



Technical College of the Lowcountry
921 Ribaut Road
Beaufort, SC 29901

Arts & Sciences Division
Building 9, Room 102
843-525-8281

AGR 202

Soils

Course Description

This course introduces land resources, soil formation, classification, and mineralogy, and focuses on basic chemical and physical properties of soil. Soil microorganisms, plant nutrients, and fertilization are discussed, along with applications of soil properties in relation to plant growth.

Prerequisite: ENG 100, MAT 101, RDG 100.

4.0 Cr (2.5lect/pres, 3.0 lab, 0 other)

Course Focus

The purpose of this course is to enable the student to gain an appreciation and working knowledge of the basic principles of soil science. Instruction will be divided between interactive lecture and hands-on lab.

Text and References

Plaster, Edward. Soil Science and Management, 6th Edition. Cengage Learning, 2014
ISBN: 978-0-8400-2432-9

Plaster, Edward. Lab Manual for Soil Science and Management, 6th Edition. Cengage Learning, 2014
ISBN: 978-0-8400-2434-3

Core Curriculum Competencies

This course develops critical thinking skills through instruction that emphasizes the understanding of chemical, physical, and biological concepts as they apply to the formation, management and preservation of soil. This understanding will be demonstrated by assessments on a series of graded projects and on the common final exam. The student will demonstrate the following critical thinking objectives:

- Following standard scientific method, students will interpret laboratory observations and data, and determine relevance of their findings to planning and observed outcomes.
- Students will recognize key chemical, physical, and biological assumptions and make inferences justified by data and observations

Course Goals

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives. (*designates a CRUCIAL goal)

1. Explain why the study of soil is important
2. Discuss factors that account for soil variability
3. Discuss the five basic soil-forming factors
4. Discuss the influences of human activity on soil formation *
5. Describe the components of a soil profile
6. Use a Munsell color chart to determine soil color
7. Explain the solid particles that make up soil *
8. Use the textural triangle to determine soil texture class using actual measurements
9. Estimate soil texture class based on the feel method *
10. Describe ped (aggregate) shapes
11. Recognize and describe soil structure types
12. Describe the effects of soil structure, aggregates, and pores in water movement, root penetration, gas exchange, and soil stability *
13. Calculate bulk density, porosity, and other related quantities using both field and laboratory measurements
14. Describe how soil chemistry affects soil properties
15. Differentiate between primary and secondary minerals
16. Identify key chemical properties of soil minerals
17. Describe the processes and outcomes of weathering in soil
18. Describe the ion exchange process *
19. Explain why cation exchange capacity (CEC) is an important soil property
20. Explain the factors that affect CEC
21. Explain acidity versus alkalinity in soils and their effects
22. Outline sources of acidity in soil *
23. Describe how buffering capacity works
24. Identify common soil organisms *
25. Explain how soil organisms live and grow
26. Describe how soil organisms interact with their environment
27. Identify the roles soil organisms play in the soil ecosystem
28. Distinguish between organic and inorganic compounds
29. Recognize oxidation and reduction reactions and explain how and where they occur
30. Explain how soil environmental conditions affect the form and rate at which element transformations occur
31. Describe the basic composition of soil organic matter
32. Explain the key roles played by organic matter in the soil *
33. Explain the processes by which soil organic matter forms
34. Discuss how the soil formation processes and human activity influence soil organic matter *
35. Explain the relationship among tillage systems, residue management, and soil erosion *
36. Explain soil compaction
37. Explain mechanisms that promote soil erosion and conservation practices that reduce soil erosion
38. Discuss soil properties and non-agricultural land use
39. Describe key physical properties of water
40. Distinguish between water quantity and availability

41. Describe water movement in soil *
42. Discuss major water resource issues
43. Explain how precipitation occurs
44. Discuss evapotranspiration
45. Explain the effects of soil texture and structure on water storage and movement
46. Estimate soil water potential in the field
47. Distinguish between different types of groundwater systems
48. List and discuss the crucial nutrients required by plants *
49. Identify the forms in which plant nutrients occur in the soil *
50. Describe the main sources of plant nutrients, how they are held in soil, and how they become available to plants *
51. Explain how to use inorganic and organic fertilizers to enhance native soil fertility *
52. Discuss current issues surrounding nutrient management in agriculture *
53. Manage macronutrients and micronutrients *
54. Conduct a soil test *
55. Interpret a soil test report *
56. Describe how soil surveys are conducted
57. Explain the difference between individual soil units and associations
58. Describe how the presentation of soil survey data has changed with technology and over time
59. Interpret basic soil survey information from a soil survey
60. List basic soil characteristics that help determine appropriate land use
61. Draw a timeline of events with respect to soil use and management
62. Discuss how public perceptions of soil as a resource have changed over time *
63. Outline legislation that has influenced soil resource management
64. Describe soil resource conservation efforts at state and local levels
65. Examine issues and implications of soil science in the Lowcountry

Student Contributions

Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings should be done prior to a unit. If a student is falling behind in lab performance or academic achievement, it is imperative to seek immediate assistance from the instructors.

Course Evaluation:

1. Student progress will be evaluated through a series of tests, quizzes, and in-class and out-of-class assignments and will be detailed in the attachment to this syllabus.
2. Blackboard: lecture notes, handouts, podcasts, study hints, tutor information, syllabi, and other course information is available on the course blackboard page.
3. Laboratory Component: This course has a required lab component, which supplements the information presented in lecture. The lab will be independently evaluated primarily through lab practicals, in class and out of class lab assignments (such as research papers). For specific details about lab evaluations, please refer to the attachment to this syllabus.

TCL's grading scale is:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

Course Schedule

The class meets for 2.5 lecture/presentation hours and 3.0 lab hours per week.

ADA STATEMENT

The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8219 or (843) 525-8242 during the first ten business days of the academic term.

ACADEMIC MISCONDUCT

There is no tolerance at TCL for academic dishonesty and misconduct. The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student's responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the Student Code for the South Carolina Technical College System. Copies of the Student Code and Grievance Procedure are provided in the *TCL Student Handbook*, the Division Office, and the Learning Resources Center.

ATTENDANCE

The College's statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.

- Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
- Students taking an online/internet class must sign in **and** complete an assignment designated by the instructor within the first ten calendar days from the start of the semester to indicate attendance in the class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
- Reinstatement requires the signature of the division dean.
- In the event it becomes necessary for a student to withdraw from the course **OR if a student stops attending class, it is the student's responsibility to contact the instructor via e-mail requesting to be withdrawn from the class.** Withdrawing from class may have consequences associated with financial aid and time to completion. Students are strongly encouraged to consult with Financial Aid prior to withdrawing from any class, particularly if the student is currently on a warning or probation status.

- When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdraw the student with a grade of “W”, “WP”, or “WF” depending on the date the student exceeded the allowed absences and the student’s progress up to the last date of attendance

or

- Under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.
- Absences are counted from the first day of class. There are no "excused" absences. All absences are counted, regardless of the reason for the absence.
- A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.
- A copy of TCL’s **STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL)** is on file in the Division Office and in the Learning Resources Center.

ONLINE ATTENDANCE PROCEDURE

For all online courses, students must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed.

Instructors will withdraw students from the class when 90% attendance is not maintained. Attendance in an online course is defined by regular course access and by timely completion of assignments as required by the instructor. Each student will be expected to access the web class at least once a week and complete 90% of assignments on time. Additional access is encouraged and may be necessary for successful completion of classes.

Failure to log in and complete assignments will result in the student being withdrawn from the course. The instructor will assign a grade of “W,” “WP,” or “WF” based upon the student’s academic standing as the last date of attendance, which is the last login. Students are responsible for any financial matters associated with an administrative withdrawal. If a fails to email the instructor (using the my.tcl.edu email account) requesting to be dropped from the course and has not submitted the initial assignment required during the first week of class, the instructor will assign a “Never Attended” code in the student information system (web-advisor) no later than ten calendar days after the first day of the class. Students who are dropped as a result of never attending the course are still responsible for all fees associated with the course.

HAZARDOUS WEATHER

In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGZO 103.1, WFXH 106.1, WWVW 106.9, WLOW 107.9, WGZR 104.9, WFXH 1130 AM, WLVH 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWJ TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System.

<http://www.tcl.edu/current-students/text-alert>

EMERGENCY TEXT MESSAGE ALERT

Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. Participants receive immediate notification of emergency events and weather cancelations via text messaging on their cell phones. Participants can also opt in to receive non-emergency news and announcements. Go to www.tcl.edu. On the homepage, click on “emergency TextAlert at TCL” and fill out the form or go to <http://www.tcl.edu/current-students/text-alert>

GRADING METHODOLOGY

The final grade must be 70 or more (a grade “C” or better) in order to pass the course and progress to the next course. Students absent from an examination or presentation will receive a “0” grade for the examination unless other arrangements are made with the individual instructor prior to the examination or presentation day or on the examination or presentation day before the test/presentation is scheduled to be given.

The student is responsible for notifying the instructor for the reason of the absence. It is also the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. Arrangements may be completed by telephone.

If the instructor is not available, a message should be left on the instructor’s voice mail AND with another member of the faculty or administrative assistant. The make-up exam will be scheduled and the instructor will decide the method of examination. Messages sent by other students are unacceptable.

SAFETY ADDENDUM

Purpose.

The purpose of this safety addendum is to provide each student with safety guidelines during an incident, emergency, or disaster at TCL. In addition, it provides students guidelines for lockdown procedures, evacuation procedures, and active shooter.

Definitions

An incident is any event, potential or actual, that may impact normal operations but has no immediate health or life threatening consideration or serious effect on the overall functional capacity of the College. An event of this nature should be reported to the Office of the Vice President for Administrative Services. Also notify the off-site campus administrator if applicable.

An emergency is any incident, potential or actual, which may endanger life or health or which affects an entire building or buildings, and will disrupt the overall operations of the College. Outside emergency services will probably be required, as well as major efforts from campus support services. Major policy considerations and decisions will usually be required from the college administration during times of crises. An emergency should be reported immediately by directly using **911** if life or health/injury considerations exist and then to the Office of the President or Vice President for Administrative Services as quickly as possible. Also notify the off-site campus administrator if applicable.

A disaster is any event or occurrence that has taken place and has seriously impaired or halted the operations of the College. In some cases, mass personnel casualties and severe property damage may be sustained. A coordinated effort of all campus-wide resources is required to effectively control the situation. Outside emergency services will be essential. In all cases of disaster, an Emergency Control Center will be activated, and the appropriate support and operational plans will be executed. The disaster should be immediately

reported, first by calling **911** and then to the Office of the President or Vice President for Administrative Services. Also notify the off-site campus administrator if applicable.

Types of Emergencies

- Hurricane
- Tornado
- Fire
- Biochemical or Radiation Spill
- Explosion/Bomb
- Downed Aircraft (crash which directly impacts campus operations)
- Utility Failures
- Violent or criminal behavior
- Psychological Crisis

Procedures

Active Shooter

Run/hide/fight (<http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video>)

Building Evacuation

1. Building evacuations occur when an alarm sounds and/or upon notification by Security or the Emergency Director.
2. When the building evacuation alarm is activated during an emergency, individuals should exit according to the building evacuation plan and alert others to do the same.
3. Once outside, individuals should proceed to a clear area that is at least 500 feet away from the affected building. Streets, fire lanes, hydrant areas and walkways should be kept clear for emergency vehicles and personnel.
4. Individuals should not return to an evacuated building unless told to do so by Security or the Emergency Director.
5. Individuals should assist persons with disabilities in exiting the building. Elevators are reserved for disabled persons

Campus Evacuation

1. A uniformed Security Guard, the Emergency Director, or an Emergency Resource Team member will announce evacuation of all or part of the campus grounds.
2. All persons (students and staff) are to immediately vacate the campus, or in the case of a partial evacuation relocate to another part of the campus grounds as directed.

Lockdown

1. Clear the halls
2. Report to the nearest classroom/office
3. Assist those needing special assistance
4. Ensure classroom/office doors are closed and locked
5. Turn off lights

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6. Stay away from doors and windows (out of the line of sight)
7. BE QUIET and follow instructor's directions
8. Silence cell phones
9. Wait for the "All Clear" before leaving