

General Education Course Approval Cover Sheet

Date of Submission 05/04/2011

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 type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input checked="" type="checkbox"/> |

2. Provide Course and Department Information.

Department: Plant and Soil Sciences

Course Prefix and Number: PLS 103 Credit hours: 3

Course Title: Plants, Soils, and People: A Global Perspective

Expected # of Students per Calendar Yr: 100 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? no

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

Departmental Contact Information

Name: Rebecca McCulley Email: rlmccu2@email.uky.edu

Office Address: N222D Ag Sci N, 0091 Phone: 257-6388

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: Todd Pflaffer Date: 5.4.11

Dean: Larry J. Araban Date: 5/4/11

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>

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Agriculture	Today's Date:	April 19, 2011	
b.	Department/Division: Dept. of Plant & Soil Sciences			
c.	Contact person name: Rebecca McCulley	Email: rebecca.mcculley@u ky.edu	Phone:	257-6388
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year ¹ : _____			
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: PLS 103			
b.	Full Title: Plants, Soils, and People: A Global Perspective			
c.	Transcript Title (if full title is more than 40 characters): Plants, Soils, and People			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	2 Lecture	_____ Laboratory ¹	1 Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input type="checkbox"/>
i.	Course Description for Bulletin:	<p>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 preference¹ 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. However, these issues will also be impacted by future human population growth, urbanization, consumer preferences, human decisions regarding civic duties, and climate change. Students successfully completing this course will leave with an understanding of the need to sustainably expand the world's food supply, the basic principles of plant and soil science and their application to this problem, and their own potential role in determining our ability to meet this challenge.</p>		

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

NEW COURSE FORM

j.	Prerequisites, if any:	none
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4.	Frequency of Course Offering.	
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____
6.	What enrollment (per section per semester) may reasonably be expected?	50
7.	Anticipated Student Demand.	
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, explain:	This class is being proposed as a Global Dynamics Gen Ed course. As such, we expect it to fulfill the Global Dynamics requirement for many College of Agriculture degree programs; however, it will also be able to fill this requirement for many degree programs on campus.
8.	Check the category most applicable to this course:	
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established	
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
9.	Course Relationship to Program(s).	
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program:	_____
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs:	_____
10.	Information to be Placed on Syllabus.	
a.	Is the course 400G or 500?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)	

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

b.	<input type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.
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NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: PLS 103

Proposal Contact Person Name: Rebecca McCulley Phone: 257-6388

Email: rebecca.mcculley@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
Dep. Plant and Soil Sciences	5/4/10	Todd Pfeiffer / 218-0709 / tpfeiffe@uky.edu	Todd Pfeiffer
UCC	5/4/11	Larry Graber / 257-1885 / Larry.Graber@uky.edu	Larry Graber
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	7/13/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Sample Global Dynamics Syllabus for PLS 103 – Spring 2012 Plants, Soils, and People – A Global Perspective

Section 1: Lecture MW Ag. Sci. North, N-12 11:00 – 11:50am
 Recitation F Barnhart CEBA, 227 10:00 – 10:50am
Section 2: Lecture MW Ag. Sci. North, N-12 11:00 – 11:50am
 Recitation F Ag. Sci. North, A-06 12:00 – 12:50pm

Instructor: **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 (2nd edition)**
 Edited by M.J. Chrispeels and D.E. Sadava

COURSE DESCRIPTION & GOAL

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. However, these issues will also be impacted by future human population growth, urbanization, consumer preferences, human decisions regarding civic duties, and climate change. **Students successfully completing this course should leave with an understanding of the need to sustainably expand the world's food supply, the basic principles of plant and soil science and their application to this problem, and their own potential role in determining our ability to meet this challenge.**

LEARNING OUTCOMES

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

1. - List the factors influencing world human population trends and relate these to the resulting needs for increased food production. Compare and contrast different areas of the world with regard to these parameters. Describe what constitutes food in various areas of the world and sectors of society. Categorize the type of nutritional requirements different foods provide. **(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. Compare potential benefits and negatives associated with this technology. Illustrate how individual and collective decision making relating to new technology can often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved. **(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. Identify historical limits to food production and current limitations. Relate how solutions to historical limitations have contributed to environmental problems of today. Identify the global regions where food production is most limited today and explain why it is limited. Explain how limitations to food production impact our civic relationships and responsibilities in the diverse world community. **(Section 3)**
4. - Compare and contrast how various parts of the world are presently addressing food security and summarize challenges they face for sustainably meeting their food needs in the future. Explain whether you think it is likely that food production will grow to meet the needs of future populations. **(Section 4)**
5. - Compose a paper that demonstrates an awareness of the major elements of at least one non-US culture or society and its relationship to the 21st century in the context of needing to increase food supply in an environmentally, culturally, ethically, and economically sustainable fashion. **(Writing Assignment)**

Table demonstrating when learning outcomes will be addressed in lecture or recitations.

Lecture or Recitation Topics (listed chronologically)	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
Lectures: World Agriculture & Population Trends	I		I		I	I
Recitation: World Population & Demographic Models	A		A	I		
Lectures: Food to survive and thrive	A	I		A	A	A
Recitation: Exploration of world food	E	A	A		E	E
Lecture: History of Agriculture & Crop Evolution	E				E	E
Recitation: History of Agriculture & World Crop Tour	E				E	E
Recitation: Informational Sources & Citations for Writing Assignment				A		
Lectures: Genetics and Plant Breeding	E					
Recitation: Meiosis and Mitosis	E					
Lectures: Genetic Diversity & Green Revolutions	E	A	A	I	A	A
Recitation: First & Second Green Revolutions	E	E	E	E	E	E
Lectures: Biotechnology in Plant Agriculture	A	E	E		E	E
Recitation: Genetic Engineering & Society	E	E	E	E	E	E
Lecture: Seeds	RE		E			
Recitation: World Food Genetic Resources	RE	RE	RE			RE
Lectures: Plant biology	E					
Recitation: Photosynthesis	E					
Lectures: Soils	E					
Recitation: World Soils	E			A	A	
Lecture: Constraints to Crop Production	E		A	E	A	
Recitation: Global Constraints	RE		RE	E	RE	
Lectures: Crop Pests	A					
Recitation: Pest Management Strategies		A	RE			
Lecture: Global Distribution of Crop Production	RE		RE			
Recitation: Threats to Food Security - Biofuels		RE	RE		RE	RE
Lecture: Can Agriculture be Green?		RE	RE		RE	RE
Recitation: Threats to Food Security - Climate Change	RE	RE	RE		RE	RE
Lecture: How to feed the world	RE	RE	RE	E	RE	RE
Recitation: Course Review	RE	RE	RE	RE	RE	RE

I - Introduce, A - Address, E - Emphasize, RE - Reinforce

Learning Outcome #4 will primarily be achieved through the writing assignment and associated links with this assignment that will occur during recitation.

By covering topics such as the failure of the First Green Revolution in Africa, the collapse of the communist regime in Cuba and the influence on agriculture for that country, the global inequities that exist between nation's supplying crop genetic diversity and the nations developing new, improved crop varieties, and the controversy surrounding the use of genetic engineering in crops, we will explicitly discuss the civic, economic, cultural, social, and political factors that govern today's agricultural production.

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 University-excused reason for missing a class, deadline, or test, no make-up work will 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 get in touch with me as quickly as you can regarding absences.** Students may be asked to verify their absences in order for them to be considered excused. 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 score earned on the comprehensive exam administered during the final examination period will be applied for the missing exam 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 30 minutes to complete it. 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 18 quizzes over the semester, but only 15 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 18 opportunities to obtain participation points, only the top 15 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 missing 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.** People missing class due to valid, university excused absences will be allowed to make-up participation points during the next class period.

- **Writing Assignment:** A 10-15 page paper that constitutes 15% of the final grade is required of all students. This writing assignment is intended to help students understand the inter-connectedness of the biological and environmental constraints on food production, the science of agriculture, and the societal issues world-wide that impact food security (such as population growth, human nutrition/health, education, and culture). For this assignment, students will choose a country/culture (non-US), explore the meaning and nature of food, human population trends, agricultural production, and food security issues in this country, and compare/contrast one of these elements with that of the United States (see Writing Assignment Instructions for more detail). To help you develop your research and writing skills, you will turn in various segments of this assignment throughout the semester and receive some points for meeting these deadlines. These will be read, commented on, and returned to you for further refinement. The final, complete assignment will be due at the end of the semester. Assignments are due at the beginning of class, in hard copy, on the due date. You may turn in assignments early, but **no late assignments** (without university excused absence documentation) **or electronic submissions will be accepted**. Text must be typed to be graded.
- **Exams:** The four exams will consist of 35-50 questions, including multiple choice, true/false, short answer, and essay. Each exam is cumulative, and exams increase in point value throughout the semester. 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. Make-up exam policy is detailed in the 'attendance' section of the syllabus. Contact me as soon as you can if you miss an exam and explain what happened. If your reason qualifies as an excused absence, you will be allowed to take a make-up exam, but this must occur before I hand graded exams back to the class.
- **Cheating & Plagiarism:** Cheating is in no way tolerated at The University of Kentucky. Anyone caught cheating will be penalized. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. More serious consequences are possible. **DO NOT complete writing assignments or participation points together!** Undertake study partners or groups with caution, and terminate them at the appropriate stage of your work. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.
- **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). This office coordinates campus services available to students with disabilities.

GRADING

Description	Due Date	Point Value	% of Grade
On-line quizzes	Throughout Semester (15 x 5 pts)	75	14
Participation points	Throughout Semester (15 x 5 pts)	75	14
Writing Assignment	Throughout Semester	80	15
Exam 1		60	11
Exam 2		75	14
Exam 3		75	14
Exam 4		100	19
Total Points		540	

Table 1. Course grade calculations

Grade	Points required
A	over 485
B	432- 484
C	378- 431
D	324- 377
E	< 324

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.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.
<http://www.uky.edu/Registrar/AcademicCalendar.htm>

TENTATIVE COURSE LECTURE SCHEDULE

<u>DATES</u>	<u>TOPIC</u>	<u>TEXT CHAPTER(S)</u>	<u>WRITING ASSIGN. DUE DATES</u>
Section 1	Feeding the World: Food production and human nutrition		
Jan 11, 18	World agriculture and population	1	
Jan 23, 25	Food to survive and thrive	7	
Jan 30	History of agriculture and "evolution" of crop plants	2,3, 13	#1 - Jan 27
Feb 1	Exam 1		
Section 2	Plant Improvement		
Feb 6, 8	Genetics and Plant Breeding	6, 14	#2 - Feb 10
Feb 13, 15	Genetic Diversity & Green Revolutions	14	
Feb 20, 22	Biotechnology in Plant Agriculture	6, 20	#3 - Pop, Feb 24
Feb 27	Seeds: A germ of an idea	9	
Feb 29	Exam 2		
Section 3	The study of plants and soils		
Mar 5, 7	Plants - they can grow almost anywhere!	8, 10	#3 - Food, Mar 9
Mar 19, 21	Soils - the foundation	11	
Mar 26, 28	Living soils?	11, 12	#3 - Agri, Mar 30
Apr 2	Constraints to crop production	10	
Apr 4	Exam 3		
Section 4	Ensuring Food Security		
Apr 9, 11	Pesky pests	15, 16, 17	#3 - Security, Apr 13
Apr 16	Global distribution of crop production	3, 5	
Apr 18, 23	Can agriculture be green?	18	Entire thing, Apr 20
Apr 25	How to feed the world?	4	
April 30, 10:30am	Exam 4		

TENTATIVE COURSE RECITATION SCHEDULE

Dates	Topic/Activity	Writing Assignment Due
Section 1	Feeding the World: Food production and human nutrition	
Jan 13	World population trends & demographic controls/models	
Jan 20	What is food - world human diets	
Jan 27	History of world agriculture - world tour of crops	Identify country/culture to study
Feb 3	How to find information for writing assignments (what are valid sources, how to cite information in writing)	
Section 2	Plant Improvement	
Feb 10	Meiosis and Mitosis	Identify three references you plan to use in your paper
Feb 17	First & Second Green Revolutions - the roles of civic duties, agricultural science, global inequalities	
Feb 24	Genetic Engineering & Society	Population Demographics section
Mar 2	World Food Genetic Resources- contributions of developing and developed worlds to global agriculture and the inequities that still persist	
Section 3	The study of plants and soils	
Mar 9	Photosynthesis	Food section
Mar 23	World Soils	
Mar 30	Global Constraints	Agriculture section
Section 4	Ensuring Food Security	
Apr 6	Pest management strategies	
Apr 13	Threats to Food Security - Biofuels	Food security section
Apr 20	Threats to Food Security - Climate Change - civic duties, consumer decisions, and global inequities	Entire Assignment
Apr 27	Course Review	

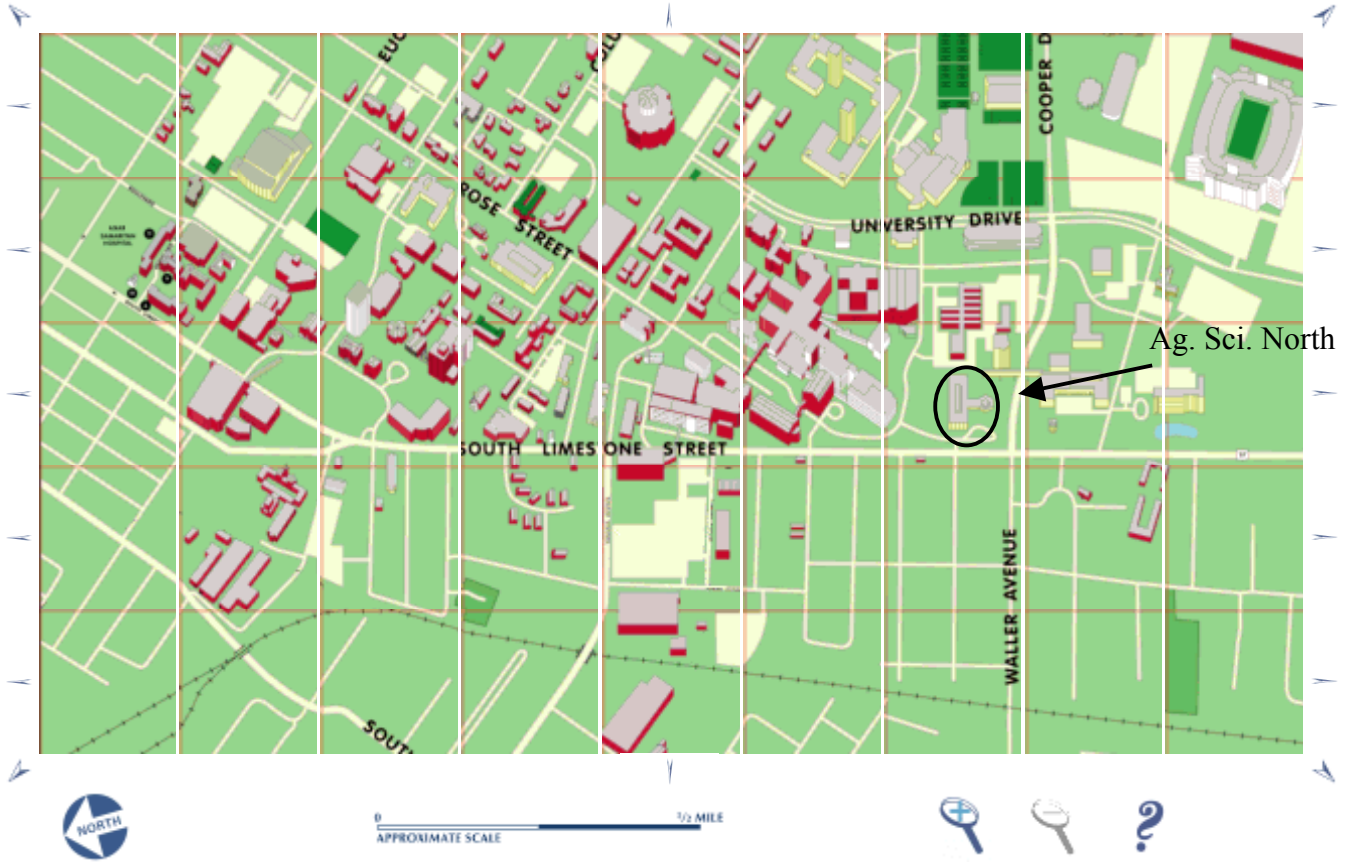
April 30, 10:30 AM Exam 4 for Section 001 N-12 Ag North

PLS 103 Semester Calendar, Spring 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
	Jan 11	Jan 13
Jan 16 MLK Day – no class	Jan 18 – Last day to add classes.	Jan 20
Jan 23	Jan 25	Jan 27 – #1 Writing Assign
Jan 30	Feb 1- Exam 1	Feb 3
Section 2 – Plant Improvement		
Feb 6	Feb 8	Feb 10 - #2 Writing Assign
Feb 13	Feb 15	Feb 17
Feb 20	Feb 22	Feb 24 - #3 Writing Assign, Population due
Feb 27	Feb 29 – Exam 2	Mar 2
Section 3 – Plant and Soil Science		
Mar 5	Mar 7	Mar 9 – #3 Writing Assign, Food due
Mar 12 Spring Break – no class	Mar 14 Spring Break – no class	Mar 16 Spring Break – no class
Mar 19	Mar 21	Mar 23 -
Mar 26	Mar 28	Mar 30 - #3 Writing Assign, Agriculture due
Apr 2	Apr 4 – Exam 3	Apr 6
Section 4 – Ensuring Food Security		
Apr 9	Apr 11	Apr 13 - #3 Writing Assign, Food Security due
Apr 16	Apr 18	Apr 20 – Entire Writing Assign due
Apr 23	Apr 25	Apr 27
Apr 30 at 10:30am – Exam 4		

CAMPUS GUIDE



Writing Assignment Instructions

All cultures today are faced with the problem of needing to balance food production and food security with environmental, economic, and agricultural sustainability. For this assignment, you will select a region of the world (country or culture) and write a paper that specifically addresses the following topics. This paper should be 10-20 pages in length (double-spaced), will require appropriate citations, and should have at least one section (1-2 paragraphs in length) on each of the following topics. This assignment will count for 15% of your total grade for the course. Due dates for the various pieces are shown below. Papers must be completed on an individual basis and **must be turned in as hard copies**.

- | | <u>Due Date (pts)</u> |
|--|------------------------|
| 1) Select a non-U.S. country or culture that will be the focus of your paper and tell me why you choose this area. | Jan. 27 (2pts) |
| 2) Identify at least <u>3 appropriate references</u> where you plan to obtain the necessary information to address the required topics. | Feb. 10 (5pts) |
| 3) Write a 1-2 paragraph sections that address each of the following topics: | |
| Describe the population demographics of your area. What is the population? Is it increasing/decreasing/or not changing? What historical events, cultural or religious practices influence population growth in your region today? What are thought to be future challenges with regard to human population for your area? Is education mandated for everyone? Until what age? What is the status of women in your country? | Feb. 24 (5pts) |
| What constitutes food in your area? How many calories does the average citizen of your area consume per day? What are the major components of this food (e.g., carbohydrates, vitamins, minerals, protein)? What does a meal look like there (e.g., types of grains eaten, representation of meat products, degree of processing, transportation involved, etc.)? Are there food taboos? How much money does a person/family spend a year on food? What portion of their total income is this value? | Mar. 9 (5pts) |
| Describe the current state of agriculture. What are the major crops? Where in the country are they grown? What type of climate and soils are prevalent in your area? What agricultural products are important exports and imports? What type of farming do they practice (subsistence, large-scale monoculture, etc.)? Did any crops originate in your area? What agricultural technological advances are currently being promoted? What sort of response are they receiving? What sorts of barriers are there to successful adoption of this technology? | Mar. 30 (5pts) |
| What are the food security issues and predictions for your area? Are they food secure? Are they likely to become more or less so in the future? What climatic, socio-economic, cultural, political, and/or religious factors are likely to be important in determining food security in the future? Does the government invest in agricultural development? How? What are the land inheritance laws? | Apr. 13 (5pts) |
| 4) Write a final paragraph that identifies one of the above areas of emphasis and compares/contrasts your country/culture to that of the United States. Compile all sections and utilized references into one document and turn in a hard copy at the beginning of class on Friday, April 20. | Apr. 20 (53pts) |

- 1) Were the pieces of the assignment completed on time? (27 pts total)
- | | | |
|--------------------------------|-------------|-------|
| Identified country/culture | due Jan. 27 | 2 pts |
| Located appropriate references | due Feb. 10 | 5 pts |
| Pop. Demo. Section | due Feb. 24 | 5 pts |
| Food Section | due Mar. 9 | 5 pts |
| Agriculture Section | due Mar. 30 | 5 pts |
| Food Security Section | due Apr. 13 | 5 pts |

Content of the Assignment: (53 pts total) – Determined at the Final Turn in (due beginning of class on April 20, 2012)

Evaluation Criteria	Excellent	Good	Fair	Poor
Population Demographics (10 pts)	9-10 points Majority of questions posed in the assignment on this section have been addressed in a concise and coherent manner. Major points are well supported and convincing.	7-9 points Majority of the questions posed in the assignment have been addressed in an easy to read and follow manner; however a few pieces seem to be missing or are incompletely supported.	5-7 points Some of the relevant information is presented; however, major pieces are missing and/or the text is not well-organized, hard to follow, and/or poorly supported.	0-5 points Only a few or none of the questions in this section have been addressed and the organization, writing, and support are lacking.
Food (10 pts)	9-10 points Majority of questions posed in the assignment on this section have been addressed in a concise and coherent manner. Major points are well supported and convincing.	7-9 points Majority of the questions posed in the assignment have been addressed in an easy to read and follow manner; however a few pieces seem to be missing or are incompletely supported.	5-7 points Some of the relevant information is presented; however, major pieces are missing and/or the text is not well-organized, hard to follow, and/or poorly supported.	0-5 points Only a few or none of the questions in this section have been addressed and the organization, writing, and support are lacking.
Agriculture (10 pts)	9-10 points Majority of questions posed in the assignment on this section have been addressed in a concise and coherent manner. Major points are well supported and convincing.	7-9 points Majority of the questions posed in the assignment have been addressed in an easy to read and follow manner; however a few pieces seem to be missing or are incompletely supported.	5-7 points Some of the relevant information is presented; however, major pieces are missing and/or the text is not well-organized, hard to follow, and/or poorly supported.	0-5 points Only a few or none of the questions in this section have been addressed and the organization, writing, and support are lacking.
Food Security (10 pts)	9-10 points Majority of questions posed in the assignment on this section have been addressed in a concise and coherent manner. Major points are well supported and convincing.	7-9 points Majority of the questions posed in the assignment have been addressed in an easy to read and follow manner; however a few pieces seem to be missing or are incompletely supported.	5-7 points Some of the relevant information is presented; however, major pieces are missing and/or the text is not well-organized, hard to follow, and/or poorly supported.	0-5 points Only a few or none of the questions in this section have been addressed and the organization, writing, and support are lacking.
Compare & Contrast to USA (4 pts)	3-4 points A well-thought out and clear presentation of how the US is similar or differs from the region with regard to a specific component of the assignment has been done.	2-3 points An attempt to compare/contrast the area and US has occurred, but is missing one or two obvious components.	1-2 points An attempt to compare/contrast the area and US has occurred, but is fairly cursory and incomplete in nature.	0-1 points Little or no attempt was made.
Citations & Sources (4 pts)	4 points Citations and bibliography includes all required information (author, publisher, year, etc.) in a consistent format. All ideas not the student's own are attributed to proper source.	3 points Required information included, but inconsistently formatted.	2 points A mix of appropriate and inappropriate references used, and/or references are regularly not used correctly.	0-1 points Little to no appropriate use of citations, or references were not provided.
Quality of Writing (5 pts)	5-6 points Writing is grammatically correct throughout, concise, and easy to read.	4-5 points Writing is readable, but there are several grammatical errors.	3-4 points Writing is readable, but there many grammatical errors – enough that make reading a bit of a struggle.	0-3 points Writing is barely readable because of grammatical mistakes.