

**General Education Course Approval Form**

**Date of Submission:** 5/10/10

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"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input checked="" type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: Plant and Soil Sciences

Course Prefix and Number: PLS 104 Credit hours: 3

Course Title: Plants, Soils, and People – A Global Perspective ~~Plants, Soils, and People – A Global Perspective~~ A Science Perspective

Expected Number of Students per Section: 25 Course Required for Majors in your Program? Yes

Prerequisite(s) for Course? None

Departmental Contact Information Date: 5/10/10

Name: Michael Barrett Email: mbarrett@uky.edu

Office Address: 409 Plant Science Building 0312 Phone: 75020 ext 80712

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

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains:
  - how the course will address the General Education and Course Template Learning outcomes.
  - active learning activities for students.
  - the course assignments that can be used for Gen Ed course assessment.

Submit all proposals electronically to:  
**Sharon Gill**  
 Office of Undergraduate Education  
[Sharon.Gill@uky.edu](mailto:Sharon.Gill@uky.edu)

# COURSE CHANGE FORM

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

<b>1. General Information.</b>					
a.	Submitted by the College of: <u>Agriculture</u>	Today's Date: <u>May 10, 2010</u>			
b.	Department/Division: <u>Plant and Soil Sciences</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 <sup>1</sup>	(place cursor here for minor change [OSC1] definition)	
e.	Contact Person Name: <u>Michael Barrett</u>	Email: <u>mbarrett@uky.edu</u>	Phone: <u>257-5020x80712</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval	OR	<input type="checkbox"/> Specific Term <sup>2</sup> :	_____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Current Prefix and Number: <u>PLS 104</u>	Proposed Prefix & Number: <u>PLS 104</u>			
b.	Full Title: <u>Plants, Soils, and People – A Science Perspective</u>	Proposed Title: <u>Plants, Soils, and People – A Science Perspective</u>			
c.	Current Transcript Title (if full title is more than 40 characters):	<u>Plants, Soils, and People</u>			
c.	Proposed Transcript Title (if full title is more than 40 characters):	<u>Plants, Soils, and People</u>			
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	_____	
	Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number):		_____		
	Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):		_____		
e.	<b>Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.</b>				
Current:	<u>45</u> Lecture	_____ Laboratory <sup>5</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>30</u> Lecture	_____ Laboratory	<u>15</u> 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		
g.	Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>			

<sup>1</sup> 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.

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

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

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

<sup>5</sup> 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.)

## COURSE CHANGE FORM

<b>h.</b>	<b>Currently, is this course repeatable for additional credit?</b>	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"/>
<b>i.</b>	<b>Current Course Description for Bulletin:</b>	<u>A survey of important world grain, oil, fiber, forage, fruit, vegetable and specialty crop plants. Principles of plant, soil and climatic factors governing adaptation and production of these plants are discussed and applied. Intended to provide substantial plant and soil science background for students not majoring in plant and soil science, but is open and should appeal to beginning plant and soil science majors as well.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>An introduction to the looming world food crisis and the scientific basis governing our ability to sustainably meet it. The course explores the biological and environmental constraints on food production, the ways that agricultural science has dealt with these in the past and possible ways for the future, as well as societal and cultural issues, such as population growth, human health, education, and food definitions, that also impact food security. Intended for any student interested in these topics.</u>	
<b>j.</b>	<b>Current Prerequisites, if any:</b>	<u>none</u>	
	<i>Proposed Prerequisites, if any:</i>	_____	
<b>k.</b>	<b>Current Distance Learning(DL) Status:</b>	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <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.		
<b>l.</b>	<b>Current Supplementary Teaching Component, if any:</b>	<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	
<b>3.</b>	<b>Currently, is this course taught off campus?</b>	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"/>
<b>4.</b>	<b>Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>Please see attached General Education Proposal Materials</u>		
<b>5.</b>	<b>Course Relationship to Program(s).</b>		
<b>a.</b>	<b>Are there other depts and/or pgms that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
<b>b.</b>	<b>Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>7</sup> , list the program(s) here: _____		

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

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## COURSE CHANGE FORM

<b>6.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	<input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500.	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 <i>SR 3.1.4.</i> )

## COURSE CHANGE FORM

Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 104

Proposal Contact Person Name: Michael Barrett Phone: 257-5020 ext 80712 Email: mbarrett@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
Plant and Soil Sciences	5/14/10	Todd Pfeiffer / 7-5020 / tpfeiffe@uky.edu	<i>Todd Pfeiffer</i>
<i>43 CURR COMM, COA</i>	<i>9/3/10</i>	<i>Larry G. 17885 lgrabaup@uky.edu</i>	<i>Larry J. Grabaup</i>
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council	5/20/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> 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**  
**Inquiry in the Natural/Physical/Mathematical Sciences**

<b>Course Name:</b>
<b>College:</b>

<b>For Review Committee Use Only</b>	
Accept <input type="checkbox"/>	Revisions Needed <input type="checkbox"/>

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.

- Course activities that enable students to demonstrate an understanding of methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.

Example(s) from syllabus:

Brief Description:

- Course activities that enable students to demonstrate an understanding of the fundamental principles in a branch of science.

Example(s) from syllabus:

Brief Description:

- Course activities that enable students to demonstrate the application of fundamental principles to interpret and make predictions in that branch of science.

Example(s) from syllabus:

Brief Description:

- Course activities that enable students to demonstrate their ability to discuss how at least one scientific discovery changed the way scientists understand the world.

Example(s) from syllabus:

Brief Description:

- Course activities that enable students to demonstrate their ability to discuss the interaction of science with society.

Example(s) from syllabus:

Brief Description:

- A hands-on student project is required. This project enables students to demonstrate their ability to conduct a scientific project using scientific methods that include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies. Describe the required student product (paper/ laboratory report) based on the hands-on project.

- Course activities that demonstrate the integration of information literacy into the course.

Example(s) from syllabus:

Brief Description:

Reviewer's Comments

## Area Expert's Comments

Course:

Submitted By:

Area Expert:

This form is intended to provide a record of the review process. It will not accompany every General Education submission going forward, but is available if the AE wants to use it. For example, if a course is going forward with only very minor corrections to be made at some later point, that could be made clear on this form. Likewise, if a set of reviews were very different in their recommendations, the AE may want to record her/his opinions on the breaking of the tie.



## Sample Syllabus for PLS 104 - Fall 2010

### Plants, Soils, and People – ~~A Global Perspective~~ A Science Perspective

- Section 1:** Lecture MW Ag. Sci. North, N-12 11:00 – 11:50am  
Recitation F Ag. Sci. North Head House Classroom 10:00 – 10:50am
- Section 2:** Lecture MW Ag. Sci. North, N-12 11:00 – 11:50am  
Recitation F Ag. Sci. North Head House Classroom 11:00 – 11:50am
- Section 3:** Lecture MW Whitehall Classroom Bldg., CB 102 1:00 - 1:50pm  
Recitation F Ag. Sci. North Head House Classroom 12:00 – 12:50pm
- Section 4:** Lecture MW Whitehall Classroom Bldg., CB 102 1:00 - 1:50pm  
Recitation F Ag. Sci. North Head House Classroom 1:00 – 1:50pm
- Section 5:** Lecture MW Whitehall Classroom Bldg., CB 102 1:00 - 1:50pm  
Recitation F Ag. Sci. North Head House Classroom 2:00 – 2:50pm
- Section 6:** Lecture MW Whitehall Classroom Bldg., CB 102 1:00 - 1:50pm  
Recitation F Ag. Sci. North Head House Classroom 3:00 – 3:50pm

**Instructor (Fall):** Dr. Michael Barrett, Professor, Dept. Plant and Soil Sci.  
**Office:** 409 Plant Science Building, Tel: 257-5020 extension 80712  
**E-mail:** mbarrett@uky.edu

**Office hours:** Mon, and Wed. 2:30 – 3:30pm, 409 Plant Science Building  
or call/e-mail for appointment outside of regular office hours

**Teaching Assistant:** TBD

**Teaching Assistant:** TBD

**Instructor (Spring):** Dr. Rebecca McCulley, Asst. Professor, Dept. Plant and Soil Sci.  
**Office:** N-222D Ag. Sci. North, Tel: 257-6388  
**E-mail:** rebecca.mcculley@uky.edu

**Office hours:** Mon, and Wed. 2:30 – 3:30pm, N-222D Ag. Sci. North  
or call/e-mail for appointment outside of regular office hours

**Teaching Assistant:** TBD

**Teaching Assistant:** TBD

**Required Text:** Plants, Genes, and Crop Biotechnology (2<sup>nd</sup> edition)  
Edited by M.J. Chrispeels and D.E. Sadava

## COURSE GOALS

Only a few things are essential to life, and food is one of them. What people eat is about what they need to be healthy, what they want to eat (personal preference and culture), and what they have available or can afford to eat. Agriculture plays a vital role in human food security. Many experts feel the world is facing a food supply crisis. Knowledge and application of the principles of plant and soil sciences will have a dramatic effect on human food security, now and into the future, both locally and globally. Students successfully completing this course will leave with an understanding of the need to sustainably expand the world's food supply and the basic principles of plant and soil science and their application to meeting this challenge. Students will be able to:

1. - Describe the factors influencing world human population trends and relate these to the resulting needs for increased food production. Can food production grow to meet the needs of future populations **(Section 1)**?
2. - Explain the technologies that were used to meet anticipated food shortages in the past (i.e. the Green Revolution in India) and describe the past and future limitations of these and newer technologies, such as genetic engineering, to support a second Green Revolution **(Section 2)**.
3. - Describe the primary factors that control crop growth and food production and relate these to the global resource issues constraining food production. These constraints include cultural, societal, cross-national and institutional constraints as well as physical and biological constraints **(Section 3)**.
4. - Compare how various parts of the world, such as India, sub-Saharan Africa, Cuba, China, and the United States, are presently addressing food security and summarize challenges they face for sustainably meeting their food needs in the future **(Section 4)**.

## LEARNING OUTCOMES

By the end of the course, students should be able to:

1. Describe methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.
2. Explain fundamental principles of agricultural science.
3. Apply fundamental principles to interpret and make predictions in agricultural science.
4. Demonstrate an understanding of at least one scientific discovery that has changed the way scientists understand the world.
5. Give examples of how science interacts with society.
6. Conduct a hands-on project using scientific methods to include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies.
7. Recognize when information is needed and demonstrate the ability to find, evaluate and use effectively sources of scientific information.

## ADMINISTRATION

- **Blackboard** - the university's virtual e-learning environment. All students must use Blackboard. Your grades, quizzes, assignments and lecture notes will all be on Blackboard. To learn how to access Blackboard, go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Home.aspx> . If you have difficulty with accessing Blackboard, go to any Student Computing Service lab around campus (<http://www.uky.edu/SCS/documents/labs.pdf>), visit 'The Study' (directions at <http://www.uky.edu/UGS/study/map.php>), or phone the 24/7 Support Center **toll-free (1-877-708-2933)**.
- **Updates:** Regularly check the course Blackboard website. Topics, readings, assignment distribution, and **due dates can change** depending on the progress of the semester. Adequate notice will be given for any necessary changes.
- **Communication:** The University of Kentucky provides all students with a free email account. Email is the official communication method at the university. It is your responsibility to monitor your University account, either directly or by forwarding mail to an external account (go to Account Manager in Link Blue <https://ukam.uky.edu/manager> and select "Forwarding your email" on the left side of the page if you prefer this option). Not checking email is not an acceptable reason for missing deadlines and important news. Call the University Help Desk for assistance.

## ATTENDANCE

- **Importance:** Success in this class is strongly related to your attendance record. Attendance typically counts directly, through participation points, and indirectly via performance on written assignments and exams. Each class meeting contains elements (such as information on or about examinations or assignments) which will indirectly affect your grade. Ultimately, those who attend regularly tend to perform better than those who do not.
- **Absence:** Unless you have a valid excuse, make-up tests will not be given. The following are acceptable reasons for excused absences: 1) Participation in UK sporting and academic events. You must provide written notice from the sponsoring UK official **in advance**. 2) Religious holidays. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. 3) Emergencies such as illnesses, accidents, and family crises. Please inform me by e-mail before the next class period after you are absent. **If I am not notified before the next class, graded exams will have been returned and a make-up exam will not be given.** 4) Other circumstances that the instructor finds to be "reasonable cause for nonattendance." For those missing an exam due to a legitimate excuse (see above) and who do not contact me before exams are returned to the class, the comprehensive exam administered during the final examination period will count double in grade calculation.
- **Crises:** Any crisis or emergency must be documented in writing. Crises or emergencies include severe illness requiring a doctor's visit or hospitalization or a death in the family. They do not include, oversleeping, forgetting, not finding parking, or needing help from or for a friend, roommate, family member, or pet.

## BEHAVIOR

- **General:** Comply with the Univ. of Kentucky's **CODE OF STUDENT CONDUCT** (Excerpt) <http://www.uky.edu/StudentAffairs/Code/part1.html>
- **Punctuality:** Arrive on time and remain until the class is dismissed. Late entries and early departures distract students who are trying to get the most from their experience here. Please be respectful of their efforts, and mine. If you must leave early or come in late, do so quietly so as not to disrupt the instructor or fellow students.
- **Private conversations during class:** People engaging in continued conversation while class is in session, will be asked to leave for the remainder of the class.
- **Dialog:** The course material may include issues and ideas that are somewhat controversial. I encourage thoughtful, respectful, constructive dialog, particularly when opinions differ. But I will not tolerate rudeness, mean spiritedness, personal attacks, harassment, or abuse of any kind, which violate the Standards of Ethical Behavior under the Code of Student Conduct as defined by the Dean of students (see above web site).
- **Devices:** Turn off (or set to "vibrate" or "vibe ring") all cell phones, watch alarms, music devices, and other electronic equipment at the beginning of each class, so as not to disturb other students or the instructor. If a student repeatedly violates this request, then it shall be deemed that this student is causing an intentional disturbance in class and they shall be asked to leave for the remainder of the class.
- **Guests:** Guests are welcome but please inform me before bringing guests to class. The same behavior rules will apply towards guests.

## ASSIGNMENTS

- **Reading Assignments & Quizzes:** Reading assignments will be placed in the 'Assignment' section of the PLS 104 Blackboard course site (~2-3 per week). All students are expected to read the sections of the text assigned prior to the next class session. To encourage you to read the assignments prior to class, **short quizzes**, administered via Blackboard, will be **due by 11:00 AM on the day for which the reading is assigned**. You may take the quiz as soon as it is available on Blackboard; however, once you access a quiz, you will have only 20 minutes to complete it. You can take each quiz twice if you want but only the score for the last quiz you take will be recorded. You may, and are encouraged to, complete the quizzes working with another student. Have your textbook handy, as questions may direct you to specific figures or tables in the reading assignment. There will be 25 quizzes over the semester, but only 20 will be applied towards the quiz unit total value. People missing class due to valid, university excused absences will be allowed to make-up quizzes during the next class period. Students experiencing technical difficulties during a quiz should contact me immediately (via email).
- **Participation points:** Participation points are earned by being in class **and** turning in short answers to questions asked in-class or assigned on the previous class date. These short assignments are designed to engage students in the material being presented and to verify student comprehension of course material. While there may be 'right' or 'wrong' answers, points will be given for any thoughtful attempt at the exercise. There will be at least 25 opportunities to obtain participation points, only the top 20 grades will be kept, so even if you miss one or two classes this will not pose a problem. If you habitually miss class, and do not have valid reasons for all 5 or more missed classes, then points will be lost. The questions will be simple e.g. "what did you identify as the big point of the lecture today?" or answer a question following exploration of a web site. If you attend class and spend a few thoughtful minutes on your writing, these will be your easiest points to accumulate in this course. **Clearly print your name in the upper right hand corner before turning in the assignment.**
- **Greenhouse Experiment:** In order for students to better understand the scientific process, the class will conduct a greenhouse experiment designed to investigate the effects of bacterial inoculation and inorganic nitrogen supplementation on the growth of legume (soybean) seedlings. Each student will be responsible for growing plants, collecting data, and writing a report on the experimental results. Details of the exercise and the student's assignments can be found in the Greenhouse Experiment attachment.

- **Exams:** The four exams will consist of 35-50 multiple choice, true/false, multiple answer, or short answer questions. Each exam is cumulative, and each exam is worth more than the previous ones. You must arrive on time for exams. Arriving late disrupts students who are in the process of taking an exam. After the first person submits their exam, anyone else arriving beyond that time will not be allowed to take it.
- **Cheating & Plagiarism:** Cheating is in no way tolerated at The University of Kentucky. Anyone caught cheating will be penalized. Penalties include an immediate failing grade and a letter of warning that shall be kept in the office of the registrar as a record of the event. The full penalty will be determined in consultation with the Chairman of the Department of Plant and Soil Sciences and the Dean of the College. **DO NOT complete participation points together!** Undertake study partners or groups with caution, and terminate them at the appropriate stage of your work.

## GRADING

Description	Due Date	Point Value	% of Grade
On-line quizzes	Throughout Semester (20 x 5 pts)	100	15
Participation points	Throughout Semester (20 x 5 pts)	100	15
Greenhouse Experiment Report	October 29	100	15
Exam 1		50	8
Exam 2		75	12
Exam 3		100	15
Exam 4		125	20
Total Points		650	

**Table 1. Course grade calculations**

Grade	Points required
A	over 585
B	520-584
C	455-519
D	390-454
E	< 390

Your final grade for the course is based on the distribution above. If I feel that a curve is necessary, it will be determined separately for each exam and/or at the end of the semester.

**Policy on academic accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. I am happy to work with you to provide any needed accommodations. However, in order to receive these, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)). This office coordinates campus services available to students with disabilities.

TENTATIVE COURSE LECTURE SCHEDULE

Dates	Topic	Reading Assignment: Chapter	Assignment Due date
<b>Section 1</b>	<b>Feeding the World: Food production and human nutrition</b>		
Aug 25,30	World agriculture and population	1	
Sep 6	Labor Day Holiday		
Sep 1,8	Food to survive and thrive	7	
Sep 13	History of agriculture and "evolution" of crop plants	3, 13	
Sep 15	The dawn of modern agriculture	2, 3	
Sep 20	Exam 1		
<b>Section 2</b>	<b>Plant Improvement</b>		
Sep 22,27	Genetics and Plant Breeding	6, 14	
Sep 29	Genetic Diversity & Green Revolutions	14	
Oct 4,6	Biotechnology in Plant Agriculture	6, 20	
Oct 11	Seeds: A germ of an idea	9	
Oct 13	Exam 2		
Oct 18	MIDTERM of the semester		
<b>Section 3</b>	<b>The study of plants and soils</b>		
Oct 18,20	Plants – they can grow almost anywhere!	8, 10	
Oct 25,27	Soils – the foundation	11,12	Experiment Report Due Oct 29
Nov 1	Living soils?	11,12	
Nov 3,8	Constraints to plant growth	10	
Nov 10	Exam 3		
<b>Section 4</b>	<b>Ensuring Food Security</b>		
Nov 15,17	Pesky pests	15, 16, 17	
Nov 22	Why we grow what we grow, where we grow it	3, 5	
Nov 24,26	Thanksgiving Holiday		
Nov 29	Can agriculture be green?	18	
Dec 1,3,6	Lunch for 10 billion	4	
Dec 8	Course Review		

Dec 13, 10:30 AM Exam 4 for Section 001 N-12 Ag North  
 Dec 17, 1:00 PM Exam 4 for Section 001 CB 102

A Science Perspective

Plants, Soils, and People – A Global Perspective

TENTATIVE COURSE RECITATION SCHEDULE

Dates	Topic/Activity	Assignment Due
<b>Section 1</b>	<b>Feeding the World: Food production and human nutrition</b>	
Aug 27	Establish greenhouse experiment	
Sep 3	Take first set of experimental data	
Sep 10	Take second set of experimental data World Crops	
Sep 17	Crop Domestication	
<b>Section 2</b>	<b>Plant Improvement</b>	
Sep 24	Meiosis and Mitosis	
Oct 1	Genetic Engineering and Plant Tissue Culture	
Oct 8	Harvest greenhouse experiment	
Oct 15	Present data and discuss statistics for greenhouse experiment	
Oct 18	MIDTERM of the semester	
<b>Section 3</b>	<b>The study of plants and soils</b>	
Oct 22	Seeds Photosynthesis	
Oct 29	Soils	Experiment Report
Nov 5	Climate and plant growth	
<b>Section 4</b>	<b>Ensuring Food Security</b>	
Nov 12	Crop Pests	
Nov 19	Biofuels and food security	
Nov 24,26	Thanksgiving Holiday	
Dec 3	Project Presentations	
Dec 10	Project Presentations	

Dec 13, 10:30 AM Exam 4 for Section 001 N-12 Ag North

Dec 17, 1:00 PM Exam 4 for Section 002 CB 102

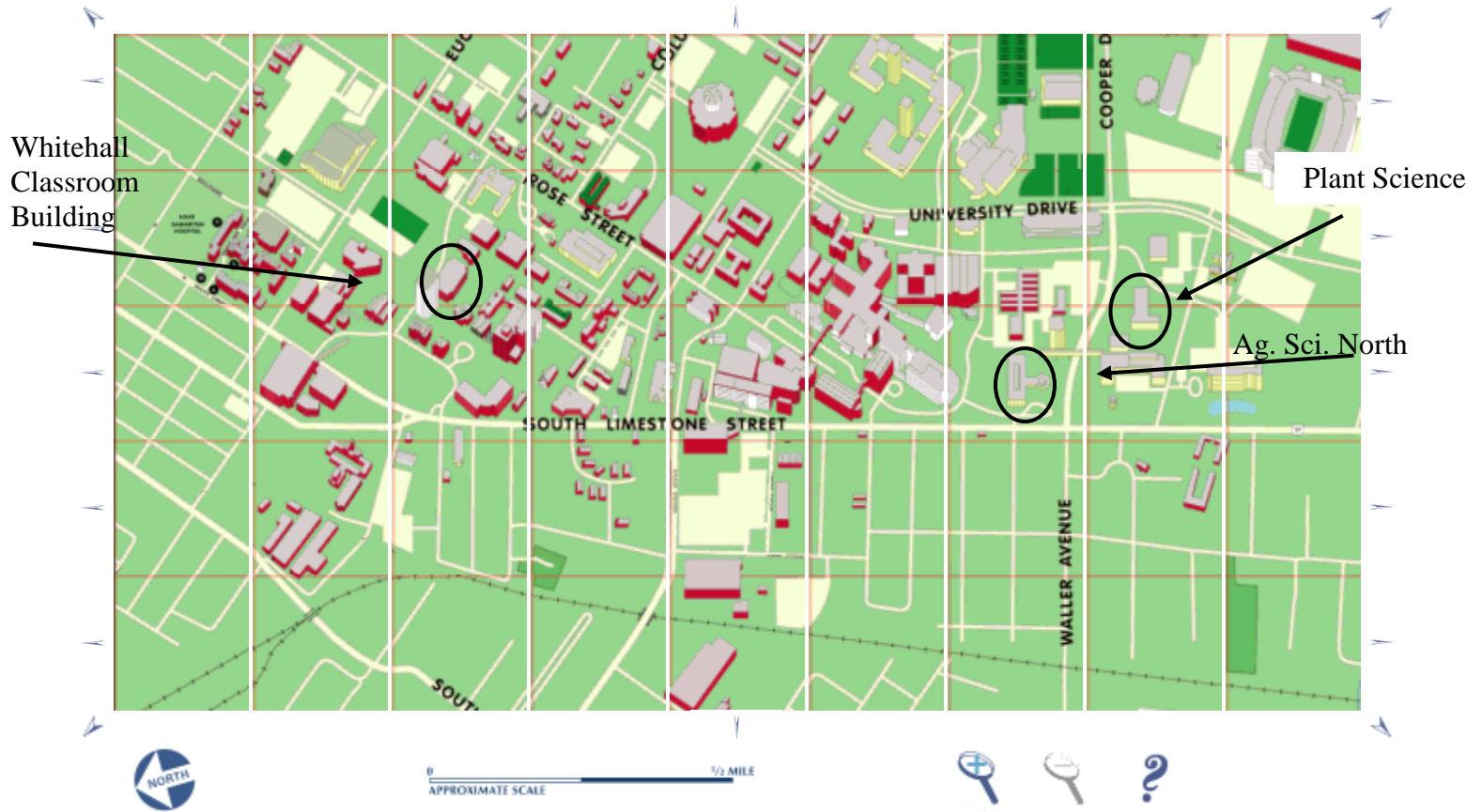
**PLS 104 Semester Calendar, Fall 2010**  
 Use this calendar to keep track of assignments and due dates

**Section 1 – Feeding the world: Food production and human nutrition**

Monday	Wednesday	Friday
	Aug 25	Aug 27
Aug 30	Sep 1	Sep 3
<b>Sep 6 Labor Day Holiday</b>	Sep 8	Sep 10
Sep 13	<b>Sep 15 – Last day to drop a class and not have it appear on your record, last day to change grading option</b>	
<b>Section 2 – Plant Improvement</b>		
<b>Sep 20 Exam 1</b>	Sep 22	Sep 24
Sep 27	Sep 29	Oct 1
Oct 4	Oct 6	Oct 8
Oct 11	<b>Oct 13 – Exam 2</b>	Oct 15
<b>Section 3 – Plant and Soil Science</b>		
<b>Oct 18 MIDTERM of semester</b>	Oct 20	Oct 22
Oct 25	Oct 27	<b>Oct 29 – Experiment Report Due</b>
Nov 1	Nov 3	
Nov 8	<b>Nov 10 – Exam 3</b>	Nov 12
Nov 15 – Exam 3	Nov 17	Nov 19
<b>Section 4 – Ensuring Food Security</b>		
Nov 22	<b>Nov 24 – Thanksgiving Holiday</b>	<b>Nov 26 – Thanksgiving Holiday</b>
Nov 29	Dec 1	Dec 3
Dec 6	Dec 8	Dec 10
<b>Dec 13 at 10:30 AM (for section 001) – Exam 4</b>	<b>Dec 17 at 1:00 PM (for section 002) – Exam 4</b>	



## CAMPUS GUIDE



A Science Perspective

Plants, Soils, and People - A Global Perspective