimed at making false representation of a student's academic performance;
(f) assists other students in any of these acts."

If you are accused of misconduct, you may have questions and concerns about the process. If so, you should feel free to call Student Advocacy & Judicial Affairs (SAJA) in the Offices of the Dean of Students at (608) 263-5700 or send an e-mail to dos@bascom.wisc.edu.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your WiscMail email and the course site often.

Network Use Policies

Please read the UW-Madison's [Responsible Use of Information Technology Policy](#).

Accessibility Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity.

The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the [McBurney Center](#) to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Email: mcburney@studentlife.wisc.edu

McBurney Phone: 608-263-2741

(text) 608-225-7956

(fax) 608-265-2998

Non-Discrimination Policy

The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy.

Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed by the professor.

Religious Beliefs Accommodation

Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor within the first three weeks of the beginning of classes (or within the first week of summer session and short courses) of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to [Chapter UWS 22: Accommodation of Religious Beliefs](#).

FERPA

FERPA – the Family Educational Rights and Privacy Act of 1974, as amended – is a federal law that governs the privacy of student educational records, access to those records, and disclosure of information from them. For more information, please refer to [Student Privacy Rights \(FERPA\)](#).

Copyright

Access to UW-Madison courses is restricted to registered students and their instructors. This site is maintained for educational purposes only. Unless indicated as being in the public domain, the content on the course site is protected by United States and foreign copyright laws. Materials that are drawn from other sources are in the public domain or used in compliance with the TEACH Act of 2002, as a Fair Use, or under the terms of a license. Unless otherwise expressly stated, the instructional materials provided with the course are only for your personal use in connection with the course or as otherwise allowed by copyright laws.

Part 3: Technical Requirements & Support

More details and help with the technology are provided in the welcome letter and also within the course technology orientation guide. Please note, you will need a reliable high-speed Internet connection and speakers to successfully complete this course. A computer camera would also be nice for virtual office hours and group collaborations. Please also see software listing in the technical orientation document posted on the course site.

There are computer labs on campus, computer rental options, and a help desk that provides repair.

Computer Labs: <https://www.doit.wisc.edu/services/computer-labs-infolabs/#>

Computer Rental: <https://www.doit.wisc.edu/services/rental/>

Computer Repair: <https://www.doit.wisc.edu/services/repair/>

Printing: <https://www.doit.wisc.edu/services/go-print/>

Part 4: Student Success

If this is your first time taking an online course or if you would like tips on learning online, read this brief article from the University of Illinois: What Makes a Successful Online Student?: <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>.

Here are a few other quick tips in being successful in an online course.

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- actively participate in the discussion forums
- create a study and/or assignment schedule to stay on track, and
- contact the instructor if you need help and participate in virtual office hours.