

General Education Course Approval Cover Sheet

Date of Submission 10/21/10

1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quantitative Foundations	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Statistical Inferential Reasoning	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	U.S. Citizenship, Community, Diversity	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Global Dynamics	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: COLLEGE OF AGRICULTURE

Course Prefix and Number: GEN 100 Credit hours: 3

Course Title: Issues in Agriculture: Contemporary Problems in Agriculture and Natural Resources

Expected # of Students per Calendar Year: 400 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? none

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Larry D. Jones Email: Larry.Jones@uky.edu

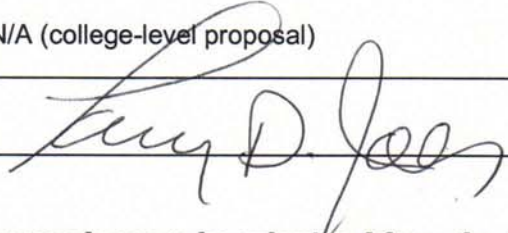
Office Address: N-6 Agricultural Science Building Phone: 7-3469

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: N/A (college-level proposal) Date: _____

Dean:  Date: 11/15/10

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Agriculture</u>	Today's Date:	<u>November 8, 2010</u>		
b.	Department/Division: <u>college</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?		<input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)		
e.	Contact Person Name: <u>Larry Jones</u>	Email: <u>larry.jones@uky.edu</u>	Phone: <u>7-3469</u>		
f.	Requested Effective Date:	<input type="checkbox"/> Semester Following Approval	OR	<input checked="" type="checkbox"/> Specific Term ² :	<u>Fall 2011 (Gen Ed)</u>
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>GEN 100</u>	Proposed Prefix & Number: <u>GEN 100</u>			
b.	Full Title:	<u>Issues in Agriculture: Contemporary Problems in Agriculture and Natural Resources</u>	Proposed Title:	<u>same</u>	
c.	Current Transcript Title (if full title is more than 40 characters):		<u>ISS AG CONTEMP PROBS AGR & NAT</u>		
c.	Proposed Transcript Title (if full title is more than 40 characters):		<u>same</u>		
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____	
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3.0</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3.0</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
	Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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g.	Current number of credit hours: <u>3.0</u>	<i>Proposed number of credit hours:</i> <u>3.0</u>	
h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i> _____		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>An introductory course requiring critical analysis of the major social, economic, political and scientific issues in agriculture and related disciplines. The historical development of agriculture will be surveyed, followed by discussions of major issues in modern agriculture. Development of skills in information gathering, critical analysis of issues, and written and oral communication will be emphasized. Prereq: Students with freshman status enrolled in the College of Agriculture.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>An introductory course requiring critical analysis of the major social, economic, political and scientific issues in agriculture and related disciplines. An evaluation of the multiple positions taken on such issues as affected by the broad range of societal dynamics. Development of skills in information gathering, critical analysis of issues, and written and oral communication will be emphasized. Satisfies the US Citizenship category of General Education. Prereq: Students enrolled in the College of Agriculture; freshmen only in fall semesters and transfers only in spring semesters.</u>	
j.	Current Prerequisites, if any:	<u>Students with freshman status enrolled in the College of Agriculture.</u>	
	<i>Proposed Prerequisites, if any:</i>	<u>Students enrolled in the College of Agriculture; freshmen only in fall semesters and transfers only in spring semesters.</u>	
k.	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>The course has been extensively revised from its status as a first-semester course for first-year students in the College of Agriculture, serving as a point-of-entry course for those students over the past several years. While the course will, we hope, continue to help our students transition to college, the major change in content reflects our interest in making this course appropriate for the US Citizenship category of the new General Education program. Note that both the course description (above) and the attached course review form (this packet) mark out such changes. For example, new topics to be covered in GEN 100 include environmental racism, the influence of biofuel</u>		

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

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<i>policies on food security and social justice, current news stories on issues related to agriculture (discussions to be led by students), and class debates on controversial issues related to power and resistance.</i>		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?		
If YES ⁷ , list the program(s) here: _____		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: GEN 100

Proposal Contact Person Name: Larry Jones Phone: 7-3469 Email: Larry.Jones@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Undergraduate Curriculum Committee	11/19/10	Larry J. Grabau / 7-1885 / lgrabau@email.uky.edu	<i>Larry J. Grabau</i>
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: GEN 100

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

September 13-15, 2011; October 25-Nov. 1, 2011; November 3-10, 2011

Brief description or example:

Two lectures will examine population and development using Gapminder, an online resource which will enable the instructor to engage the students. A population & development paper will be assigned (worth 100 points, see syllabus). The students will select a country and study its approach to population control and/or food distribution. They will also address the human rights and environmental issues associated with these topics.

Environmental racism will be studied during lecture sessions (Oct. 25-Nov. 1). This concept is where people of minority races and lower socioeconomic classes tend to work and live in degraded environments. This will address societal differences arising from race and socioeconomic class.

Later in the semester (Nov. 3-Nov. 10), the students will participate in group debates (worth 100 pts.) which will make them aware of these differences and fulfill this requirement.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Sept. 13,15,22,29,2011; Oct. 4, 2011; Nov. 15, 17, 2011; September 16, 2011

Brief description or example:

Lectures covering land use, energy and the environment, and food safety/security will set the stage to discuss the impact of biofuel policies on food security and social justice across socioeconomic classes. Lectures covering population & development, land issues, and capitalization will be coupled with a field trip to visit a sustainable agriculture farm. During the field trip, the instructor will query the students as to whether sustainable agriculture can feed the world. This will catalyze discussions related to societal differences arising from socioeconomic class and food values.

Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

September 20, 2011

Brief description or example:

Students will participate in an 'Agriculture in the News' assignment (worth 50 points, see rubric in appendix of syllabus). Each student will find and present a current news story related to agriculture and lead a discussion identifying the source of the issue and/or conflict, how it is being addressed versus how it should be addressed, what compromises need to be made, and any ethical dilemmas that are involved.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

November 3-10, 2011

Brief description or example:

We will address the power/resistance and national/cross-national comparison options within this learning outcome. Students will be grouped with four or five classmates and participate in a debate (worth 100 points). The group will assume the minority position on a controversial issue while the rest of the class will argue the majority position. The students will be graded on the clarity and strength of the arguments, demonstrated recognition of opposing views, and recognition of the group holding the power in the situation. One specific example may be sugar farming in the US and Mexico.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

October 6-10, 2011; November 22-December 1, 2011 and September 20, 2011

Brief description or example:

Students will research, write, visually support, and deliver informative and persuasive speeches (worth 100 points each, see rubrics in appendix of syllabus) describing social and technological changes in society which have affected natural resources. Students will propose one or more courses of action to take regarding their topic to encourage responsible participation in a diverse society. In addition, students will participate in an 'Agriculture in the News' presentation (see above) which will deal with conflicts, compromises, and ethical dilemmas.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

September 6,8, 2011

Brief description or example:

Early in the semester, a lecture will be devoted to teach students how to conduct good research and avoid plagiarism. A subsequent lecture will meet in the Ag. Information Center to utilize tools in order to obtain legitimate, substantive references for the speech material. Answers will be recorded in a worksheet (worth 50 points, see worksheet in appendix of syllabus) designed to guide the student through the process of scientific literature-based research. This learning outcome will also be satisfied in the preparation of speeches and the group debates given throughout the semester.

Reviewer Comments:

Fall 2011 Issues in Agriculture: Contemporary Problems in Agriculture and Natural Resources
GEN 100 – Section 00x

[Multi-section course, so example data is provided here.]

Class time/location: TR, 8-9:15 AM/N10 Ag North

Instructor: Chris Matocha

Office location & hours: N122 Ag North, 10-11:30 MW

Phone & email: 257-9312, cjmato2@uky.edu

Peer Mentor/Contact information: (Each section of GEN100 has an undergraduate “peer mentor” who has already taken the course, and who serves as a resource for students to get help in becoming acquainted with University and College resources and opportunities, and assists with basic classroom activities and assignments.)

Introduction:

GEN 100 is designed to introduce you to major historical, international, social, economic, political, and scientific issues in agriculture and renewable resources. This course is meant to prepare you to be able to critically think, talk, and write about major subject areas in the College of Agriculture disciplines, including: Population and Development, Land Use, Capitalization/Agrarian Transition, Agricultural Technology, Food Values and Safety, Energy and the Environment.

Student Learning Outcomes:

By the end of the semester you should be able to:

- Define critical concepts related to agriculture & natural resources.
- Describe the changing relationships among farm producers, agribusiness corporations & firms, consumers, advocacy groups, and governmental and nongovernmental agencies as they relate to food & natural resource production, safety, and management.
- Identify and describe social and technological changes in society which have affected natural resources, food production, and food safety and consumption issues.
- Explain the processes underlying the emergence of multiple views that exist surrounding agricultural and natural resource issues and evaluate how social relationships and societal changes affect the positions taken on the issue.

Required Class Materials:

1. Lester Brown’s Plan B 4.0 – available full-text online (http://www.earth-policy.org/images/uploads/book_files/pb4book.pdf) or purchase hard copy.
2. Other articles/web-based materials as assigned.
3. Dr. Lee Edgerton, from the Animal and Food Science Department, also suggests the following: “Courage, empathy, and support– bring a liberal amount of each to each class. Communication is about community and each of these is an important building block for community and communication.”

Classroom Policies:

Excused absences require that you notify the professor *before* the missed class, and bring a note from a doctor, funeral home, or university no later than the class period after the missed class. If you need to stay home because you’re sick but don’t go to the doctor, or it’s too icy to bike to school, or any other reason, you will lose your points. If you are not present on a day you are scheduled to present a speech, and do not inform the professor in advance, you will earn a zero for that speech even if your absence is excused. If your absence is unexcused, you will earn a zero for that speech. If you are present but unprepared to give your speech, you will earn a zero for that speech. Late papers will be docked 20% for each day they are late. There are no late speeches.

I will not tolerate: lateness, laziness, disrespect to myself or your colleagues, sleeping, eating, or the **visible** presence of

electronic devices including phones, laptops, etc. Your learning is your responsibility. I do not fail students - students fail themselves by not earning enough points to pass.

The positive side of this policy is that we build a class community that is well-attended, supportive, fun, free-form, relaxed, involved, participatory, and cohesive. To make sure this is so, I have a policy called “Step up – step back.” Be aware of your speaking-listening balance. If you tend to be quiet, make an effort to have two comments or questions each day. If you tend to be talkative, hold back and make room for others to have a voice.

Activities:

In GEN 100 you will develop the following skills and habits essential to a professional career in agriculture, including:

- Searching electronic and traditional databases to acquire pertinent information that can be used to define and illuminate issues and questions underlying agriculture and natural-resource debates.
- Acknowledging the bases for various perspectives on any issue and critically analyzing the strengths and weaknesses of arguments presented.
- Preparing and delivering formal and informal informative and persuasive oral presentations on issues in agriculture and natural resources
- Writing to convey information, arguments, evaluations, etc.
- Using electronic media to prepare and transmit information. You are expected to use Powerpoint visuals in your informative and persuasive speeches, and to use Blackboard to monitor your grade and receive assignments.
- Working in small groups, including identifying group objectives, assigning tasks, monitoring progress, and developing collective conclusions.
- Record keeping. You will retain copies of all assignments completed outside of class and of short assignments returned to you until final grades are posted. This will be your basis for discussion of your grade should there be a question about your grade.

Assignments:

- Library worksheet:

Early in the semester we will have a lecture addressing how to do good research. The following class will meet in the Ag Information Center, and you will utilize the tools you learn in that lecture to obtain legitimate, substantive references for your informative speech. You will record your findings in a worksheet designed to help guide you through the process of scientific literature-based research.

- Agriculture in the News

Each student will find and present a current news story related to agriculture and lead a discussion identifying the source of the issue and/or conflict, how it is vs. how it should be addressed, what compromises need to be made, and any ethical dilemmas that are involved.

- Seminar critique

Throughout the semester you will be presented with opportunities to attend professional seminars and lectures in the College of Agriculture. You should attend at least one of these, take excellent notes, and compose a 2-3 page paper (1) summarizing the content and (2) critiquing the approach (strengths & weaknesses).

- Informative speech

You may choose your own **very specific topic** which relates to one of the broad course issues (POPULATION and DEVELOPMENT, LAND USE, CAPITALIZATION/AGRARIAN TRANSITION, AGRICULTURAL TECHNOLOGY, FOOD VALUES and SAFETY, and ENERGY AND THE ENVIRONMENT). The goal here is to give a lot of detail on a

small subject – depth not breadth, and to be analytical – you should not cover “what is dressage?” but maybe “the animal rights arguments of equine disciplines.” You only have 6-8 minutes (there will be a penalty for going under- or over-time) so you need to be extremely organized, clear, and concise.

Topic examples: “the costs and benefits of how chickens are raised in conventional systems,” “the long-term impacts of one-child policy in China,” “benefits of and obstacles to Community-Supported-Agriculture (CSA),” “the plight of Kentucky hemlocks.” See me if you have questions.

Required components are: outline & thesis (due one week before scheduled speech date), powerpoint presentation (hard copy to be turned in – 4 slides/page) with 5 *legitimate* sources and a graph/chart . Sources must be correctly cited.

Speech Format:

Introduction – attention-getter, state your purpose, outline your speech

Body – a few very-organized main points, logically-organized and clear

Conclusion – summarize your main points, tie back to your purpose, memorable closing statement

Delivery – direct, enthusiastic, practiced, natural, purposeful, confident, neither 100% read nor memorized

Group Debate

You will be grouped with 4-5 classmates, and will be assigned the minority position on a controversial issue to formally argue with the rest of the class who will be unprepared but will have the advantage of arguing the majority position. Each group must prepare their argument using data and references which have been mined from the literature, and integrate at least three of the course subject categories to demonstrate that you understand the interrelationships among the issues. For each of the three subject categories, you are to provide one or more citations with specific credible numeric information which supports your arguments. You will be graded on the clarity of the arguments, your demonstrated recognition and understanding of opposing views, the strength of your arguments, your recognition of the group holding the power in the situation, and how clearly you illustrate the relationships among the issues. Examples of debate topics include:

- US government subsidized building of feedlots
- US imports of fresh fruit and vegetables
- Sugar farming in the USA and Mexico
- Should atrazine be banned?
- Impact of government controls on peanut and tobacco production

Population & Development Paper

You will choose and study one country’s approach to population control and/or food distribution. You should also compare the human rights and environmental issues associated with these topics and then present reasoning and facts to support your stance on the issue.

Analysis/Persuasive speech

You will write, research, visually support, and deliver a speech which effectively describes social and technological changes in society which have affected agriculture and natural resources. You should also propose one or more courses of action for citizens to take to encourage responsible participation in a diverse society.

Field trip

You will visit a sustainable agriculture farm and discuss food values and how they relate to socioeconomic class.

Midterm and Final exams

To be determined (quantitative exam covering reading materials and course lecture topics, take-home essay exam, community service project, etc.)

Grading Summary:

Basis of Grading

	<u>points*</u>
Assignments	
1. Information literacy	50
2. Agriculture in the news	50
3. Informative speech	100
4. Group debate	100
5. Population & development paper	100
6. Persuasive speech	100
7. Seminar critique	50
8. Field trip	50
Examinations	
1. Midterm	100
2. Final exam	<u>100</u>
Total points	800

Letter Grades will be earned according to the following scores.

A = 720 to 800

B = 640 to 719

C = 560 to 639

D = 480 to 559

E = < 480

Note: Midterm grades will be posted by _____ and will be based on the criteria in the syllabus.

Need help? Get help!!

Writing Center: <http://www.uky.edu/AS/English/wc/>

The Study: <http://www.uky.edu/UGS/study/>

Make an appointment with me, or your advisor.

Academic Integrity:

Copying and pasting words from internet or print sources into your papers without a citation is cheating, and will result in a zero for the assignment and/or failure of the course. Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. The first offense will result in a grade of 0 for that particular assignment. A second offense will result failure of the course and reporting to the Dean. If previous evidence of academic dishonesty exists, then the first offense may result directly in failure of the course. For more information, see Part II Section 6.3 of "The Code of Student Conduct". Also see "What is Plagiarism?" at: <http://www.uky.edu/Ombud/Plagiarism.pdf> and "Understanding Plagiarism" at: http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

Disabilities/Medical Conditions:

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

GEN Schedule

Lecture	Date	Lecture Topic	Assignments	GEN Ed Outcomes
1	8/25/2011	Intro to GEN 100		
2	8/30/2011	Public speaking		
3	9/1/2011	Public speaking		
4	9/6/2011	Information literacy	Library worksheet	6
5	9/8/2011	Information literacy		
6	9/13/2011	Population & Development		
7	9/15/2011	Population/Gapminder	Population &	1,2
	9/16/2011	Field Trip	development paper	2
8	9/20/2011	Ag. in the News Presentations	Ag. in the News	3 & 5
9	9/22/2011	Land Use		
10	9/27/2011	Capitalization/Agrarian transition	Work on	
11	9/29/2011	Land use/Ag. Technology	informative speech	
12	10/4/2011	Food values		
13	10/6/2011	Informative speeches		1-3,6
14	10/11/2011	Informative speeches		
15	10/13/2011	Informative speeches		
16	10/18/2011	MID-TERM EXAM		1,2
17	10/20/2011	Biotechnology	Work on group	
18	10/25/2011	Energy & environment	debates	
19	10/27/2011	Energy & environment	Work on group	
20	11/1/2011	Energy & environment-Climate change	debates	
21	11/3/2011	Group debates		4
22	11/8/2011	Group debates	Work on	
23	11/10/2011	Group debates	persuasive speech	
24	11/15/2011	Food safety/security		
25	11/17/2011	Food safety/security		
26	11/22/2011	Persuasive speeches		1-6
27	11/29/2011	Persuasive speeches	Seminar critique	1,2
28	12/1/2011	Persuasive speeches		
29	12/6/2011	Review of course issues		
30	12/8/2011	Overview		
	TBA	FINAL EXAM		1& 2

Appendix

**GRADING RUBRIC FOR Ag. In the News Assignment
GEN 100 Fall, 2011**

Current news story in Agriculture and identify the conflict				
1	2	3	4	5
<p>Fails to identify current news story</p> <p>Fails to identify the conflict</p>		<p>Identifies a current news story related to agriculture</p> <p>Does not identify the source of conflict</p>		<p>Completes the tasks of identifying a current news story and superbly identifies the source of the conflict</p>
How the issue is addressed, compromises, any ethical dilemmas involved				
1	2	3	4	5
<p>Fails to establish how the issue is addressed</p> <p>Fails to identify what compromises need to be made</p>		<p>Position established initially, but inconsistently followed</p> <p>Presentation shows some compromises that need to be made</p>		<p>Establishes a clearly stated position and how the issue is addressed</p> <p>Presentation clearly presents where compromises need to be made</p>
1	2	3	4	5
<p>Does not address ethical dilemmas which are involved</p>		<p>Some evidence of identifying ethical dilemmas but often loses focus</p> <p>Logic of argument attempted but not clearly explained</p> <p>Achieves some depth and specificity in discussion</p>		<p>Establishes a clear development of ethical dilemmas so the argument feels organized and orderly from beginning to end</p> <p>Uses logic effectively to support arguments</p> <p>Develops specific ideas to support arguments</p>
Presentation style				
1	2	3	4	5
<p>Lacks control over sentence structure; difficult to follow</p> <p>Uses wrong words and awkward phrasing</p>		<p>Style is competent, though not engaging or inventive</p> <p>Shows reasonable command over phrasing and word choice</p> <p>Some useful connection from sentence to sentence</p>		<p>Student clearly delivers the news story, controls the pace, rhythm and variety of sentences</p> <p>Sentence style is effective in conveying meaning</p> <p>Words are well chosen and phrasing appropriate</p>
Total points possible = 50				
GRADE =				
5 x Total Points received =				

**Grading rubric for Informative Speech
GEN 100 Fall 2011**

Organization of speech

1	2	3	4	5
<i>Introduction</i> Does not state general or specific purpose Does not state central idea or thesis		<i>Introduction</i> States general or specific purpose but not both Does not state central idea or thesis clearly		<i>Introduction</i> States general and specific purpose Presents a central idea or thesis
<i>Main body</i> Does not explain method of organizing presentation Does not follow organizing method Does not present supporting evidence		<i>Main body</i> Does not clearly explain method of organizing presentation Follows organizing method inconsistently Inconsistent in presentation of supporting evidence		<i>Main body</i> Explains or identifies method of organizing presentation of ideas Presents information according to organizing method Provides appropriate supporting evidence
<i>Conclusion</i> Conclusion confusing or ends abruptly Audience not reminded of central thesis		<i>Conclusion</i> Conclusion not clearly stated Conclusion does not effectively summarize evidence or central thesis		<i>Conclusion</i> Signals conclusion of speech Summarizes evidence supporting your central thesis

Connectives and transitions

1	2	3	4	5
Rarely uses connectives Audience has difficulty following transitions from one part of speech to another		Inconsistent use of connectives Connectives not effective in helping audience follow presentation		Uses connectives Connectives/transitions effectively move audience from one part of speech to another

Presentation qualities

1	2	3	4	5
Appears uncertain, tense, flat expression Limited or no eye contact Stiff with few or no gestures Monotone or very little use of emphasis, pauses and vocal changes to capture audience attention Too soft or too loud Mumbling, difficult to hear words distinctly Incorrect use of vocabulary Inconsistent pacing No visual aids or they are illegible or irrelevant		Inconsistent presentation of confidence Eye contact inconsistent or only to a part of the room Gesture over or under used, unusual mannerisms Inconsistent in use of emphasis and vocal changes Awkward pauses or mannerisms such as "uhms" Volume too loud or too soft or inconsistent Mispronunciation or poor articulation of words Use of clichés, jargon, idioms Inconsistent pacing Poorly prepared or incorrectly used visual aids		Poised, confident Effective eye contact Gestures and body language used effectively to gain audience attention Uses emphasis, pauses and vocal changes to capture audience attention Volume reaches total audience Clear articulation of words Proper use of vocabulary Pacing appropriate for audience understanding Effective use of visual aids

Total points possible = 100

Grade =

4 x Total points received =

**Grading Rubric for Persuasive Speech
GEN 100 Fall 2011**

Organization of speech				
1	2	3	4	5
<i>Introduction</i> Does not state general or specific purpose Does not state central idea or thesis Does not identify type of persuasive speech		<i>Introduction</i> States general or specific purpose but not both Does not state central idea or thesis clearly Not clear in type of persuasive speech		<i>Introduction</i> States general and specific purpose Presents a central idea or thesis Identifies the type of persuasive speech
<i>Main body</i> Does not explain method of organizing presentation Does not follow organizing method Does not present supporting evidence Supporting evidence not appropriate		<i>Main body</i> Does not clearly explain method of organizing presentation Follows organizing method inconsistently Inconsistent in presentation of supporting evidence Supporting evidence not always appropriate for type of speech		<i>Main body</i> Explains or identifies method of organizing presentation of ideas Presents information according to organizing method Provides supporting evidence appropriate to type of speech
<i>Conclusion</i> Conclusion confusing Audience not reminded of central thesis		<i>Conclusion</i> Conclusion not clearly stated Conclusion does not effectively summarize evidence or central thesis		<i>Conclusion</i> Conclusion clearly marked in speech Summarizes evidence supporting your central thesis
Connectives and transitions				
1	2	3	4	5
Rarely uses connectives Audience has difficulty following transitions from one part of speech to another		Inconsistent use of connectives Connectives not effective in helping audience follow presentation		Uses connectives Connectives/transitions effectively move audience from one part of speech to another
Presentation qualities				
Appears uncertain, tense, flat expression Limited or no eye contact Stiff with few or no gestures Monotone or very little use of emphasis, pauses and vocal changes to capture audience attention Too soft or too loud Mumbling, difficult to hear words distinctly Incorrect use of vocabulary Inconsistent pacing No visual aids or they are illegible or irrelevant		Inconsistent presentation of confidence Eye contact inconsistent or only to a part of the room Gesture over or under used, unusual mannerisms Inconsistent in use of emphasis and vocal changes Awkward pauses or mannerisms such as "uhms" Volume too loud or too soft or inconsistent Mispronunciation or poor articulation of words Use of clichés, jargon, idioms Inconsistent pacing Poorly prepared or incorrectly used visual aids		Poised, confident Effective eye contact Gestures and body language used effectively to gain audience attention Uses emphasis, pauses and vocal changes to capture audience attention Volume reaches total audience Clear articulation of words Proper use of vocabulary Pacing appropriate for audience understanding Effective use of visual aids
Total points possible = 100				
Grade =				
4 x Total points received =				

Name: _____ Section/Instructor: _____

GEN 100 – Fall 2011 Library Exercise

- 1) What words would you use to search for information on food production in China?
 - a) How would you broaden your search to get more references?
 - b) How would you narrow your search to get fewer references?
 - c) Which resource would you use to find what books UK owns on this topic?
 - d) Which resource is the best place for searching for articles from magazines and journals?
 - e) What is the name of our most comprehensive news database?
 - f) What is your favorite search engine? Why?

- 2) Find a book in the UK Libraries catalog on **prion diseases** written by **Maxime Schwartz**. What is the title? What format(s) are available? How do you access/check-out?
 - a) Search Terms and Limits:

b) Answers:

- 3) Search in *EBSCOhost Academic Search Premier* for articles on **global warming**. Note the number of articles. In the left-hand column of the results screen several document categories are listed. Click on Academic Journals and note how many articles are retrieved. Do the same for each of the categories. Look at the records for several articles. List 5 terms or phrases that are related to global warming and might be useful searches on this topic.

a) Search Terms and Limits:

b) Answers:

- 4) Search in *EBSCOhost Academic Search Premier* for a full text, scholarly article on **Mare Reproductive Loss Syndrome**. According to the first sentence of an abstract of the April 2003 article, what insect is linked to the 2001 episode? Give a complete citation of the article using MLA Style [See note under Print Journal which explains how to handle multiple authors].

a) Search Terms and Limits:

b) Answers:

5) Search in *Lexis-Nexis* for news stories on **West Nile Virus**. Use the default *Easy Search*. Select the *News* tab on the left hand side of the page under *General Searching*. Choose *All News* and limit by type to *U.S. Newspapers and Wires* to search major papers for articles in the previous year. How many articles did you find? Look at All Results in the left-hand column. How many articles come from Newspapers? How many articles are from *The New York Times*? How many Newsletters are included in the Results?

a) Search Terms and Limits (include search options you selected):

b) Answers:

6) Search in *Lexis-Nexis* for newspaper articles on **ethanol production** and **Kentucky**. Click on the Search tab to go back to the opening screen. Use the *All News* tab and *U.S. Newspapers and Wires* options to search major papers for articles in the previous 3 years. How many newspaper articles did you find? Click on the word *Newspapers* in the left hand column to see how many articles are in each newspaper for this search. How many articles were in the *Chattanooga Times Free Press*? Give the complete citation for the *Chattanooga Times Free Press* article from August 2008.

a) Search Terms and Limits (include search options you selected):

b) Answers:

7) Go to <http://malepregnancy.com>. Evaluate the website using the “What’s in a Website” handout.

a) Would you consider this a credible source? Give three reasons to justify your answer.

- b) Write a citation for the above website using the Citing Sources handout.

PowerPoint Exercise

Create a 4 slide PowerPoint presentation entitled *Desertification*.

- a) Include the title, your name and GEN 100 section on the first PowerPoint slide.
- b) Go to *Merriam-Webster Online* <www.m-w.com>. Look up the word *desertification*. Copy and paste the definition in your second PowerPoint slide. Cite your source.
- c) Go to *CIA World Factbook* online at AIC Website → More Related Databases → *World Factbook* or <<https://www.cia.gov/library/index.html/>>. Look up Bahrain in the drop-down menu of countries. Copy the map, by right clicking → Save as Picture. Paste it into your third PowerPoint slide using “Insert → Picture Cite your source.

NOTE: Go back to Homepage for *CIA World Factbook* and under *About* tab click on *Contributors and Copyright Information* to see how to use this source for your assignments.

- d) Create a bibliography for the sources you used for this presentation on your last slide.
- e) E-mail your presentation as an attachment to UK.AgInfo@gmail.com or to your instructor – directions will be given during the session. Make sure you copy the message to yourself so that you have a back-up copy.

BEFORE SENDING YOUR EMAIL: Put your last name and GEN 100 and section number in the subject line of your message.

Planning for the Future of GEN 100 and GEN 200, Issues in Agriculture

College of Agriculture Committee Report

July, 2010

Executive Summary of Recommendations

The following recommendations are based on the history of the GEN 100/200 courses, feedback from advisors, students, and current GEN 100/200 instructors, committee discussion, and implementation of the new Gen Ed requirements.

- GEN 100 should remain a College of Agriculture requirement for freshmen, except in a few accredited programs.
 - GEN 100 should be adapted to fulfill the *Community, Culture, and Citizenship in the U.S.* requirement under the new Gen Ed guidelines.
 - GEN 200 should no longer be offered.
 - GEN 100 should be required for transfer students only if they have not already met their *Community, Culture, and Citizenship in the U.S.* requirement.
 - One or more sections of GEN 100 should be designated for transfer students as needed.
 - GEN 100 course content should primarily emphasize critical analysis of contemporary issues in agriculture, with a secondary emphasis on communication skills.
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Membership and Charge of the Committee

AEC:	Leigh Maynard, Chair	CLD:	Deborah Witham
GEN:	Ali Rossi	ASC:	Eric Vanzant
ENT:	John Obrycki	EQUINE:	Elizabeth LaBonty
FOR:	Dave Wagner	HOR (SAG)	Krista Jacobsen
NRCM:	David McNear	PPA:	Michael Goodin
PSS:	Chris Matocha	VET (ABT)	Dan Howe

Background:

The GEN 100/200 courses have been a common college requirement for nearly all the college's degree programs since the early 1990's. The original intent of the two course sequence was to (a) study current issues in agriculture and (b) help develop communication skills. Over time, the composition of our student body and the industries that students enter into have changed since the GEN courses were introduced. In addition, the University will be implementing a new GEN ED curriculum in the next several years and questions have been posed about the role that a GEN 100/200 might play given the new GEN ED format.

Overall charge:

Review the current GEN 100/200 courses in light of the new General Education Curriculum.

Specific Questions:

- Should GEN 100 be continued as a College requirement?
- If continued, what should be the student learning outcomes for this course?
- If continued, who should be the intended student audience for the course?
- If continued should the course be modified to fit within the new Gen Ed curriculum?
- If yes, into which of the 10 areas within the four broad curriculum templates should the course be modified to fit?
- Should GEN 200 be continued in some fashion as a College requirement?
- If continued, what should be the student learning outcomes for this course?
- If continued, who should be the intended student audience for the course?
- If a GEN 200 has a role, should it also be considered within the context of Gen Ed?
- If yes, for which of the 10 Gen Ed areas should such a course be considered?

History and Context

In the early 1990's Dr. John Robertson, Associate Dean for Instruction, suggested a series of curriculum revisions for the College of Agriculture, including the creation of the GEN 100/200 courses. Under the leadership of Dr. Joe Davis, two college-wide committees developed these courses.

GEN 100, Issues in Agriculture, was originally taught in the spring for first-year students with a fixed set of topics still in use today (population, land use, capitalization, technology, food safety, and energy and the environment). GEN 200, Contemporary Issues in Agriculture, was also taught in the spring; it was intended as the sequential course for sophomores, and was more open in content. Students who completed the two courses met the University's oral communications requirement (COM 181). In addition, the courses provided a broad introduction to agriculture outside of the disciplinary focus of individual majors; helped to introduce students from a non-ag background to the complexity of this field; provided an introduction to the College during an early period in students' academic life; and helped undecided students identify areas of interest.

The 2010 - 2011 UK Bulletin course descriptions still reflect the original design of GEN 100/200:

GEN 100 ISSUES IN AGRICULTURE. (3)

An introductory course requiring critical analysis of the major social, economic, political and scientific issues in agriculture and related disciplines. The historical development of agriculture will be surveyed, followed by discussions of major issues in modern agriculture. Development of skills in information gathering, critical analysis of issues, and written and oral communication will be emphasized. Prereq: Students with freshman status enrolled in the College of Agriculture.

GEN 200 ISSUES IN AGRICULTURE: CONTEMPORARY PROBLEMS IN AGRICULTURE AND NATURAL RESOURCES. (3)

An intermediate course which extends the critical analysis of selected issues in agriculture and related disciplines begun in GEN 100. Continues the development of skills in information gathering, critical analysis, and written and oral communication. Students will be required to investigate scientific literature germane to the issues covered and develop reviews, reports and position papers. Prereq: Sophomore enrolled in College of Agriculture.

Over time, particularly once the University suspended its oral communications requirement, the courses changed. No longer was there a two-course sequence; instead, GEN 100 was reserved for first-year students, and GEN 200 became the equivalent course for transfer students (both those new to the University as well as those new to the College). Both courses are now called Issues in Agriculture and have similar structures. As the College grew, fewer transfer students were able to take GEN 200 during their first semester and often ended up taking it too late in their academic careers to provide the introduction to the College and the

broad sweep of agriculture intended. In addition, taking a course meant to develop their oral communications skills at the end of their academic careers led students to find the course less than useful. Faculty were also frustrated that students were not prepared to do oral presentations in a timely fashion.

Process Followed by the Committee

Larry Jones, Associate Dean for Academic Programs, appointed the committee listed above on March 15, 2010. He attended the first meeting along with Assistant Dean for Academic Programs Larry Grabau. The committee then met approximately weekly between March 31 and May 28, typically with an agenda distributed prior to each meeting and notes distributed after each meeting.

Committee members designed and administered formal surveys of GEN 200 students and College of Agriculture advisors. We solicited additional information from GEN 100 instructors and Gen Ed curriculum planners. After open discussion, the committee reached a consensus or near-consensus regarding most recommendations. An exception was the issue of which Gen Ed category to target, in which case the chair solicited an email vote. Ultimately, Bill Endres (chair, Comp. & Comm. vetting committee) provided information and advice that was instrumental in solidifying the committee's recommendation and the suggestion for GEN 100 to meet the Citizenship category was reached.

An initial draft of this report was written by several members of the committee in June, and distributed to the entire committee for review and editing by July, 2010.

Information Gathering Outcomes

Four sources of information were collected and discussed: a survey sent to academic advisors (see Appendix I), a survey sent to current GEN 200 students (see Appendix II), feedback from GEN 100 instructors, and a response from the chair of the Gen Ed vetting committee for the Composition and Communication category.

COA advisors favored continuing to require GEN 100, with a primary emphasis on agriculturally-related issues coupled with a secondary emphasis on communications skills. Note that this differs somewhat from GEN 100's historical role as a substitute for the University's communication requirement, which is being superseded by the new Gen Ed requirements. Specific comments from advisors highlighted the need to not only increase student awareness of ag. issues but also to build community within the college during their first semester. The

GEN 200 students rated becoming “knowledgeable about the big issues facing society that are related to food, agriculture, and natural resources” and “practice speaking professionally in front of an audience” as among the most important roles for GEN 200.

Relative to GEN 100, advisors were less enthusiastic in their support of GEN 200 as a College requirement. Many GEN 200 students also indicated concerns about redundancy with communications courses taken previously, despite their recognition of the importance of communications training.

The GEN 100 instructors were in favor of keeping freshmen sections separate from transfer sections. If GEN 200 were no longer required for students who have already met the Gen Ed requirements, it is anticipated that the number of transfer students will decrease considerably. The committee recommends that one or more sections of GEN 100 be designated as “preferred” sections for transfer students, without restricting scheduling flexibility by mandating freshman vs. transfer sections.

A major discussion topic was about which Gen Ed category should be targeted for GEN 100, with the feasible contenders being US Citizenship, and Composition and Communication. The GEN 100 instructors, the committee members, and the chair for the Comp/Comm vetting team were queried for which of these two options would be the best fit. The GEN 100 instructors were split, with three votes for Citizenship, three for Composition and Communication, and two for either category. The committee voted 6-4 in favor of the Citizenship category. The chair of the Composition and Communication vetting team strongly recommended the Citizenship option because it allows faculty the most control over the course. The Composition and Communication course would be tightly controlled and faculty would be required to receive training from the Writing program.

Should GEN 100/200 Continue as a College Requirement?

The original intent of GEN 100 and GEN 200 was to inform students about issues related to agriculture and to build communication skills. An additional unstated but intrinsic goal of GEN 100 and 200 was to provide students with a shared experience that would improve retention. Based on committee member opinions as well as feedback obtained via student and advisor surveys, the objectives of GEN 100/200 are considered still important and applicable to the educational mission of the College of Agriculture. Therefore, the general consensus of the committee was that GEN 100 should continue to be offered as a requirement for freshmen matriculating into a College of Agriculture undergraduate degree program.

The benefits provided by GEN 200 were viewed with greater ambiguity by advisors and students. In survey responses, many students agreed that the learning outcomes of GEN 200 were important, and several expressed appreciation of the course's emphasis on a wide range of agricultural and related issues. Just as often, however, transfer students indicated dissatisfaction with overlap between GEN 200 and other communication courses such as COM 181. Due to constrained teaching resources, transfer students sometimes have difficulty fitting GEN 200 into their plan of study, and may wait until their final year before taking the course, thereby negating some of the intended benefits of the course.

After accounting for advisor and student input, instructor staffing needs and challenges, and recent state legislative emphasis on reducing barriers to transferring higher education credit, there was less support for continuing GEN 200 as a College requirement. Regarding the Gen Ed vetting process, restricting "Issues in Agriculture" to a single course (GEN 100) will also be easier than proposing two separate but functionally equivalent courses for freshmen and an unknown number of transfers.

First-semester freshmen would be the primary student audience for the new GEN 100/Gen Ed course. For these students, GEN 100 would satisfy both a College requirement and a Gen Ed requirement, as discussed below.

Students who transfer into a College of Ag undergraduate program would be required to take GEN 100 only if they have not yet satisfied the Gen Ed requirement; if their prior coursework includes the appropriate Gen Ed course, the GEN 100 College requirement would be waived. This approach would reduce difficulties in transferring from another university to UK (and thus is consistent with the spirit of House Bill 160), and may also resolve student complaints of redundancy with previous public speaking courses they may have taken at a prior institution. The disadvantage of this approach is that many transfer students will not get a formal interdisciplinary introduction to issues in agriculture, and transfer students are among those who need it the most. One idea briefly discussed was to develop a seminar type class for these students to introduce them to agriculture issues.

GEN 100 and GEN 200 have so far been treated as different courses largely to separate freshmen from upper-level students, though this has been logistically challenging with limited sections and a large student base to accommodate. The issue of offering only GEN 100 was discussed at length and supported. The GEN 100 instructor group indicated a clear preference for maintaining freshmen-only sections of GEN 100. The committee discussed the potentially feasible compromise of offering "preferred" sections of GEN 100 for transfers, without rigidly dictating which sections are for freshmen or transfers. This approach allows flexibility during the transition to the Gen Ed format, and scheduling flexibility for students, until we know what

portion of the course enrollment is transfer students and to what extent separation is still pedagogically beneficial.

If a compelling need to separate students re-surfaces, no barriers would prevent doing so in the future. A possible difficulty is in communicating to advisors which sections are targeted to transfer students. If the committee's recommendation is followed to exempt transfer students who already satisfied the Citizenship Gen Ed requirement (discussed further below), a substantial reduction in transfer enrollment is expected. By placing the primary emphasis on critical evaluation of agricultural issues instead of communications training, we also expect a smaller disparity in relevant experience between freshmen and transfers and thus the reasons for separating freshmen and transfers may become obsolete.

The committee discussed whether GEN 100 should continue as a College-wide course, or be offered in a disciplinary format by departments. The committee concurred that college-wide coordination would be more beneficial to students. This approach would minimize silos and allow students to make broad connections.

Integrating GEN 100/200 Within the New General Education Curriculum

Summary

After discussing the course objectives and content of the current GEN 100/200 courses, the committee recommends continuing to offer the course as GEN 100 and recommends integration of the course into the Gen Ed curriculum. Based on natural overlap of course content the committee determined that GEN 100 could be readily adapted to fulfill either the Composition and Communication *or* the Community, Culture and Citizenship in the U.S. requirement. Ultimately, the majority of the committee concluded to recommend modifying GEN 100 to fulfill the Community, Culture and Citizenship in the U.S. requirement. The details of the committee deliberations that resulted in this recommendation are outlined below.

Integration of GEN 100 into the Gen Ed Curriculum

Currently GEN 100/200 is required of all majors in the College of Agriculture except those incorporating professional accreditation or extensive credit hour requirements (Landscape Architecture, Agricultural Biotechnology and Agricultural Engineering). In these programs, GEN 100/200 is deemed an additional credit hour burden and is not required. Incorporating GEN 100 into the Gen Ed curriculum prevents GEN 100 from adding hours to these programs (mostly relevant to ABT). There was consensus among the committee that accredited programs should be offered the option to choose whether they require GEN 100. The same applies to the BAE major, with its links to the College of Engineering. If GEN 100 satisfies a Gen Ed requirement,

and if it is viewed as a valuable class by students, we would hope that many students in accredited programs would elect to take GEN 100 even if it is not mandated.

Recommendation of a Gen Ed Curriculum Category

The committee reached consensus early on that GEN 100 should be incorporated into the Gen Ed curriculum. Substantial portions of succeeding discussions were focused on which Gen Ed category would best accommodate GEN 100 course objectives. Based on the current GEN 100/200 model, the Composition and Communication (Comp & Comm) and the Community, Culture and Citizenship in U.S. (U.S. Citizenship) categories were selected by the committee as a “natural fit” for GEN 100. There are advantages and disadvantages to either approach, outlined below.

Upon initial discussions, GEN 100 appeared to best fit the Comp & Comm Gen Ed requirement, with current course content focused on public speaking and written communication skills related to agricultural issues. It also appeared from the Gen Ed template that incorporation of agricultural issues would be encouraged, and to a large extent would not compete for class time with communications programming. The Comp & Comm requirement is designed to ensure proficiency in written and oral communications through a two-course sequence. Some committee members and advisors responding to the survey expressed concern that College of Agriculture faculty may not be best suited or should not be held responsible for these learning outcomes, as few have formal English or Communications training.

The committee discussed that offering both courses in the sequence would be a challenge with existing teaching resources, as class size is limited to 22 students under the Comp & Comm Gen Ed guidelines. The committee therefore decided that if GEN 100 was revamped to fit the Comp & Comm Gen Ed category, it would only be for a single semester (Comp & Comm I) in order to focus on the inclusion of incoming students into the College. Opinions of faculty and administration more intimately involved in the Comp/Comm requirement were solicited to gain additional insight into this approach.

Bill Endres, chair of the Comp & Comm vetting committee, emphasized that a GEN 100/Comp & Comm I would need to be fully dedicated to specific writing and communication learning outcomes, with tight coordination and attention to sequencing with Comp & Comm II. It would also necessitate training of faculty from the Writing Program to ensure writing outcomes were met. Larry Jones indicated that Deanna Sellnow (Comp/Comm I pilot instructor) made similar comments to him.

These conversations highlighted several disadvantages to offering GEN 100 as a Comp & Comm I course. The control and logistical coordination needed to integrate a GEN 100/Comp & Comm I course with Comp & Comm II would be a challenge. It would not allow for much flexibility on the part of individual instructors, which is currently a draw for a course that has historically been a challenge to find instructors for. It was also the feeling of the committee that it would be more difficult to attract faculty to teach such a course compared to a U.S. Citizenship course. The issue was discussed with the GEN 100 instructor group, which was also split on the issue, but without strong preferences. The committee thus agreed to proceed with a U.S. Citizenship recommendation.

The committee discussed adapting GEN 100 learning outcomes to correspond with those listed in the U.S. Citizenship template, which emphasizes “historical, societal, and cultural differences.” In the template, such differences are illustrated by race, ethnicity, gender, etc., but the group interpreted those as examples rather than mandatory elements. In the case of agriculture-related topics, historical, societal, and cultural differences might be readily defined along political, socioeconomic, ethical, regional, and rural/urban dimensions, in addition to some of those mentioned in the template. These seem to conform to the spirit of the Citizenship learning outcomes. This allows more emphasis on evaluation of agricultural issues, as requested by most respondents in the advisor survey. Ultimately it was agreed upon that the Citizenship Gen Ed category offers several additional advantages over the Comp & Comm approach.

Revamping GEN 100/200 to meet the Citizenship requirement would be less complicated than Comp & Comm because no coordination with departments across campus would be needed. The committee anticipated there may be fewer conflicts with transfer students over the class due to less perception of redundancy of communications content and more of an emphasis on agricultural issues. This approach would also be a better fit for existing College teaching resources, as class size is not restricted to 22 students, and the committee surmised it would be easier to recruit instructors to a course reinforcing writing and oral communication skills, rather than a foundational course developing them.

After much invigorated debate, committee members voted on their preferred Gen Ed category via email to the committee chair. The result of the email poll of the committee on this issue was 6-4 in favor of offering GEN 100/200 within the U.S. Citizenship category of Gen Ed. At the subsequent (and final) committee meeting, some committee members who voted for Comp & Comm indicated they could be persuaded to support either approach.

Potential challenges to integration within the Gen Ed curriculum

Although the committee was unanimous that GEN 100 should be as a part of the Gen Ed curriculum, we anticipated several potential challenges to the revision and administration of the course. Currently instructors create individual syllabi and there is significant diversity in content and teaching methods between sections. While this offers instructors ownership and the chance to incorporate their individual strengths into a required course, the Gen Ed vetting process will require that a single document be submitted that details the level of coordination across sections. The committee recommends that to expedite the Gen Ed approval process, those involved in developing the retooled syllabus consider maintaining the same learning outcomes, topical content, major assignments, and performance expectations across sections.

Proposed Learning Outcomes

1. Demonstrate an understanding of historical/societal/cultural differences, as exemplified by attitudes and policies associated with food production and consumption systems and natural resource use.
2. Demonstrate an understanding of the implications of varied viewpoints regarding food production and consumption systems and natural resource use on social justice/civic responsibility.
3. Demonstrate an understanding of the historical, societal, and cultural contexts relative to food production and consumption systems and natural resource use.
4. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making, and that demonstrate a basic understanding of effective and responsible participation in a diverse society.

*Relationship of the proposed overall outcomes with examples of current GEN 100 learning outcomes**

1. Demonstrate an understanding of historical/societal/cultural differences, as exemplified by attitudes and policies associated with food production and consumption systems and natural resource use.
 - Describe major changes in food and fiber production and consumption
 - Explain the processes underlying the emergence of an agricultural and resource issue and evaluate how social relationships and societal changes affect the positions taken on the issue

- Identify and describe social and technological changes in society which have affected our natural resources and food production and food safety
 - Describe changing relationships among farm producers, input firms, wholesale, retail and processing firms, multinational corporations, consumers and consumer advocacy groups, and governmental agencies as they relate to food production, food safety and related resources
 - Articulate multiple views that exist regarding issues of population and division of resources, land use, capitalization, biotechnology, food safety, energy and the environment
 - Articulate multiple views that exist regarding issues of population and division of resources, land use, capitalization, biotechnology, food safety, energy and the environment
2. Demonstrate an understanding of the implications of varied viewpoints regarding food production and consumption systems and natural resource use on social justice/civic responsibility.
- Explain choices on what to eat, what to grow and how to grow and process based on reasoned arguments using evidence
3. Demonstrate an understanding of the historical, societal, and cultural contexts relative to food production and consumption systems and natural resource use.
- Differentiate the characteristics of different production systems
 - Explain the factors underlying different production systems
 - Integrate knowledge about different aspects of food and fiber production and consumption into a holistic picture of the contemporary system
 - Compare and contrast different theories about food production and consumption systems
 - Identify and explain connections between food production and food consumption systems
 - Describe roles agriculture and forestry play in modern civilization and how those roles have evolved, particularly within the U.S.
 - Define critical concepts related to agriculture and natural resources
4. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making and that demonstrate a basic understanding of

effective and responsible participation in a diverse society.

- Work in small groups to complete a shared task
- Work in pairs and small groups, including identifying group objectives, assigning tasks, monitoring progress, and developing collective conclusions
- Use principles of effective oral communication in preparation and delivery of informal and formal oral presentations
- Articulate the principles of oral communication associated with informative and persuasive speech, and utilize those principles in the preparation and delivery of informal and formal oral presentations
- Utilize electronic media to prepare and transmit information
- Write, visually support, and deliver speeches
- Search electronic databases to acquire pertinent information that can be used to define and illuminate these issues and questions underlying agricultural and natural resource debates
- Appreciate the bases for various perspectives on natural resource issues and critically analyze strengths and weaknesses of arguments presented

*The example GEN 100 learning outcomes included in this list were gleaned from a sample of 5 GEN 100 syllabi from Fall 2008 through Spring 2010.

Some background on the genesis of the draft GEN 100 learning outcomes

- After reviewing a wide sample of learning outcomes from existing sections of GEN 100, it was apparent that the existing outcomes fit naturally under the more general outcomes listed in the UK Gen Ed curricular template document (5/15/09 revision). Thus, these draft outcomes are essentially slightly modified versions of those from the curricular template.
- One of the outcomes listed in the template document was not incorporated here. Specifically, outcome D: “Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time, b) Civic engagement, c) Regional, national, or cross-national comparisons, d) Power and resistance. This outcome was not used because of considerable overlap between it and the other four outcomes.
- The grouping of the existing GEN 100 outcomes under these more general, proposed outcomes is intended to demonstrate the utility of using these broad objectives, while

allowing individual instructors to tailor the courses to their needs and desired approaches.

- Each of the learning outcomes listed in the 5 sampled syllabi could be grouped under one of the four general outcomes above. This is further evidence of the suitability of the objectives for meeting the needs of GEN 100.
- This presentation is not intended to suggest that current course content and approaches exactly meet the intent of the Community, Culture, and Citizenship requirement. Instructors should be encouraged to ensure that each section does a balanced job of addressing each of the proposed outcomes. For example, from the five syllabi sampled, only one outcome was identified that naturally fit under Draft Outcome 2.
- It is recognized that the first three of the proposed outcomes focus on “demonstrating an understanding,” which could be construed as rather weak “outcome language.” This verbiage was retained from the curricular template because it allows the necessary flexibility for individual instructors to create their own, nested, learning outcomes.

Conclusions

GEN 100/200 has played an important role in promoting the College of Agriculture for years. The committee strongly supported GEN 100 as an ongoing College requirement that introduces students to the interdisciplinary breadth of agricultural and related issues, develops skills in evidence-based critical thinking, and provides a connection to the College during students’ first semester. The emergence of the new Gen Ed Composition and Communication sequence as students’ primary source of training in communication skills allows a re-orientation of GEN 100 toward greater emphasis on agricultural issues. This re-orientation helps ensure that students view GEN 100 as a high-value course containing relevant, unique material.

Streamlining the existing GEN 100/200 offerings into only GEN 100 offers administrative simplicity, responds to students’ and the public’s concerns about transferring coursework, and recognizes constraints on instructor resources, but implies that an unknown portion of COA transfer students will not experience an interdisciplinary ag. issues course.

With modest changes to the existing learning outcomes and assignments, GEN 100 can continue to meet both the written and unwritten goals of the College as well as satisfy the new Gen Ed curriculum, without adding to the courseload required in any of the College’s majors, or demanding additional teaching resources.

APPENDIX I

Advisor Survey Results (comments available upon request)

Questions	Responses
1. Two major goals of GEN 100/200 are to build communication skills and inform students about ag-related issues. Resource constraints and the Gen Ed curriculum design may force us to choose a primary emphasis. Would you prefer to see GEN 100/200 as:	
(a) primarily an English composition and communications class with an ag-related context, or	8
(b) primarily an ag-related issues class with a substantial communications component?	14
2. If GEN 100/200 fulfills one of the new Gen Ed requirements, which would you prefer:	
(a) require all College of Ag students to take GEN 100/200, regardless of whether they previously fulfilled the corresponding Gen Ed requirement,	6
(b) require all students entering the College to take GEN 100/200 if they have not yet fulfilled the corresponding Gen Ed requirement, but allow transfers to use prior coursework to satisfy the corresponding Gen Ed requirement, or	12
(c) allow all students to choose whether to take GEN 100/200 in fulfilling the corresponding Gen Ed requirement.	4
3. Recruitment of GEN 100/200 instructors has been a challenge because it does not belong to any one department. What incentives should the College offer to induce more faculty to become GEN 100/200 instructors?	
(a) extra teaching DOE (how much?)	10
(b) a service course stipend (how much?)	9
(c) access to other resources (provide examples)	2
(d) other (please describe) -	7
4. Should GEN 100/200 continue to be taught?	
(a) Yes	13
(b) Yes under certain conditions	3
(c) No.	6
Don't know	1

APPENDIX II

Name: ANONYMOUS

GEN 200 Student Survey

What features do you feel should be important parts of GEN 200, regardless of the instructor?

1. Practice speaking professionally in front of an audience

Not useful	Somewhat useful	Useful	Very useful
2%	11%	35%	52%

2. Practice professional writing that earns respect from employers and clientele

Not useful	Somewhat useful	Useful	Very useful
2%	24%	41%	33%

3. How to tell the difference between credible vs. misleading information so you are not easily manipulated by others

Not useful	Somewhat useful	Useful	Very useful
4%	24%	34%	39%

4. How to find credible evidence to decide what positions you take on controversial topics

Not useful	Somewhat useful	Useful	Very useful
3%	16%	43%	39%

5. Common logical fallacies used in debates on controversial topics

Not useful	Somewhat useful	Useful	Very useful
4%	24%	48%	24%

6. How to facilitate conflict resolution in a group

Not useful	Somewhat useful	Useful	Very useful
10%	26%	36%	28%

7. Techniques for leading groups of people so they work productively together

Not useful	Somewhat useful	Useful	Very useful
8%	18%	39%	35%

8. How to handle ethics issues in professional settings

Not useful	Somewhat useful	Useful	Very useful
5%	22%	44%	29%

9. How to become knowledgeable about the big issues facing society that are related to food, agriculture, and natural resources

Not useful	Somewhat useful	Useful	Very useful
2%	11%	37%	51%

10. Learning about what disciplines are part of the College of Agriculture

Not useful	Somewhat useful	Useful	Very useful
5%	26%	40%	28%

11. Networking with faculty and students in the College of Agriculture

Not useful	Somewhat useful	Useful	Very useful
4%	20%	41%	34%

Imagine it is five years from now and you are looking back on your time at UK. What would you change about GEN 200 to make it more useful?

12. Emphasis on group work:

Should be less	Should stay the same	Should be more
12%	78%	11%

13. Quantity of course content offers good value for the money:

Not good value because too little content for a whole semester	About the right quantity of content to be a good value	Not good value because too much content to retain
15%	82%	3%

14. Grading as an incentive to do quality work:

Too easy to be an effective incentive	Should stay the same	Too demanding to be an effective incentive
7%	81%	12%

15. Overlap between skills emphasized in GEN 200 and skills emphasized in your other classes:

Very little overlap	Some overlap, but GEN 200 has unique aspects	So much overlap that GEN 200 is redundant
20%	63%	17%

16. Weekend field trips to local sites related to food, agriculture, and natural resources:

Should add this component	Should only have class meetings during the week
43%	57%

17. Guest speakers who work in jobs accessible to College of Agriculture graduates:

This is a poor use of my class time and tuition dollars	Almost always adds value to this type of class
13%	87%

Thank you! Your input will affect the way GEN 200 is designed and implemented. Feel free to add comments below:

Comments available upon request
