



INSTRUCTIONAL PACKAGE

TUF 171

Introduction to Turf Management

Effective Term

Fall/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 2018

COURSE PREFIX: TUF 171

COURSE TITLE: Introduction to Turf Management

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

TUF 171 provides the student a basic understanding of turfgrass management practices so that they may effectively communicate with the golf course superintendent, athletic field managers, club members, owners, and employees under their supervision. This knowledge is also essential for making managerial decisions at a golf facility or athletic facility. This course is designed to meet these needs.

COURSE DESCRIPTION:

This course is designed to introduce principles of turfgrass management and golf course operations to non-Golf Course Management majors. Topics include turfgrass selection, mowing commonly used golf course terminology, supplementary cultural practices, different types of golf course and the golf course management principles. The history and function of golf related organizations are also discussed in the course.

PREREQUISITES/CO-REQUISITES:

None

REQUIRED MATERIALS:

There is no required textbook, but the instructor will provide numerous handouts. All handout material is assigned reading. The student should keep the handouts in an organized manner in a notebook.

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

None

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

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CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

UNIT I Introduction to the Turf Industry

The student should be able to describe the functions of turfgrasses and the advantages of utilizing turfgrasses in the landscape. Students will be a list the various types of turf-related careers and occupations and the economic importance of the turfgrass industry. Students will develop the ability to effectively communicate with, a golf course superintendent or field manager.

UNIT II Turfgrass Morphology and Selection

The student will be able to display knowledge of the following concepts.

Vegetative characteristics of the turfgrass plant. Classifying the growth habit of a turfgrass plant as stoloniferous, rhizomatous, or bunch-type. Reproductive characteristics of the turfgrass plant. Define and describe the process of photosynthesis and designate the regions of climatic adaptation for turfgrasses used global. Additionally, students will name the advantages and disadvantages of the cool-season and warm season grass species used for turf, including those used on golf courses or athletic fields. Students will develop and understanding for the methods of establishment (propagation) for turfgrasses.

Unit III Pest Management

Students will have a working knowledge of injury to turf caused by various types of insects, plant diseases and nematodes. Additionally students will name detriments to turf caused by weeds. Define insecticide, fungicide, nematicides, and herbicides while integrating the components of ant (IPM) integrated pest management program.

Unit IV. Primary Cultural Practices

Students will be able to identify the types of mowers used on turf and escribe the importance of proper mowing height and frequency. Students will gain experience in basic soils science by being able to define soil pH and liming. Name the macronutrients and micronutrients required for plant growth. Define analysis as it relates to fertilizers. Explain the differences between water-soluble and water-insoluble sources of nitrogen fertilizers, and name examples of each type and perform basic fertilizer calculations. Students will also describe types of irrigation systems used on turf and explain why water management is a necessity for turfgrass management.

Unit V. Supplementary Cultural Practices

Students will describe the detrimental effects of compaction on growth of turf. Define thatch, and explain its undesirable effects on turf quality. Identify equipment used for cultural practices Define and explain the reasons for employing various methods of cultivation, including coring, slicing, spiking, and vertical mowing. Explain why rolling, topdressing, and matting are used in turf management. Define overseeding, and name the species of turfgrasses used for this practice. Explain why wetting agents, turf colorants, and plant growth regulators are used in turf management.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module #1

Materials Covered: Unit 1 Turfgrass Morphology and Selection”

***Assessment(s):** Turfgrass Establishment activity.
Project

Learning Outcomes:

1. Describe how turfgrass is selected and established based on economic and environmental factors.
2. Explain the advantages and disadvantages of turfgrass selection based on usage.
3. Explain differences in water, fertilizer and pesticide inputs based on turfgrass selection.

Module #2

Materials Covered: Unit 5 Turfgrass Equipment and Selection”

***Assessment(s):** Turfgrass Equipment activity.
Lab

Learning Outcomes:

1. Describe the different types of cuts of mowing equipment
2. Explain how and why different turfgrasses need to different mowing heights..
3. Explain differences in water, fertilizer and pesticide inputs based on turfgrass mowing height selection.

***Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.**

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	25%
Quiz	25%
Papers/Plans	25%
Projects/Portfolios	25%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

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Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu