

Topics in Undergraduate- and Graduate-Level Soil Chemistry: Training for Success. (S02-essington090248-Oral)

Authors:

- M.E.Essington - *University of Tennessee*

Abstract:

During the past 2 to 3 decades, soil chemistry has expanded into non-agronomic areas; areas that may be broadly categorized as environmental. Indeed, a majority of soil chemists practice within the purview of the environmental sciences, and a vast majority of students that are seeking or receiving training in soil chemistry, as part of a college curriculum, are interested in the environmental applications. The duality associated with the end-use of the information presented in soil chemistry courses, agronomic versus environmental, as well as the breadth of the topics that are inherent to soil chemistry, the depth of their coverage, and the preparedness of the student, challenge instructors to meet the expectations of the discipline, the employer, and the student. Instructors must select those topics of critical usefulness to the student in their major and in their selected profession. It is incumbent upon a textbook author to introduce and examine all aspects of soil chemistry. However, for instruction there exists a set of key topics that must be addressed in undergraduate- and graduate-level soil chemistry courses, and skills that must be mastered by students

Corresponding Author Information:

Michael Essington	phone: (865)974-8819
University of Tennessee	e-mail:
2506 E.J. Chapman Dr., Ag	messaging@utk.edu
Campus	
Knoxville, TN 37996-4531	

Presentation Information:

Presentation Date: Monday, November 11, 2002

Presentation Time: 9:15 am

Keywords:

soil chemistry textbook, soil chemistry instruction