

PLSC 466 Turfgrass Strategies

3 Credits Spring PBB 113

Instructor: Dr. Brandon Horvath

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Canvas Site: Listed as PLSC 466

Course description: Develop problem solving and analytical skills necessary to deal with complex problems in the professional world of turfgrass management.

General Course objectives:

After completing PLSC 466, the student will be able to:

1. Discuss the problem solving process, and various strategies that can be used to arrive at a solution.
2. Use the strategies in single and mixed forms to analytically arrive at possible solutions to complex problems.
3. Communicate their analysis of a problem and proposed solution(s).

Course schedule: Tuesday & Thursday 9:50-12:35 PM

Covid-19 Related Information: Students are required to wear face masks at all times and maintain social distancing (6 feet between individuals in traditional classrooms, or, in instructional laboratories and similar settings, only a few minutes in closer proximity when absolutely necessary to achieve learning objectives).

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home. Instructors have the right to ask those who are not complying with these requirements to leave class in the interest of everyone's health and safety. In the event that a student refuses to comply with these requirements, the instructor has the right to cancel class. Additionally, following other simple practices will promote good health in and out of the classroom, such as frequent and thorough hand washing, wiping down desks and seats with disinfectant wipes whenever possible, not sharing personal items such as pens and cell phones, and avoiding crowded hallways and other enclosed spaces.

The Volunteer Creed reminds us that we bear the torch in order to give light to others. As Volunteers, we commit to caring for one another and for the members of the communities in which we live, work, and learn. This semester, the University asks that we all demonstrate the Volunteer spirit by following these and other health guidelines and requirements.

We will display flexibility when it comes to situations associated with COVID-19 related issues, and will adjust as needed. I encourage you all to not take advantage of this flexibility, and also to take your responsibilities seriously.

Classroom Policies:

Cases: We will review and discuss problem solving methods and cases at the beginning of each week. You will be grouped into teams, and charged with developing a proposed solution to the case at hand. Case materials will be available from Blackboard during the course of the semester. Texts recommended that will be used references:

Jones, Morgan D. 1998. *The Thinker’s Toolkit, 14 Powerful Techniques for Problem Solving*. Three Rivers Press, New York, NY. ISBN: 0-8129-2808-3

Nalebuff, Barry and Ian Ayres. 2003. *Why Not? How to Use Ingenuity to Solve Problems Big and Small*. Harvard Business School Publishing, Boston, MA. ISBN: 1-59139-153-9

Class participation: Participation in class is expected, and will make for more meaningful discussions. Respect of fellow classmates ideas and statements will be expected, lack of respect will not be tolerated.

Academic honesty required: At no time will cheating on quizzes/ exams be tolerated. Depending on the situation, the quiz/exam may receive zero points, the student may be asked to leave the class, or the student may be subjected to further disciplinary action at the university level (e.g., hearing with possible dismissal from the university). Plagiarism can be committed unintentionally by quoting or copying others’ works without providing the proper credit (literature citations). Ask for help if you are unsure about plagiarism. Refer to University websites (<http://www.lib.utk.edu/instruction/plagiarism/>) on plagiarism, and academic dishonesty (<http://judicialaffairs.utk.edu/students/academic.php>) for more information.

| Week | Class | Topic |
|-------------|--------------|--|
| 1 | 1(R) | Syllabus Review, Group Think, Thinking Tools |
| | 2(T) | Topo Map Reading, 1st Case Study Intro & discussion |

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|---|-------|--|
| 2 | 3(R) | No class- Work on Analysis of Case Study 1 |
| | 4(T) | Analysis of Case Study 1 |
| 3 | 5(R) | Weighted Ranking, Case Study 2 |
| | 6(T) | Discussion of Case Study 2 |
| 4 | 7(R) | Analysis of Case Study 2 |
| | 8(T) | Case Study 3 |
| 5 | 9(R) | Discussion Case Study 3 |
| | 10(T) | Analysis of Case Study 3 |
| 6 | 11(R) | Case Study 4 |
| | 12(T) | Discussion of Case Study 4 |
| 7 | 13(R) | Discussion of Case Study 4 |
| | 14(T) | Analysis of Case Study 4 |

***Please note that this schedule is a proposed time table topics and examinations. Changes may be made to the above schedule as the semester progresses.**

Grading:

Standard University Grading Scale

Assessments:

Analyses (4 x 100 pts) In class exercises (4 x 50 pts)= 600 pts total