

## Course Information

Date Submitted: 12/31/2013

Current Prefix and Number: GEN - Agriculture - General , GEN 100 ISSUES IN AG

Other Course:

Proposed Prefix and Number: GEN 100

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

U.S. Citizenship, Community, Diversity

## 1. General Information

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Agriculture General

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Larry Grabau

Email: lgrabau@uky.edu

Phone: 7-3469

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Fall 2014

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ISSUES IN AGRICULTURE

Proposed Title: Issues in Agriculture, Food and Environment

c. Current Transcript Title: ISSUES IN AG

Proposed Transcript Title: Issues in Ag, Food and Environment

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: 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. Satisfies the U.S. Citizenship area of UK Core. Prereq: Students enrolled in the College of Agriculture, freshmen only in fall semesters and transfer only in spring semesters.

Proposed Course Description for Bulletin: 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 related to agriculture, food and environment. Development of skills in information gathering, critical analysis of issues, and written and oral communication will be emphasized. Satisfies the U.S. Citizenship area of UK Core. Prereq: Students enrolled in the College of Agriculture, Food and Environment; freshmen only in fall semesters and transfer students only in spring semesters.

2j. Current Prerequisites, if any: Prereq: Students enrolled in the College of Agriculture, freshmen only in fall semesters and transfer only in spring semesters.

Proposed Prerequisites, if any: Prereq: Students enrolled in the College of Agriculture, Food and Environment; freshmen only in fall semesters and transfer students only in spring semesters.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale: No significant changes in content and/or student learning outcomes are being proposed. Instead, the course title is being changed to more accurately reflect the course coverage. Our college changed its name from the College of Agriculture to the College of Agriculture, Food and Environment on July 1, 2013, and making the title of this entry-level course for our freshmen and transfers match the name of our college would be special for us. Note that the standard syllabus and UK Core approval materials submitted in the fall semester of 2010 are attached; in addition, an example syllabus from the fall semester of 2013 is also included. While this is technically a major change (because it is a change in a UK Core course), it is actually a cosmetic change, not affecting the content or the student learning outcomes.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
6. How do course requirements ensure that students make appropriate use of learning resources?
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO
- If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? NO
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|LGRABAU|Larry J Grabau|GEN 100 CHANGE College Review|20131231

SIGNATURE|CPTHUR0|Christopher P Thuringer|GEN 100 CHANGE Undergrad Council Review|20140129

SIGNATURE|CPTHUR0|Christopher P Thuringer|GEN 100 CHANGE UKCEC Review|20140115

SIGNATURE|TRACAMP|Tracy A Campbell|GEN 100 CHANGE UKCEC Expert Review|20140115

**Fall 2013 Issues in Agriculture, Food and Environment  
GEN 100 – Section 009**

Class time/location: TR, 2-3:15 PM, A7 Agricultural Science Center

Peer Instructor: Laura Kathryn Strader, [Laura.Strader@uky.edu](mailto:Laura.Strader@uky.edu); 270-590-4662

Instructor: Larry Grabau, 257-3469 (office), [Larry.Grabau@uky.edu](mailto:Larry.Grabau@uky.edu) (or cell, 859-533-6694)

Office location & hours: N6 Ag Sci. Cntr. Thursdays, 3:30-5:00 PM or by appointment

**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, Food and Environment disciplines, including: i) population and development, ii) land use, iii) capitalization/agrarian transition, iv) agricultural technology, v) food values and safety, vi) energy and the environment.

**Student Learning Outcomes:**

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

- Define critical concepts related to agriculture, food and environment.
- 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 environmental issues and evaluate how social relationships and societal changes affect the positions taken on the issue.
- Demonstrate a basic understanding of how differences arising from ethnicity, gender, religion and class influence issues of social justice and/or civic responsibility, either within the US or globally.

**Required Class Materials:**

1. Lester R. Brown's "Full Planet, Empty Plates: The New Geopolitics of Food Scarcity" (FPEP), 2012.
2. Other articles/web-based materials as assigned. Note—probably a good idea to buy a 3-ring binder.

**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 10% for each day they are late.

Your community will not tolerate: lateness, laziness, disrespect, sleeping, eating, or the **visible** presence of electronic devices including phones, laptops and other electronic devices; except as specifically permitted for in-class exercises. [Okay, so does this mean it is okay to text somebody in your pocket or purse? What do you think?] Your own learning is your responsibility. Earning the grade you desire is "on" you.

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, we'll 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 and related fields, including:

- Searching electronic and traditional databases to acquire pertinent information that can be used to define and illuminate issues and questions underlying agriculture, food and environmental issues.
- 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, food and environmental issues.
- Writing to convey information, arguments, evaluations, and the like.
- Learning to recognize "shades of gray" in issues which you may have thought were entirely black and white.
- Using electronic media to prepare and transmit information. You are expected to use PowerPoint, Prezi, or the like as 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:**

- Information literacy:

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. This worksheet will be provided in the Ag Info Center on Day Two of your IL project.

- Agriculture, Food and Environment in the News:

Each student will find and present one current news story related to an agriculture, food or environment issue. She/he will write up a brief description of that story 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. Note that this is not merely a news item; instead it is about an issue (something that people disagree on).

- Seminar critique:

Early in the semester, you will be presented with opportunities to attend professional seminars and lectures in the College of Agriculture, Food and Environment. Please see the listing to be provided below; note that room arrangements have not yet been finalized. You must attend at least one of these, take excellent notes, and compose a 2 page paper (1) summarizing the content and (2) critiquing the approach (strengths & weaknesses). Your seminar critique will be due at 7 AM on October 29 by e-mail to the instructor.

Informative speech

You may choose your own **very specific topic** which relates to one of the broad course issues: i) population and development, ii) land use, iii) capitalization/agrarian transition, iv) agricultural technology, v) food values and safety, vi) 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 the instructor if you have questions.

Required components are: 3 key points and five high quality references (due on Oct 1 at 7 AM by e-mail), PowerPoint presentation of up to 8 slides including at least two highly relevant graphs/charts/tables/illustrations, must be turned in by 7 AM on the day of your presentation. Note that a minimum of 5 \*legitimate\* sources must be included and must be correctly cited (see either of your instructors for details).

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

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. Rubric is part of the appendix. Note that this paper is due in parts—a proposed country on Sept 9, a list of 10 high quality, properly cited, highly relevant references by Sept 20, an annotated bibliography by Nov 7, your first draft by November 19, and your final version by December 20 (at 5 PM).

Note: this is your UK Core assignment, and will have to be submitted in a special way through Blackboard; details coming later in the semester.

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. Note that your slides, with matching restrictions to those for your IS, will be due by e-mail to the instructor by 7 AM on the date of your presentation.

Midterm and Final exams

The midterm exam will be about a new approach to the world’s food, population and environmental problems, along with your work on and informative speeches. Meanwhile, the final exam will be about the details of that approach, along with your seminar critiques, population and development papers, and persuasive speeches. [Note that you will receive a detailed study guide before both exams.]

## Grading Summary:

### Basis of Grading

Assignments	<u>points</u>
1. Syllabus quiz (team)	30
2. Full Planet, Empty Plates (FPEP) Chapter (team)	50
3. Agriculture, Food and Environment in the News (AFEN)	20
4. Information literacy (sources for PD)	50
5. Informative speech (IS)	100
6. Population & development paper (PD in pieces)	200
7. Seminar critique (SC)	50
8. Persuasive speech (PS)	100
Examinations	
1. Midterm exam	100
2. Final exam	<u>150</u>
Total points	850

Letter Grades will be earned according to the following scores. Extra credit? Not in college (at least not in this course)!

A = 765 to 850  
B = 680 to 764  
C = 595 to 679  
D = 510 to 594  
E = < 510

### **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 Laura Kathryn, Larry, 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/What\\_Is\\_Plagiarism.pdf](http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf)

and "Understanding Plagiarism" at: [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-00.html).



GEN 100-009 Schedule

Session	Date	Session Topic	Assignment for next time
1	8/29/2013	Intros: PRB, Community Building	Read syllabus
2	9/3/2013	Team Syllabus Quiz; Why GEN 100?	Study PRB, FPEP slides
3	9/5/2013	FPEP Overview; PRB in more depth	Speed read entire book
4	9/10/2013	AFEN demo (Laura); PD, IS, PS Starts	start AFEN; propose topics--all three
5	9/12/2013	AFEN (live); settle topics (PD, IS, PS)	Evaluate your semester to date (holistic)
6	9/17/2013	Information Literacy	In-class work
7	9/19/2013	Information Literacy	Work on PD sources in AIC; prep FPEP
8	9/24/2013	AFEN, FPEP, c 1-3	Student Presentations
9	9/26/2013	AFEN, FPEP, c 4-6	Student Presentations
10	10/1/2013	Jamie Dunn, FPEP c 7-8	FPEP; IS--3 key points, 5 great refs
11	10/3/2013	FPEP, c 9-11	Evaluate your semester to date (holistic)
12	10/8/2013	Study Guide; IS notes	Prep IS
13	10/10/2013	Informative speeches	Prep IS
14	10/15/2013	Informative speeches	Prep IS
15	10/17/2013	Informative speeches	Prepare for exam
16	10/22/2013	MID-TERM EXAM	Chill
17	10/24/2013	AFEN, Discuss exam; plan for info	Seminar Critique
18	10/29/2013	Discuss Seminar Critiques	Reflect on relationships across differences
19	10/31/2013	AFEN, Quentin Tyler, Natasha	Describe favorite meat
20	11/5/2013	Butcher Shop, Field Trip	Prep annotated bibliography, PD
21	11/7/2013	AFEN, Issue in Depth, Larry G.	Submit annotated bibliography, PD
22	11/12/2013	AFEN, Discuss rough draft PD	Describe favorite meal
23	11/14/2013	Chef Bob's Kitchen, Field Trip	Prep full draft, PD
24	11/19/2013	AFEN, Issue in Depth, Larry G.	Submit full draft, PD
25	11/21/2013	AFEN, discuss full draft PD; PS notes.	Prep PS
26	11/26/2013	Persuasive speeches	Fast
27	11/28/2013	Thanksgiving Holiday, No class	Prep PS
28	12/3/2013	Persuasive speeches	Prep PS
29	12/5/2013	Persuasive speeches	Prep single PD slides
30	12/10/2013	PD in review--single slide talks	calculate your scores
31	12/12/2013	Final Study Guide, Community Closure	Study zealously
32	12/18/2013	FINAL EXAM, Wednesday, 8-10 AM	Write effectively
33	12/20/2013	Submit final version PD; both ways.	Travel safely

**Expert Speaker Series Schedule (Rooms TBA):**

Mon, Sept 16, 11 AM to 12 noon—Britney Thompson on “Energy and Campus Efficiency”  
 Tue, Sept 17, 3:30-4:30 PM—Lori Garkovich on “Population”  
 Thu, Sept 19, 5-6 PM—Lori Garkovich on “Land Use Issues”  
 Fri, Sept 20, 12-1 PM—Chris Matocha on “Soils”  
 Mon, Sept 23, 4-5 PM—John-Mark Hack on “Local Food Communities”  
 Tue, Sept 24, 5-6 PM—Joe Chappell on “Biotechnology”  
 Wed, Sept 25, 12-1 PM—Shane Tedder on “Bikes”  
 Fri, Sep 27, 11 AM to 12 noon—Melissa Newman on “Food Safety”  
 Wed, Oct 2, 11 AM to 12 noon—Will Snell on “Ag Policy and Farm Bill”  
 Thu, Oct 10, 12:30-1:30 PM—Jerry Skees on “Capitalization”

Grading rubric for Informative Speech GEN 100				
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
<b>Total points possible = 100</b>				
<b>Grade =</b>				
<b>4 x Total points received =</b>				

Grading Rubric for Persuasive Speech GEN 100				
Organization of speech				
1	2	3	4	5
<p><i>Introduction</i> Does not state general or specific purpose Does not state central idea or thesis Does not identify type of persuasive speech</p>		<p><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</p>		<p><i>Introduction</i> States general and specific purpose Presents a central idea or thesis Identifies the type of persuasive speech</p>
<p><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</p>		<p><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</p>		<p><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</p>
<p><i>Conclusion</i> Conclusion confusing Audience not reminded of central thesis</p>		<p><i>Conclusion</i> Conclusion not clearly stated Conclusion does not effectively summarize evidence or central thesis</p>		<p><i>Conclusion</i> Conclusion clearly marked in speech Summarizes evidence supporting your central thesis</p>
Connectives and transitions				
1	2	3	4	5
<p>Rarely uses connectives Audience has difficulty following transitions from one part of speech to another</p>		<p>Inconsistent use of connectives Connectives not effective in helping audience follow presentation</p>		<p>Uses connectives Connectives/transitions effectively move audience from one part of speech to another</p>
Presentation qualities				
<p>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</p>		<p>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</p>		<p>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</p>
<b>Total points possible = 100</b>				
Grade =				
4 x Total points received =				

# Rubric for Population and Development Paper, GEN 100-009, F13<sup>1</sup>

You have chosen to study one developing country's approach to population and development. You will report on the human rights and environmental issues associated with these topics and then present reasoning and facts to support your stance on the issue.

<u>Rubric Item</u>	<u>Points</u>
First full draft of your paper turned in electronically, on time (as e-mail attachment to Larry G., 7 AM on November 19, 2013) <sup>2</sup>	_____/10
Length "window" complied with—between 2000 and 2500 words of text, exclusive of citations	_____/10
Title—helps gain attention of non-GEN 100, college-age audience	_____/10
Introduction—gives a good background on the country's status in terms of population and development, but also on culture, diversity, and history. (330-400 words)	_____/10
Population and Development, including food distribution—longer section (660-800 words) on how the country is managing these issues	_____/20
Human rights issues involved in the above management (330-400 words)	_____/10
Environmental issues associated with the above decisions (330-400 words)	_____/10
Conclusion—what you think the wisest course for the future for your country would be (330-400 words)	_____/10
All references in your final list used in text; all sections of paper include references	_____/10
TOTAL	_____/100

<sup>1</sup> Used to score your first full draft, and your final version. Note that you'll "book" half of the listed score for your draft and that your full score will also serve as your "floor score" for your final version of the PD.

<sup>2</sup> For your final version, this due date, time and mechanism is December 20, 2013, at 5:00 PM, as an e-mail attachment. Note that you'll also be required to submit your final version to Blackboard for UK Core assessment purposes.

Annotated Bibliography Rubric. Student: \_\_\_\_\_

PD Developing Country: \_\_\_\_\_

Reference	Relevance to PD (2)	Quality of Analysis (3)
#1	_____	_____
#2	_____	_____
#3	_____	_____
#4	_____	_____
#5	_____	_____
#6	_____	_____
#7	_____	_____
#8	_____	_____
#9	_____	_____
#10	_____	_____

Total Score: \_\_\_\_\_/50 pts

General comments:

Student: \_\_\_\_\_

**Agriculture, Food and Environment in the News Rubric:**

Novel, current issue, relevant to agriculture, food and/or environment: \_\_\_\_\_/5 pts

Written material provided to peer mentor at start of class provides clear, coherent, summary of issue: \_\_\_\_\_/10 pts

Oral description of the issue to class is engaging, understandable, and focused: \_\_\_\_\_/5 pts

Total points: \_\_\_\_\_/20 pts

**Peer Mentor Comments:**

Seminar Critique Rubric. Student Name: \_\_\_\_\_

Identifies the Expert Speaker presentation and date you attended: \_\_\_\_\_/5 pts

Submitted by e-mail by 7:00 AM on Tuesday, Oct 29 to instructor: \_\_\_\_\_/5 pts

Includes 500-600 words of high quality content: \_\_\_\_\_/5 pts

Summarizes the content of the speaker's presentation—emphasizing main points, rather than details: \_\_\_\_\_/15 pts

Critiques the speaker's presentation, both in terms of presentation qualities and in terms of content: \_\_\_\_\_/10 pts

Provides an excellent two minute oral commentary, in class on Oct 29 about your speaker's topic: \_\_\_\_\_/10 pts

Total score: \_\_\_\_\_/50 pts

Instructor Comments:

**Full Planet, Empty Plates Rubric.** Team Members: \_\_\_\_\_

- Makes exceptionally good use of the 20-25 minutes available to cover the team's chapter well: \_\_\_\_\_/7 pts
- All team members are actively engaged in the team's presentation: \_\_\_\_\_/8 pts
- Team stays focused on the chapter's content, does not drift into neighboring "territories": \_\_\_\_\_/7 pts
- Team presents 3 to 6 key "take-aways" from their chapter in memorable fashion: \_\_\_\_\_/10 pts
- Questions are handled with real skill, based on a thorough reading and comprehension of the chapter: \_\_\_\_\_/8 pts
- Writing midterm exam questions from this team's presentation would be quite straightforward: \_\_\_\_\_/5 pts
- While Lester Brown might not agree with all this team says, he'd agree you treated his chapter fairly: \_\_\_\_\_/5 pts
- Total: \_\_\_\_\_/50 pts

**Instructor Comments:**



**Issue Proposal Form, Student:** \_\_\_\_\_

Presentation/Paper \_\_\_\_\_ first choice \_\_\_\_\_ second choice \_\_\_\_\_ third choice \_\_\_\_\_

Informative Speech (IS)<sup>3</sup> \_\_\_\_\_

Population & Development (PD)<sup>4</sup> \_\_\_\_\_

Persuasive Speech (PS) \_\_\_\_\_

Note: If you feel like you need to describe your choices in more detail, please do so below or on the back of this form.

<sup>3</sup> Note that only one of your speeches can be on an issue from your major, and that we will do all we can to ensure that students repeat issues as little as possible. In order to make this work, please do propose issues from your major for no more than one of the speeches.

<sup>4</sup> Note that PD's must be about developing countries. If consultation with the Population Reference Bureau, your instructor and/or your peer mentor does not help resolve that, propose what you'd like to work on and we'll let you know if it is acceptable.

**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](mailto: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](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

Assignments	<u>points*</u>
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

### **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](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-.00.html).

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**

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

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

**Organization of speech**

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

**Connectives and transitions**

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

**Presentation qualities**

1	2	3	4	5
<p>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</p>		<p>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</p>		<p>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</p>

**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
<p><i>Introduction</i> Does not state general or specific purpose Does not state central idea or thesis Does not identify type of persuasive speech</p>		<p><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</p>		<p><i>Introduction</i> States general and specific purpose Presents a central idea or thesis Identifies the type of persuasive speech</p>
<p><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</p>		<p><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</p>		<p><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</p>
<p><i>Conclusion</i> Conclusion confusing Audience not reminded of central thesis</p>		<p><i>Conclusion</i> Conclusion not clearly stated Conclusion does not effectively summarize evidence or central thesis</p>		<p><i>Conclusion</i> Conclusion clearly marked in speech Summarizes evidence supporting your central thesis</p>

**Connectives and transitions**

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

**Presentation qualities**

<p>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</p>		<p>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</p>		<p>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</p>
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**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](http://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.AglInfo@gmail.com](mailto:UK.AglInfo@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.**