**SUS 325**

**Agricultural and Environmental Predicaments**

**Instructor: Deanna Lloyd**

**Course Credits**: 3

**Faculty:** Deanna Lloyd, Instructor, Dept. of Crop and Soil Science, 3017 Ag & Life Sci. Bldg. Email: Deanna.Lloyd@oregonstate.edu

**Office hours:** T/Th 11:30 – 1pm and by appointment.

**Course Location:** ALS 3005, Corvallis campus

**Course Meeting Days/Times:** T/Th 10:00-11:20

**Prerequisites:** None

**Brief Course Description:** Analyze controversial agricultural and environmental issues, synthesize information from diverse sources, and apply scientific knowledge to recommend specific courses of action to solve real world problems. Develop oral and written communication skills through individual and group work. Writing-intensive class (WIC).

**Baccalaureate Core requirement:** This course fulfills the Baccalaureate Core requirement for the Writing-Intensive (WIC) category. It does so by requiring students to participate in with both informal and formal writing activities that explore agricultural and environmental issues and address the following learning outcomes:

* Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
* Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline
* Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

More details about how the course assesses WIC outcomes are included in table on pages 4 – 5.

**Student Learning Outcomes:**

* Gather, organize, and synthesize information from more than one viewpoint on a controversial agricultural and/or environmental problem.
* Analyze the ripple effects of production and/or purchasing decisions on other people, the environment, and food policy
* Interpret and apply knowledge learned in previous classes to solve real-world agricultural and/or environmental problems.
* Evaluate evidence for and against a specific course of action.
* Demonstrate critical thinking skills through clear, concise written documents and persuasive oral presentations.

**Expectations of Students:**

Every day, each of us makes decisions that influence the world around us. With each food purchase we make, we affect environmental issues, agricultural policy and social justice issues. When we begin to realize how interconnected the world is, we can begin to realize our impact on it and the power we have to affect it.

This course is titled “Agricultural and Environmental Predicaments.” According to the Merriam-Webster dictionary, a predicament is, “a difficult, perplexing or trying situation.” In this class we will be examining difficult, perplexing and at times, trying, topics while asking questions that don’t necessarily have clear right or wrong answers. You will be asked to think critically, consider different points of view and synthesize information from diverse sources. Although there are no clear right or wrong answers, your responses should be rational and well-informed based on science and sustainability.

The course is based on modules that illustrate controversial agricultural and environmental issues at local, regional, national, and global scales. After a brief introduction to a module topic, class time will generally be spent engaging actively in discussion, participating in hands-on class activities and conducting research as individuals or in small groups. The goal is to stimulate your learning through the process of inquiry.

In this class, writing will be the primary vehicle you will use to communicate what you have learned. You will gain practice in several different forms of writing. For example, you will be asked to write documents such as recommendations for a specific course of action, letters to the editor, technical reports, Extension publications, social media posts, and grant proposals. Constructive, respectful feedback from peers and the instructor will help you become a better writer. Different informal writing activities will provide you with a lot of writing practice. You will also have several opportunities to make oral presentations.

Participation in class discussions is also essential to your success in this course. **I expect to hear from each person during each class period.** It is important that you do all the assigned reading assignments before you come to class. You will also need to do **substantial independent research** beyond the assigned reading in order to complete the written and oral assignments.

**Learning resources:**

* There is no textbook for the course. All readings and other learning resources will be made available online through Canvas or through the class Zotero library.
* Students will be encouraged to make extensive use of the Internet to explore topics in greater depth, as individuals and as members of small groups.
* Students will receive training in the use of Zotero, a research tool to help collect, organize, tag and reference information sources.
* Students are also encouraged to make use of the OSU Writing Center <http://writingcenter.oregonstate.edu/> for free help with any aspect of writing

Course Content: Schedule of topics and assignments – Winter 2020

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| --- | --- | --- | --- |
| **Dates** | **Topic** | **In Class Writing Activities** | **Assignments due on this day either in class or by 10am for online assignments** |
| TJan 7 | Introduction to course and sustainabilityPlace-based Readings and Writings | Entry questions info sheet |  |
| ThJan 9 | Place-based writing and predicaments | Entry questionFilm questions | Place-based introduction essay due + Five "key words/concepts" that define your sense of home  |
| TJan 14 | Intro to Zotero referencing database withHannah Rempel – meet in Crops Bldg. 150 (computer classroom) | Entry question | Link to article or writing relating to your "home" and an agricultural predicament |
| ThJan 16 | Place-based writing and predicaments | Entry questionTopic brainstorm activity | Discussion board post about at least two peers' "home predicament" articlesFilm question hand-out (due in class)**Term paper topic submitted for approval.** |
| TJan 21 | Chocolate | Entry questionWrite and pass |  |
| ThJan 23 | Chocolate | Entry question | **Term paper working title, predicament, keywords, 10 references due.**Chocolate writing assignment (social media post) due |
| TJan 28 | Chocolate | Entry question Peer review of journal article reviews | Chocolate writing assignment (journal article review) FIRST VERSION due |
| ThJan 30 | Chocolate | Entry question Presentation prompts | Chocolate writing assignment (journal article review) dueChocolate oral presentations |
| TFeb 4 | Seed Sovereignty | Entry question |  |
| ThFeb 6 | Seed Sovereignty | Entry question | **Term paper annotated outline due.**Seed sovereignty writing assignment (letter to the editor) due |
| TFeb 11 | Seed Sovereignty  | Entry question |  |
| ThFeb 13 | Seed Sovereignty  | Entry question | Seed Sovereignty writing assignment (Extension Publication) FIRST VERSION due |
| TFeb 18 | Seed Sovereignty  | Entry question | Seed Sovereignty writing assignment (Extension Publication) due |
| ThFeb 20 | Labor  | Process Memo about term paperEntry question | **Term papers (first version) due.** |
| TFeb 25 | Labor (FIELD TRIP AT OSU MULTICULTURAL ARCHIVE) | Exploration of Braceros in Oregon photo analysis activity with OSU Multicultural Archive | Agricultural labor reading assignment |
| ThFeb 27 | Labor  | Entry questionPpt Prompt Writing | **Peer reviews of term papers due.** |
| TMar 3 | Labor  | Entry question | Labor writing assignment (haiku) due |
| ThMar 5 | Labor | Entry question | Labor writing assignment (policy brief) due |
| TMar 10 | Term Paper Poster Presentation Roundtable | -- | Poster Presentations Due |
| ThMar 12 | Wrap Up | Entry question | **Final/revised term papers dueTerm paper process memo due****\*\*\*Last day late assignments will be accepted\*\*\*** |
| Mar. 16-20 | Finals week – NO CLASS | -- | Final Reflection due on Thursday, March 19th at 10am |

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| **WIC CATEGORY LEARNING OUTCOMES** | **HOW OUTCOME IS INTEGRATED INTO COURSE** | **HOW OUTCOME IS DEMONSTRATED & ASSESSED** |
| Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.   | Informal writing activities will provide students with opportunities to engage in critical thinking related to agricultural and environmental predicaments such as seed patenting, no-till practices, labor issues, etc. Informal writing activities will include write and pass, discussion boards and entry and exit questions.Various writing assignments and the final term paper will allow students the opportunity to develop content knowledge and express that information in ways specific to the agricultural and sustainability fields. Students will utilize critical- and systems-thinking to formulate their perspectives and writing on these topics.  | - Informal writing activities will be ungraded or minimally graded to provide students with practice writing and provide instructor with insight into students’ understanding of the topic and writing abilities. - Formal writing activities assessed will include module topic writing assignments (policy brief, Extension publication, etc.) and the final term paper. These will be graded assignments that must demonstrate critical thinking and integration of content knowledge for a passing score.  |
| Demonstrate knowledge/ understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline. | Various writing assignments will expose students to different forms of writing in the discipline such as Extension publications, policy briefs, technical reports, etc. and provide students with different audiences including growers, producers, importers, policy makers and the general public.  | - Individually written assignments will be utilized to assess this outcome. Students must demonstrate their ability to write to a particular audience (growers, policy makers, etc.) using a specific writing genre (Extension publication, policy brief, etc.) to receive a passing score.  |
| Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft. | Term Paper focused on an agricultural and/or environmental predicament will be composed in parts throughout the term using multiple aspects of writing including brainstorming, performing a literature review, outlining, annotating and revising based on draft feedback.  | - Term Paper assessment will occur in stages with points assigned for each aspect of construction and revision. Assessment will emphasize the development of a workable research topic, literature review and proper citation, annotated bibliography construction and comprehensive revising.  |

**Evaluation of Student Performance:***Distribution of points and words*

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| --- | --- | --- | --- |
| **Assignment**  | **Number of words** | **Total word count** | **# Points** |
| Reading Comprehension Assignments | n/a | n/a | 50 (10 pts x 5 assignments ) |
| Place-Based Introductory Essay | 250 | 250 | 10 |
| Module Topic Writing Assignments (long) | 400 per assignment | 3 x 400 = 1,200 | 90 (30 pts x 3 module topics) |
| Module Topic Writing Assignments (short) | 200 per assignment | 3 x 200 = 600 | 45(15 pts x 3 module topics) |
| Chocolate Oral Presentation | 50 | 50 | 10  |
| In-Class Discussion & Participation  | n/a | n/a | 70 |
| Term paper (this will be due in stages, with points assigned for aspects of construction and revision) | Minimum 2,000 | 4,000 – 6,000 | 125 |
| Term Paper Poster + Presentation Roundtable | Minimum 500 | Minimum 500 | 35 |
| Final Reflection | 400 | 400 | 25 |
| Informal Writing (discussion board posts, write and pass, entry and exit questions) | 25 – 200 per assignment | 1,075 minimum | Ungraded |
|  |  | **MINIMUM TOTAL = 8,075** | **TOTAL = 460** |

**Percentage of course grade based on written assignments:** 64%

**Grading:**

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| --- | --- | --- | --- |
| A 426 – 460 (≥93%) | B+ 399 – 412 (87 – 89%) | C+ 354 – 366 (77 – 79%) | D+ 308 - 320 (67 – 69%) |
| A- 413 – 425 (90-92%)  | B 381 – 398 (83 – 86%)  | C 335 – 353 (73 – 76%) | D 289 – 307 (63 – 66%) |
|  | B - 367 – 380 (80 – 82%)  | C - 321 – 334 (70 – 72%) | D- 275 – 288 (60 – 62%)  |
|  |  |  | F ≤ 276 ( <60%)  |

**Detailed information about the assignments:**

Unless otherwise noted, all assignments must be completed by the beginning of class on the day indicated on the schedule. All out-of-class written assignments are to be submitted electronically through Canvas. The required format is Word 2011 (.docx). Documents should be double-spaced, with page numbers, and written in font size 12. Put your name at the top along with title of the assignment. The file name should include your last name and the title of the assignment (Example: Jones-Chocolate Journal Article Review.docx). Use spelling and grammar checking tools and proofread carefully to make sure that your papers are error-free.

**Citations:** Each of your long writing assignments and your term paper require that you integrate information from outside sources and that you properly cite your references. All references must be properly cited according to the format used by the American Society of Agronomy, Crop Science Society of America and the Soil Science Society of America (ASA-CSSA-SSSA). Detailed guidelines are provided in the Publications Handbook and Style Manual <https://dl.sciencesocieties.org/publications/style> Ch. 1, Manuscript Preparation (see References pages 1-11 through 1-19). Abbreviations for references are provided on Canvas.

**Late assignments** that are handed in within one week of the due date will lose 2 points per day. Assignments that are more than one week late will not be accepted. The last day to turn in late assignments is Thursday, March 12th, 2020.

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**Plagiarism** is defined by OSU as “representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.” **Plagiarism is a serious offense. All acts of plagiarism will result in disciplinary action according to regulations for student conduct. The instructor may submit student work to Turnitin to check for plagiarism.**

<http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf>

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*Informal writing:* Each day we will begin class with a writing prompt that relates to the course material. In addition to these daily “entry questions” there will be other forms of informal writing including “write and pass” activities, concept mapping and discussion posts. Informal writing provides me with a better idea of how students perceive the course content, and gives you practice putting thoughts into words. This work will not be graded, but will be considered part of your class participation.

*Place-Based Introductory Essay:* Better understanding how the place you live, or where you are from, has shaped you, can provide you with insight into your learning, perspectives, values, etc. Our first formal writing assignment will allow you to think about how you’ve been influenced by your sense of place. While creative non-fiction is not commonly considered a genre of writing in the sciences, this genre has been important in the agricultural and environmental movement with writers such as Rachel Carson, Aldo Leopold, Wendell Berry and Michael Pollan influencing public perceptions.

*Module Topic Writing Assignments:* Each student will be required to turn in 6 module topic writing assignments. Each assignment will demonstrate a different form of writing, for example an essay, a technical report, a letter to the editor, an abstract, or an Extension publication. The form of writing will be specified for each assignment. Each writing assignment must integrate information from outside sources and you must properly cite your references (see the citation section for more details). Further detailed instructions for each format, and a grading rubric, will be provided to you. These papers should be approximately 400 words, or roughly 1.5-2 pages double-spaced (not including reference citations). Each student will also be evaluated for his or her participation in the oral discussions for each module topic.

*Term paper:* At the end of the second week of class,each student will have selected a topic for a term paper. The term paper will be on an agricultural and/or environmental predicament as it pertains to the topic of sustainability. The topic can be of local, regional, national, or global importance but should be fairly specific so that you will obtain most of your information from primary sources such as peer-reviewed journal articles. Because the process of drafting and polishing your paper is an important part of your learning experience, you may not use a paper written previously for another course. Your work will be screened for originality using the online tool Turnitin.

You will prepare, in stages, a 2000- to 2500-word (roughly 8-10 pages) polished paper that describes the agricultural and/or environmental predicament, how it relates to sustainability and presents some possible solutions based on scientific evidence or principles. It is not simply a report or literature review; you will need to reference outside sources, interpret what you read and apply your problem-solving skills. The paper should include a clear statement regarding which of the possible solutions you find most appealing, and why. Where appropriate, the paper should contain tables and graphs to illustrate your data. All sources must be appropriately referenced according to course specifications.

You will receive both instructor and peer feedback on the first version of the paper that you turn in, and you will have an opportunity to revise it. My expectations for the revised papers are higher than for the first version. If revisions have been suggested, do not expect to get the same grade for the second version without incorporating revisions.

You will also prepare a 5-minute oral presentation to accompany your term paper poster. This will be presented in a “roundtable” format where you will present multiple times to different audiences and have a chance to refine your presentation as you proceed.

Schedule for completion of your term paper

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| --- | --- | --- |
| Week 2 - Th | Select your topic and get approval from instructor to proceed. | 5 pts |
| Week 3 - Th | Select a working title. State the predicament. Show keywords you used for conducting your research, along with at least ten good references. | 10 pts |
| Week 5 - Th | Provide an annotated outline of your paper. Show how the information will be organized and where reference citations will be inserted in the text. References must be properly cited. | 20 pts |
| Week 7 - Tu | Term paper (first version).  | 25 pts |
| Week 8 - Tu | Peer reviews of term papers due. | 15 pts |
| Week 9 - Tu | Poster Roundtable – 5 minute presentations in “speed dating” format. | 35 pts |
| Week 10 - Th | Final revised version due. | 30 pts |
|  | Process Memos (2) | 20 pts |
|  | TOTAL | 160 |

**Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Link to Statement of Expectations for Student Conduct** <http://studentlife.oregonstate.edu/code>

**Diversity Statement:** Oregon State University strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Religious Holiday Statement:**

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**Policy on adding/dropping, withdrawal, late withdrawal:** Deadlines are provided in the Winter 2019 Academic Calendar.

<https://registrar.oregonstate.edu/osu-academic-calendar>

**Policy on incomplete grades:** When a requirement of a course has not been completed for reasons acceptable to the instructor, and the rest of the academic work is passing, a report of I (Incomplete) may be made and additional time granted. The granting of an Incomplete grade is made only under extenuating circumstances. <http://oregonstate.edu/registrar/incomplete-grades>