

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY JANUARY 2020

Submitted by:

Carmen Agouridis, Ph.D., P.E., M.P.P.

Associate Dean for Instruction of the College of Agriculture, Food and Environment

carmen.agouridis@uky.edu

Office: 859-257-3469

Submitted to:

Dr. Nancy Cox, Dean of the College of Agriculture, Food and Environment

GEN 100 Periodic Review Committee:

Dr. Roger Brown, Review Committee Chair and UK Department of Agricultural Economics

Ms. Jamie Dunn, UK Center for Student Success

Dr. Amanda Gumbert, UK Cooperative Extension Service

Ms. Caitlyn McFadden, Career and Technical Education

Mr. Kameron Nelson, Agricultural Economics

Mr. Seth Riker, UK Center for Student Success

Dr. Mike Rudolph, UK Office of Strategic Planning and Institutional Effectiveness

Dr. Tammy Stephenson, UK Department of Dietetics and Human Nutrition

Dr. John Stier, University of Tennessee, Knoxville

Submitted:

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ABBREVIATIONS

A&S	College of Arts and Sciences
ADI	Associate Dean for Instruction
AEC	Agricultural Economics
ASC	Animal and Food Sciences
AY	Academic Year (Summer, Fall, Spring)
BAE	Biosystems and Agricultural Engineering
CAFE	College of Agriculture, Food and Environment
CLD	Community and Leadership Development
CTE	Career and Technical Education
CSS	Center for Student Success (ADI's office)
DHN	Dietetics and Human Nutrition
DOE	Distribution of Effort
ENT	Entomology
EXT	Extension
FAM	Family Sciences
FOOD	The Food Connection
FOR	Forestry
FRPA	Faculty Resources, Planning and Assessment
HORT	Horticulture
INTL	International Center
LA	Landscape Architecture
OD	Office of Diversity
PLS	Plant and Soil Sciences
PPA	Plant Pathology
RTM	Retail Tourism and Management
SLO	Student Learning Outcome
TCE	Teacher Course Evaluation
UK	University of Kentucky

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I would like to thank the GEN 100 Issues in Agriculture, Food and Environment Review Committee for their efforts in helping CAFE continually improve undergraduate education. I look forward to the external perspectives gained through this review process that will undoubtedly help strengthen GEN 100.

Lastly, I would like to thank the faculty and staff who serve as GEN 100 instructors. GEN 100 would not be possible without their efforts.



Carmen T. Agouridis, Ph.D., P.E., M.P.P.

Associate Dean for Instruction of the College of Agriculture, Food and Environment

TABLE OF CONTENTS

Abbreviations.....	i
Acknowledgements.....	ii
Table of Contents.....	iii
Executive Summary.....	1
Gen 100 Overview.....	2
Program Mission, Vision, and Goals	3
Program History	4
Program Structure and Administration	5
Program Financial Support.....	7
Progress Since Previous Program Review	7
Documentation and Implementation of Policies and Procedures.....	8
Evidence of Adherence to Academic Policies and Procedures	8
Grade Distribution	8
Academic Program Description	10
Student Enrollment.....	10
Program Demand.....	11
Non-UK Collaborations	11
Program Faculty.....	11
Faculty Recruitment and Development.....	13
Faculty Attrition	13
Student Recruitment.....	14
Program Delivery and Administration	14
Common Text.....	14
Assignments	14
Workload.....	16
LLP vs non-LLP Sections.....	16
Peer Mentors	16
Program Quality and Student Success.....	17

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

Student Learning Outcomes (SLO) Assessment.....	17
Teaching Effectiveness.....	17
Program Resources.....	18
Instructional Support.....	18
Funding and Staff Resources.....	18
Budget Summary.....	18
Input from Affected Constituents.....	19
Evidence of Program Quality and Productivity.....	20
Class Size.....	20
Credentialing.....	20
Additional Comments.....	21
Challenges.....	21
Classroom Management.....	21
Peer Mentors.....	21
Lack of Standardization.....	21
Instructor Quality.....	21
College-wide Participation.....	22
SLOs.....	22
Faculty Funding in CLD.....	22
Ongoing and Planned Efforts.....	22
Living Learning Program (LLP).....	22
Honors Section.....	23
Summer Section.....	23
Student Comments.....	23
Appendices.....	25
Appendix A: 2010 GEN 100/200 Report (draft version).....	26
Appendix B: Common GEN 100 Syllabus.....	45
Appendix C: GEN 100 Instructor’s Guide.....	52
Appendix D: UK 101 Sample Syllabus.....	76
Appendix E: Sample GEN 100 Syllabi: Ali Rossi (2019, 2013), Amanda Gumbert (2019), Ashley Holt (2019), and Kim Ragland (2004).....	87

Appendix F: GEN 300 Syllabus 126

EXECUTIVE SUMMARY

GEN 100 Issues in Agriculture, Food and Environment (GEN 100) is freshman-level course open only to students enrolled in majors in the College of Agriculture, Food and Environment (CAFE). GEN 100 is required for many of (CAFE) degree programs but not all. The goals of GEN 100 are to: 1) expose a diverse student body to core key concepts studies in the College of Agriculture, Food and Environment, 2) improve student information literacy and written and verbal communication skills, and 3) address student success and retention.

Over the years, many faculty, staff, and students have dedicated untold hours towards the design, implementation, and/or administration of GEN 100. The course, which is dependent on CAFE faculty and staff volunteering to teach GEN 100 sections, has successfully educated many CAFE students. For academic year (AY) 2019-2020, over 610 students are enrolled in GEN 100. To accommodate this enrollment, 28 sections of GEN 100 have or will be taught (23 for the fall semester and 5 for the spring semester).

GEN 100 is a foundational course for students in CAFE, and as such, considerable resources are dedicated to its continued development, implementation, and administration. However, the GEN 100 curriculum and program has not undergone a formal review process since 2010. Because this course has such importance to the college, continued assessment and improvement is a must. The goal of this review process is to gain external perspectives regarding GEN 100 and to solicit feedback on how to strengthen the design, implementation, and administration of the course.

This self-study report contains information on many aspects of GEN 100 including an assessment of current challenges as well as ongoing and planned efforts related to the course. These comments are based on data provided in this self-study (or lack thereof), my experiences as a guest lecturer and substitute instructor for GEN 100, and comments from meetings with other CAFE and UK personnel. These comments are not all encompassing, and as such, the self-study will benefit from additional perspectives obtained through the listening sessions.

GEN 100 OVERVIEW

GEN 100 Issues in Agriculture, Food and Environment is a common college requirement for many of the college’s degree programs but not all (Table 1). GEN 100 is recommended but not required for many of the School of Human Environmental Sciences associated degree programs associated (e.g., Dietetics, Family Sciences, Human Nutrition, Hospitality Management and Tourism, and Merchandising Apparel and Textiles). Landscape Architecture does not require GEN 100 while Community and Leadership Development offers an alternative to GEN 100.

Table 1. CAFE academic programs and GEN 100 requirements.¹

Academic Program	GEN 100 Required
Agricultural and Medical Biotechnology	Yes
Agricultural Economics	Yes
Agricultural Ecosystem Sciences*	Yes
Animal Sciences	Yes
Career and Technical Education	Yes
Community and Leadership Development	Yes**
Consumer Economics and Financial Counseling	Yes
Dietetics	No***
Entomology*	Yes
Equine Science and Management	Yes
Family Sciences	No***
Food Science	Yes
Forestry	Yes
Horticulture	Yes
Human Nutrition	No***
Hospitality Management and Tourism	No***
Landscape Architecture	No
Merchandising, Apparel and Textiles	No***
Natural Resources and Environmental Science	Yes
Sustainable Agriculture and Community Food Systems	Yes

*Agricultural Individualize Curriculum option

**GEN 100 or CLD 360 Environmental Sociology

***Listed as recommended in UK Bulletin

GEN 100 is open only to CAFE students. Typically, true freshmen enroll in GEN 100 during their first fall semester while transfer students and upperclassmen enroll during the spring semester. Enrollment in GEN 100 was steady from AY 08-09 until AY 16-17 when it began to increase (Figure 1). For the 2019-2020 academic year (AY), 28 sections (23 for the fall and 5 for the spring) were offered.

¹ <http://academics.ca.uky.edu/majorsheets>

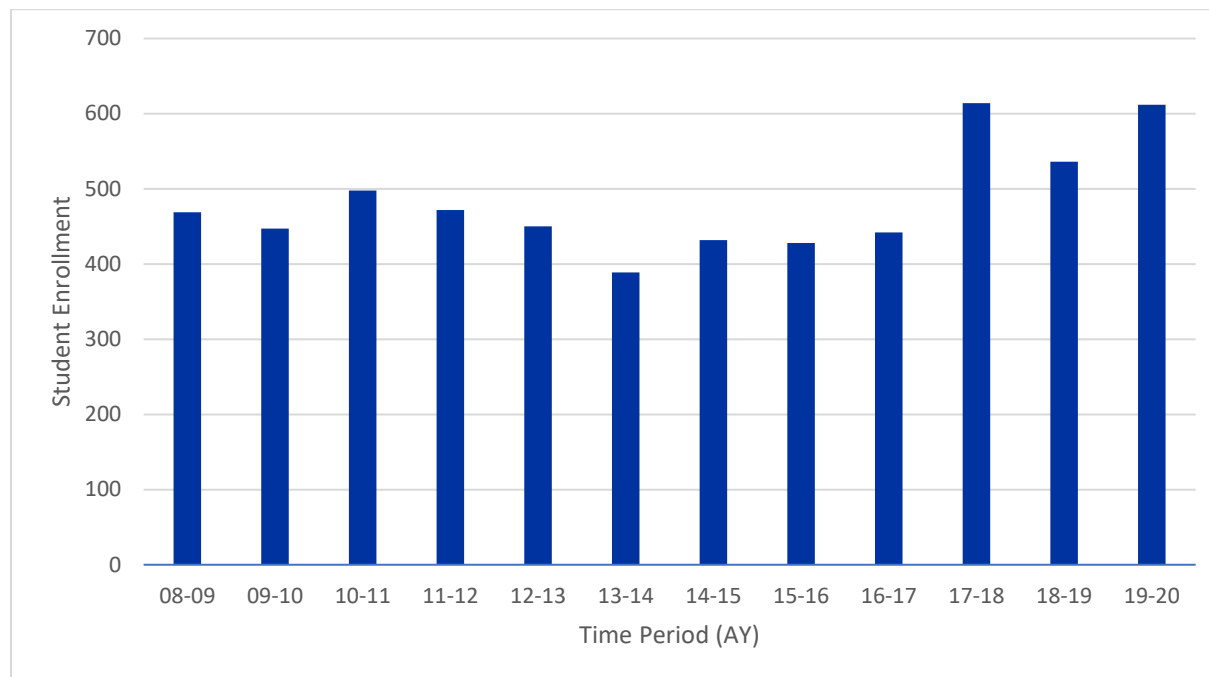


Figure 1. Annual enrollment in GEN 100. Data for AY 12-13 and prior reflect totals for the GEN 100/200 sequence.

GEN 100 serves as a UK Core course for Learning Outcome IV: Citizenship, specifically Community, Culture, and Citizenship in the USA.² Courses in this UK Core category must “*promote a student’s understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; engage students in grappling with conflicts, compromises, and/or ethical dilemmas stemming from the complex and diverse cultural context of US communities; and foster effective and responsible participation in a diverse community or society in the United States.*”² UK Core courses related to citizenship must address at least two of the following topics: societal and institutional change over time, civic engagement, cross-national/comparative issues, and/or power and resistance. All UK students must complete this UK Core requirement.

Program Mission, Vision, and Goals

GEN 100 does not have a defined mission or vision; however, the course focuses on three areas: 1) student success and retention, 2) fundamental research and communication skills, and 3) exposure to critical thinking about core issues in agriculture, food, and environment.³ The stated goals of the course are as follows:⁴

² <https://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/ukcorefall19.pdf>

³ <https://students.ca.uky.edu/GEN100overview>

⁴ <https://students.ca.uky.edu/facultyresourcesGEN100>

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

1. Expose a diverse student body to core key concepts studies in the College of Agriculture, Food and Environment.
2. Improve student information literacy and written and verbal communication skills.
3. Address student success and retention.

These foci areas and stated goals support UK's⁵ and CAFE's⁶ missions, visions, and strategic plans particularly with regards to undergraduate student success.

Program History

Prior to AY 12-13, GEN 100 existed as a two-sequence offering (GEN 100/200) designed to help students develop communication skills while studying current issues in agriculture. Students enrolled in GEN 100 as freshman and GEN 200 as sophomores. GEN 100 exposed students to the following topics: population, land use, capitalization, technology, food safety, and energy and the environment. GEN 200 followed with similar but more open content. Completion of both GEN 100 and 200 satisfied UK's then oral communications requirement. Other goals of the two-course sequence included: 1) introducing students to agricultural issues outside the student's major, 2) introducing agriculture to students lacking an agricultural background, 3) familiarizing students with CAFE, and 4) aiding undeclared/undecided students' identification of interest areas.

In 2010, a college-level review resulted in a redesign from this two-sequence offering (GEN 100/200) to a singular one (GEN 100). A draft copy of the report is provided in Appendix A. Recommendations of the committee were as follows:

1. GEN 100 should remain a College of Agriculture requirement for freshman, except in a few accredited programs.
2. GEN 100 should be adapted to fulfill the *Community, Culture, and Citizenship in the U.S.* requirement under the new GEN ED guidelines.
3. GEN 200 will no longer be offered.
4. GEN 100 will be required for transfer students only if they have not already met their *Community, Culture, and Citizenship in the USA* requirement.
5. One or more sections of GEN 100 should be designated for transfer students as needed.

⁵ <https://www.uky.edu/sotu/2015-2020-strategic-plan>

⁶ <https://strategicplan.ca.uky.edu/>

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

6. GEN 100 course content will shift from an emphasis on communication skills first and contemporary issues in agriculture second to an emphasis on agriculture issues first and communication second.

The committee also developed a set of student learning outcomes (SLOs) for the revised version of GEN 100. These SLOs, which focus on food production and consumption systems and natural resource use, are as follows:

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

In AY 16-17, UK dissolved the university's Undeclared major which resulted in enrollment of students in the School of Human and Environmental Sciences. Based on this change, GEN 100 sections were expected to increase substantially to 28 fall sections and 14 spring sections. The expected increase, however, did not occur. One reason may be that degree programs in the School of Human and Environmental Sciences recommend but do not require their students to enroll in GEN 100.

Program Structure and Administration

GEN 100 is overseen by the Associate Dean for Instruction (ADI) in the CAFE with support from the GEN 100 Coordinator, a position which was established in 2010. In 2017, a GEN 100 Co-Coordinator position was created. Dr. Ali Rossi, a 9-month Senior Lecturer in the Department of Community and Leadership Development, has served as the GEN 100 Coordinator since the position's inception. Dr. Lindsay Shade, a 9-month Lecturer in the Department of Community and Leadership Development, has served as the GEN 100 Co-Coordinator since the position's inception. While fiscal oversight of GEN 100 is managed through the ADI's office, the lecturer positions were created the Department of Community and Leadership Development (CLD) to provide an academic home for faculty. The reason CLD was chosen as the academic home is unknown. Both positions have specific DOE requirements to support GEN 100.

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

Responsibilities of the GEN 100 Coordinator, some of which changed with the addition of the GEN 100 Co-Coordinator position and the hiring of a new ADI, include:

1. Recruitment and training of part-time instructors
2. Organizing and facilitating meetings and workshops
3. Developing the Expert Speaker Seminar Series (now titled CAFE Perspectives Panel Series)
4. Assessment (TCEs and instructor surveys)
5. Peer Mentor program management
6. Teaching four sections of GEN 100 per AY (two during the fall semester and two during the spring semester)
7. Representing GEN 100 on committees
8. Developing and maintaining common and sharing Canvas shells, common GEN 100 syllabus (Appendix B), and GEN 100 Instructor's Guide (Appendix C)

In addition to teaching four sections of GEN 100 per AY (two sections during the fall semester and two sections during the spring semester), the Co-Coordinator is responsible for the Peer Mentor program and developing and administering instructor surveys. Other notable changes are 1) TCE are fully online and are no longer offered in paper format meaning the GEN 100 Coordinator no longer administers these surveys, and 2) the ADI is now recruiting GEN 100 instructors.

GEN 100 instructors serve on a part-time basis via an overload and are granted a stipend of \$4,000 per section. Stipends are not awarded to the Coordinator or Co-Coordinator as teaching GEN 100 sections is part of their job responsibilities. GEN 100 instructors are predominately full-time faculty and staff associated with CAFE, although historically, the Coordinator solicited personnel from the College of Arts & Sciences and UK's International Center. Going forward, every effort will be made to only utilize full-time faculty, staff, and alumni CAFE to better help integrate students into CAFE. STEPs employees will no longer be hired as GEN 100 instructors.

Surprisingly, for a program of its size, GEN 100 does not have an advisory or steering committee. Programmatic aspects are largely at the discretion of the ADI, Coordinator, and Co-Coordinator. GEN 100 instructors also have flexibility in the material covered.

Program Financial Support

Financial management of the GEN 100 program is performed in the ADI's office. On a recurring basis, Dean Cox provides financial support to GEN 100, via the ADI's office, in the following ways:

1. Part-time instructor stipends of \$4,000 per section (not allowable for the Coordinator or Co-Coordinator)
2. Enrichment activities of \$500 per section
3. Professional development of \$5,000 (total) for the Coordinator and Co-Coordinator

Prior financial support was provided to the Department of Community and Leadership Development by Dean Cox for a salary adjustment for the Coordinator (Dr. Rossi) and the salary for the Co-Coordinator (Dr. Shade).

Progress Since Previous Program Review

Recommendations developed in 2010 were implemented. No other program reviews have occurred since 2010. Annual reports detailing assessments, evaluations, and progress on recommendations associated with the GEN 100 program have not been developed.

DOCUMENTATION AND IMPLEMENTATION OF POLICIES AND PROCEDURES

Evidence of Adherence to Academic Policies and Procedures

The College of Agriculture, Food and Environment, including the GEN 100 program, adheres to all University Senate rules.⁷ GEN 100 is only open to students in the CAFE. Information on GEN 100 is available on the GEN 100 website (<https://students.ca.uky.edu/GEN100>) which is hosted by the Center for Student Success.

Grade Distribution

GEN 100 grade distributions were evaluated for a 10-year period (Fall 2009-Spring 2019) (Figure 2). During this period, over 90% of students received a grade of A, B, or C; over 6% of students either failed or withdrew from the course.

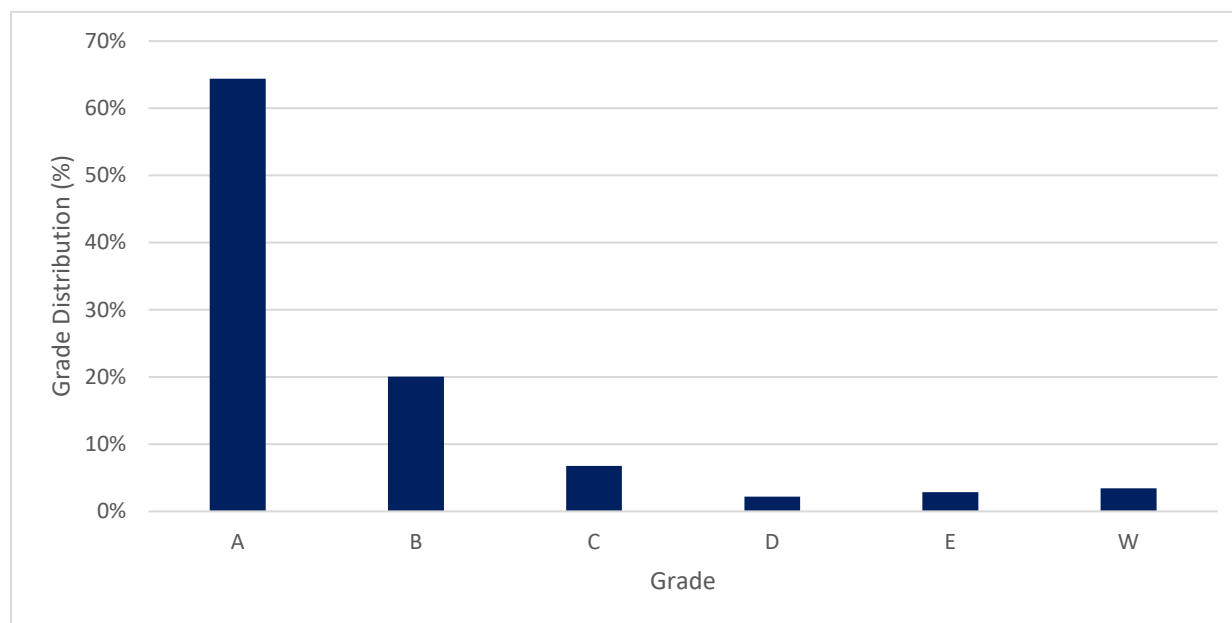


Figure 2: GEN 100 grade distribution over a 10-year period. W indicates withdrawal.

A wide range of grade distributions were found over this 10-year period, particularly with the number of A grades awarded (Figure 3). Instructor 1 issued the highest percentage of A grades at 90% while Instructor 21 issued the fewest at 45%. In two instances, instructors only issued As, Bs or Cs (e.g., Instructor 10 only issued As and Bs and Instructor 3 only issued As, Bs, and Cs). Seven instructors (5, 9, 16, 17, 19, and 20) had Ds, Es, and Ws (withdrawals) totaling 10% or greater.

⁷ <https://www.uky.edu/universitysenate/rules-regulations>

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

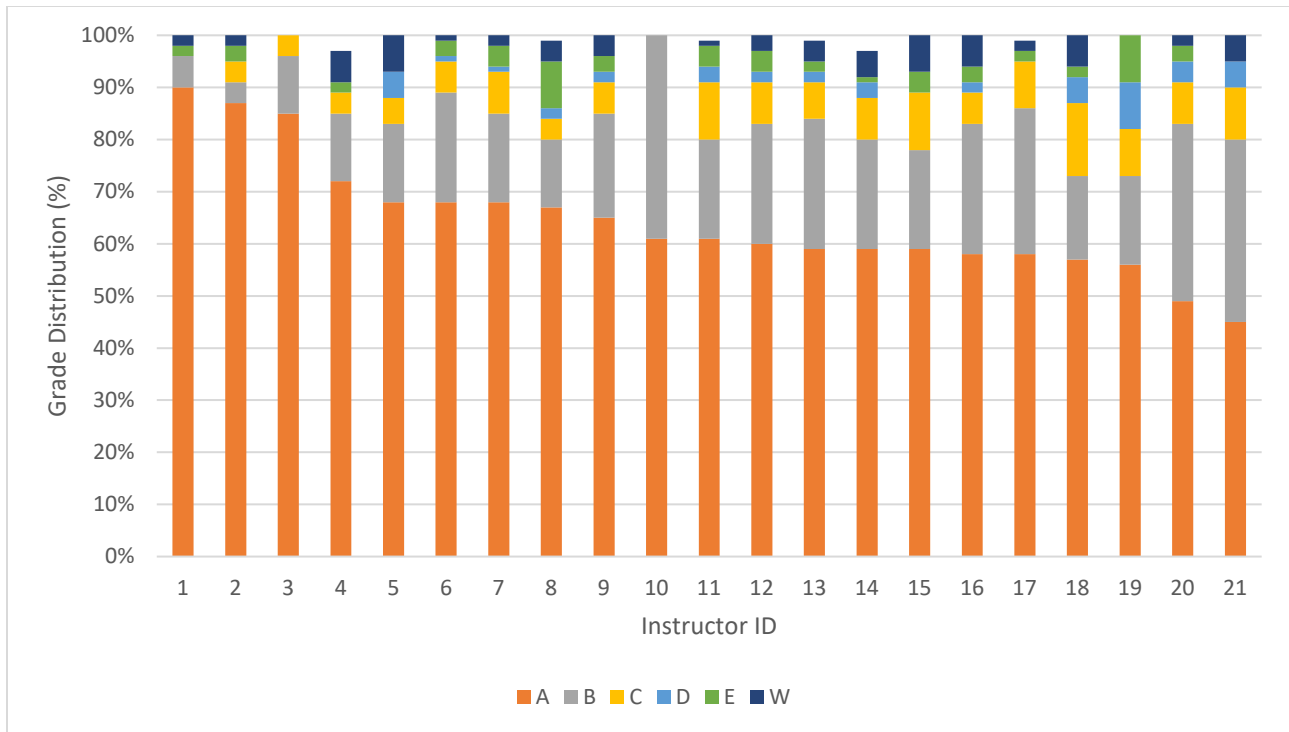


Figure 3. Grade distributions (2009-2019) varied across GEN 100 instructor, particularly with the percentages of A grades awarded. Totals may not equal 100% due to rounding.

ACADEMIC PROGRAM DESCRIPTION

Student Enrollment

Student enrollment in GEN 100 has remained steady from AY 08-09 to AY 16-17 after which enrollment shifted to an increasing trend (Figure 1). While overall undergraduate enrollment in CAFE has decreased since AY 16-17 (Figure 4), enrollment in degree programs requiring GEN 100 (e.g., ABT, ASC, CTE, EQM, NRES) (Table 1) has increased.

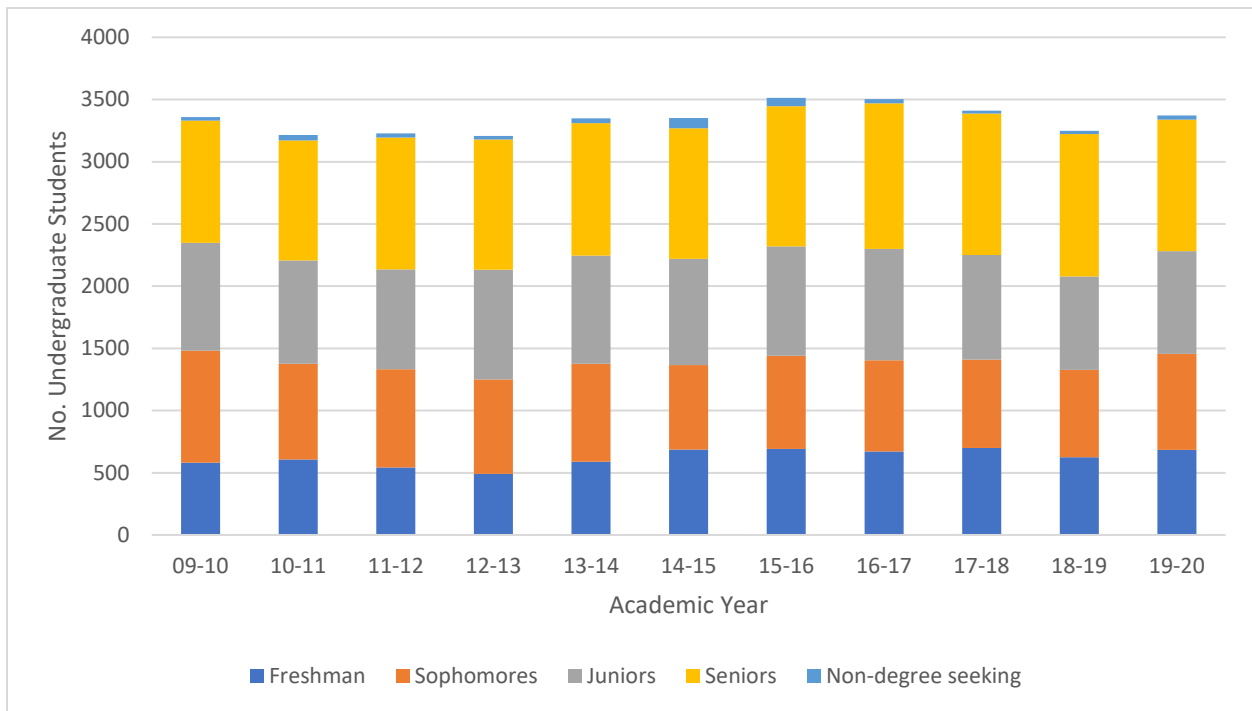


Figure 4. CAFE undergraduate enrollment based on classification.

The number of GEN 100 sections offered has increased over the years as student enrollment has increased (Figure 5). From 2005-2019, a total of 183 fall sections and 89 spring sections of GEN 100 were offered. For 2012 and prior, data for GEN 100/200 are combined.

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

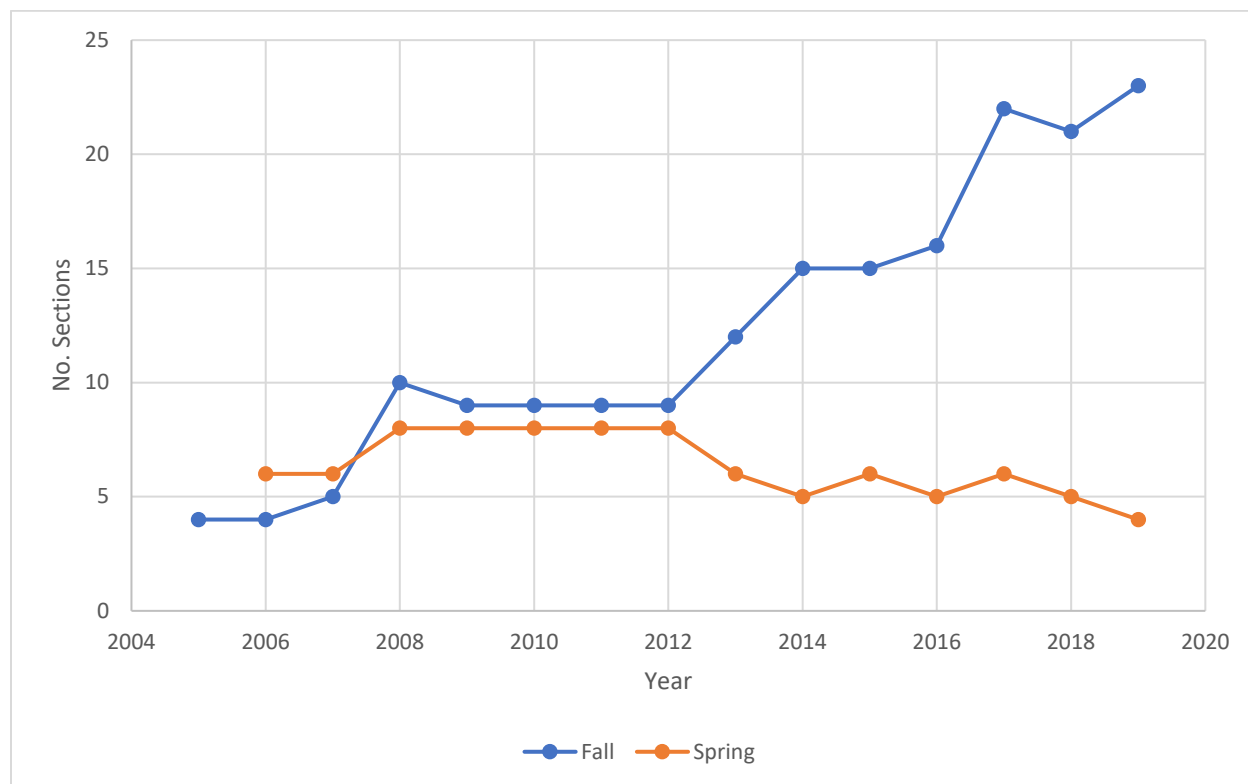


Figure 5. Since 2012, the number of fall GEN 100 sections offered has increased while the number of spring sections has remained steady. Data are presented for GEN 100/200 combined for 2012 and prior.

Program Demand

UK offers an introductory course, UK 101, which is designed to orient incoming freshman to academic life at UK. While the course provides useful information on learning strategies, time management, UK policies, campus resources, and common personal and social issues (e.g., alcohol, diversity, financial wellness) along with a common reading experience, the 1-credit hour course does not provide students with individualized college information, an understanding of issues related to CAFE majors, or introductory research/presentations skills. Appendix D contains a copy of a sample UK 101 syllabus.

Non-UK Collaborations

No formal collaborations exist with other institutions; however, CAFE does accept transfer students from regional institutions as well as institutions with the Kentucky Community and Technical College System.

Program Faculty

Between 2005 and 2019, faculty and staff from 18 CAFE departments/units served as GEN 100 instructors. Staff and/or graduate students from the College of Arts & Sciences and the UK International Center also served as GEN 100 instructors during this period. CAFE departments/units providing the greatest number of GEN 100 instructors were CLD (13.0%), PLS (11.7%), ASC (10.4%), CSS (9.1%), and OD (9.1%) (Figure 6). However, CLD personnel have consistently taught the greatest number of GEN 100 sections (26.8%)

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

followed by ASC (10.4%) and the CSS (9.6%) (Figure 7). The percentage for FOR (9.2%) reflects high participation by two instructors between 2005-2013; FOR personnel have not since instructed GEN 100 sections.

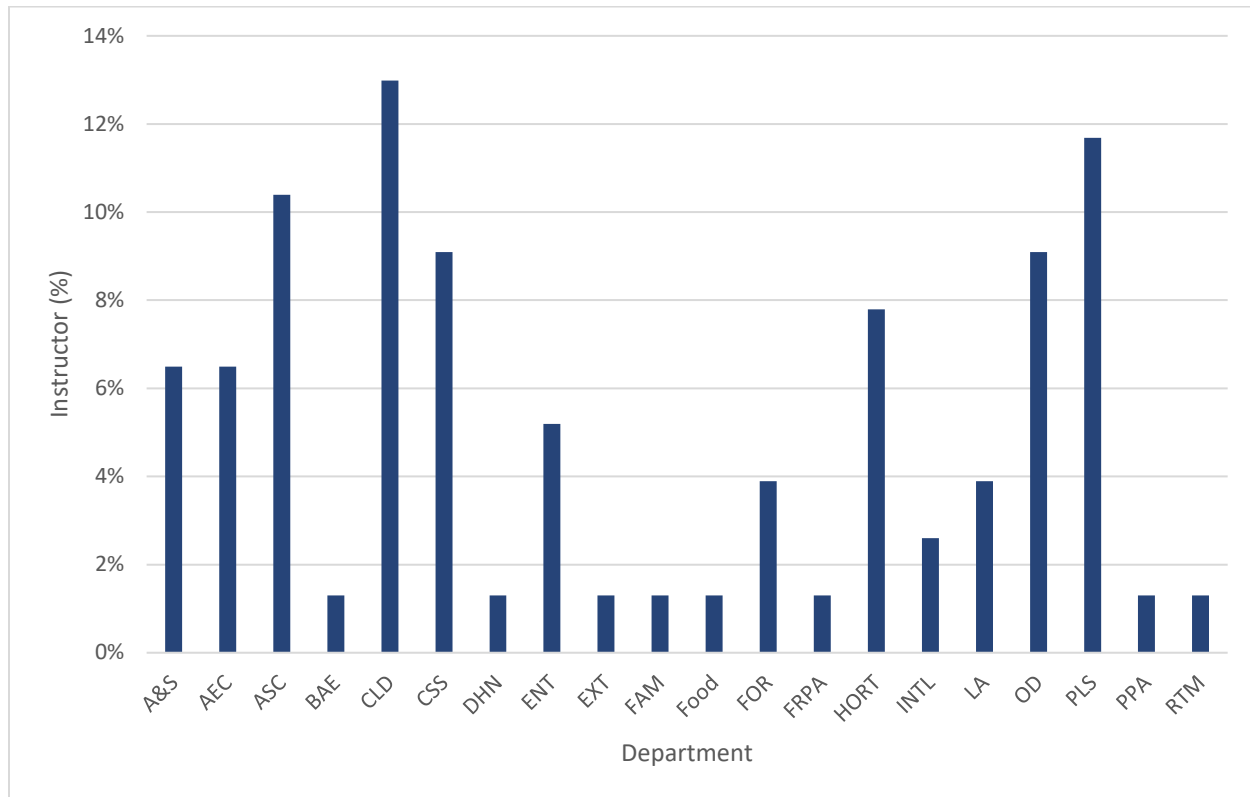


Figure 6. Between 2005 and 2019, the highest percentage of GEN 100 instructors were associated with ASC, CLD, CSS, OD, and PLS.

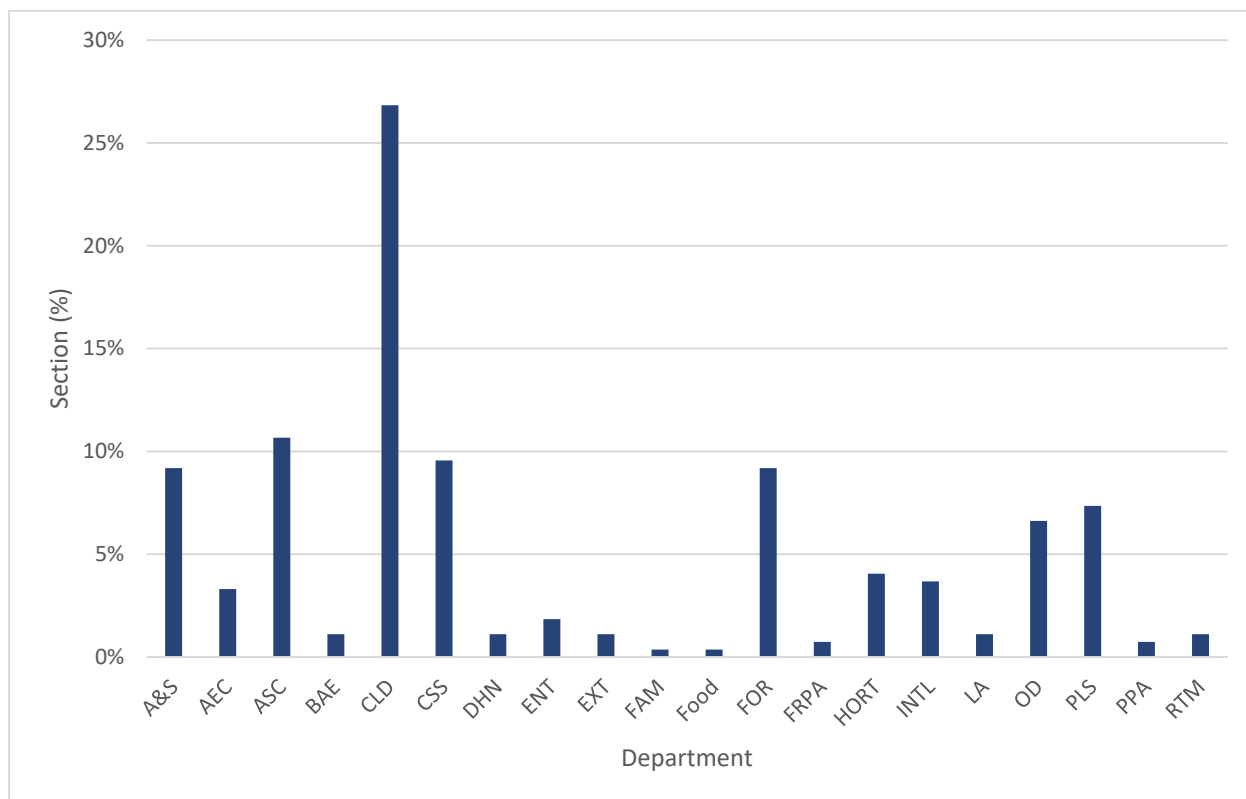


Figure 7. Between 2005 and 2019, GEN 100 sections were most frequently taught by personnel from CLD followed by ASC and CSS. FOR has not provided instructors since 2013.

Faculty Recruitment and Development

Historically, the GEN 100 Coordinator identified instructors; however, this role has shifted to the ADI. Faculty are provided a \$4,000 stipend via an overload for each section of GEN 100 taught. This stipend is not extended to the Coordinator or Co-Coordinator whose job responsibilities require them to each teach at least four sections of GEN 100 annually. The GEN 100 Coordinator and Co-Coordinator are responsible for training GEN 100 faculty.

Faculty Attrition

Faculty attrition is a challenge for GEN 100. Most GEN 100 faculty teach for three or fewer years before other responsibilities prohibit their continued involvement. Increased enrollment in CAFE, particularly fast-growing programs such as ABT, ASC, EQM, NRES, and CTE make identifying GEN 100 instructors more challenging as demand for high quality instructors has increased not only in GEN 100 but in those degree programs as well. Except for the GEN 100 Coordinator and Co-Coordinator, GEN 100 responsibilities are not tied to faculty or staff hires.

Student Recruitment

The main method of student recruitment is by using GEN 100 to satisfy the UK Core *Community, Culture and Citizenship in the USA* requirement. Increased enrollment in GEN 100 would occur if 1) all CAFE degree programs required GEN 100, 2) GEN 100 was opened to non-CAFE majors, and 3) enrollment in CAFE degree programs, particularly those requiring GEN 100, increased.

Program Delivery and Administration

GEN 100 is a traditional, face-to-face curriculum. While a common syllabus is provided (Appendix B), instructors have considerable flexibility in modifying it to fit their interests and preferred teaching styles. Such variability between instructors has prompted the GEN 100 Coordinator to include the following statement on the common syllabi: “*GEN 100 differs by instructor, so don’t assume you can compare with a friend in a different section of the course.*”

Common Text

The GEN 100 Coordinator is responsible for identifying a common text. The current required text is *Food & Society: Principles & Paradoxes*, 2nd edition by A.E. Guptill, D.A. Copelton, and B. Lucal, Polity Press, 2016. The book provides readers with a “*social perspective on food, food practices, and the modern food system.*”⁸ Some GEN 100 instructors choose to use only part of text or to forgo it’s use altogether. A review of prior syllabi indicates the previous required texts were *Full Planet, Empty Plates: The New Geopolitics of Food Scarcity* by L. Brown, 2012⁹ and *Plan B 4.0: Mobilizing to Save Civilization* by L. Brown¹⁰ (Appendix E).

Assignments

The common GEN 100 syllabus outlines eight recommended assignment categories: involvement quizzes, chapter presentations, Agriculture/Food/Environment in the News, CAFE perspectives panel report, citizenship paper, potluck, informative speech, and final reflection (Table 2). GEN 100 instructors have created alternative assignments such as participating in a group community outreach activity, film critiques, and final exams. Refer to Appendix E for sample GEN 100 syllabi.

Depending on the assignments selected or modified from the common GEN 100 syllabus and the length of each class period, student-led presentations can account for about 8-12 class periods or about 25% of scheduled class time. Note that a typical 3-credit hour semester course has 40 contact hours per semester (i.e., 30 Tuesday/Thursday 75-min classes or 45 Monday/Wednesday/Friday 50-min classes).

⁸ <https://www.wiley.com/en-us/Food+and+Society%3A+Principles+and+Paradoxes%2C+2nd+Edition-p-9781509501847>

⁹ <http://www.earth-policy.org/books/fpep>

¹⁰ http://www.earth-policy.org/books/pb4/pb4_table_of_contents

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

Table 2. GEN 100 recommended assignments. Descriptions are from the common GEN 100 syllabus.

Assignment	Description
Involvement quizzes	Reading and class preparation assessment with an essay quiz due most class periods – most will be due to Canvas before class, some may be in-class. Usually they will be over the assigned reading for that day.
Chapter presentations	In groups, students lead 30 minutes of class, presenting a summary and critique with audience engagement for an assigned chapter from the textbook.
Agriculture/Food/Environment in the News	Most days class will begin with Ag in the News discussions - each student will be responsible for finding and presenting a current news story related to agriculture, food, or environment. Choose an in-depth news story (at least a couple pages long) from a legitimate daily newspaper (i.e., not The Onion or yahoo.com). Make sure to do any necessary additional research so that you understand the context of the story as well as any relevant terms/organizations/figures. Compose at least 2 <u>open-ended</u> discussion questions to spark debate. <u>Before you come to class, submit on Canvas a Prep Sheet with your notes, discussion questions, and proper full citation.</u> No late assignments will be accepted.
CAFE perspectives panel report	Attend at least one CAFE Perspectives Panel, write a 3.5 essay summarizing & critiquing the panel, and come to class prepared to present it to the class.
Citizenship paper	4-6-page paper based on US population and development, land use, capitalization and agrarian transition, agricultural technology, food values and safety, or energy and the environment. Identify an issue of interest to you, provide evidence-based background information, evaluate multiple perspectives on the issue again using credible references and clear logic, and propose solutions. Topic statement, Annotated Bibliography, Outline, Rough draft, Peer review, and Final drafts required.
Potluck	In addition to bringing a dish to share which was (1) either sourced or (2) prepared locally, write up a one-page report & post it to Canvas before coming to class. If you bring a locally sourced dish (option 1) - your report needs to include a brief history of the company which produced your item, including from where they source their ingredients, where they are located, any special labels, claims, or certifications they may have (such as Kentucky Proud, organic, all - natural, sustainable, etc.) and what that claim/label means. If you prepare a dish yourself to bring (option 2) - your report should include where your ingredients came from (both where you got them, and where they originated) noting any labels, claims, or certifications they have & what they mean (i.e. free-range eggs in your cupcakes?), a recipe, and any additional information about the dish - history, culture, etc. You can earn up to 15 points for your dish, and 10 points for the write-up. I'll bring plates, napkins, and utensils. Please bring serving utensils if possible.
Informative speech	You may choose your own very specific topic which relates to one of the broad course issues (see above). The goal here is to give a lot of detail on a small subject – depth not breadth, and to be analytical. You only have 6-8 minutes, so you need to be extremely organized, clear, and concise.
Final reflection	Take-home essay reflection, to be distributed on the last day of class.

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

Workload

Based on an analysis of TCE results for 2015-2019, students spent, on average, 2.0 hours on GEN 100 activities outside of the classroom. This rate equates to 40 minutes of out-of-class effort per instructional hour.

LLP vs non-LLP Sections

Students participating in the CAFE's Living Learning Program (LLP) are enrolled in separate sections of GEN 100. These GEN 100 sections are open only to LLP students and serve as a means of fostering community within the LLP. Typically, three LLP sections are taught each fall semester.

Peer Mentors

A peer mentor is assigned to each GEN 100 section to assist GEN 100 instructors. Due to concerns of low levels of usage of peer mentors by some GEN 100 instructors, the GEN 100 Co-Coordinator developed a 3-credit hour GEN 300 course during which peer mentors were assigned to develop an outreach project for their GEN 100 section. The GEN 300 syllabus is provided in Appendix F.

For Fall 2019, GEN 100 instructors were surveyed regarding their peer instructors. Responses were provided for 86% of the peer mentors (19 out of 22). Peer mentors most commonly 1) helped develop rapport with students in class (74%), 2) attended all class field trips (68%), 3) attended all student speech days (63%), and 4) held out-of-class study/support sessions for major assignments (53%). Instructors noted that peer mentors largely contributed by attending all classes (63%), collected attendance (53%), met with instructors to check-in and assist with planning (53%), and helped grade assignments (32%).

PROGRAM QUALITY AND STUDENT SUCCESS

Student Learning Outcomes (SLO) Assessment

A student learning outcomes assessment process has not been developed or implemented for GEN 100.

Teaching Effectiveness

Teaching effectiveness of GEN 100 instructors is evaluated using TCE scores and student provided comments. For this report, TCE scores and student comments between 2005 and 2019 were examined. Fall and spring semester TCE scores were similar with a mean course quality score of 3.9 (5-point scale) and a mean instructor quality score of 4.2 to 4.3 (5-point scale). At 3.9, course quality earned a C grade (78%) while instructor quality earned a B grade (84 to 86%). TCE scores for instructor quality were consistently higher than those for course quality. As seen in Table 3, TCE scores displayed a wide range indicating an instructor effect.

Table 3. TCE results summary for 2005-2019. TCE-Course reflects students’ perceived value of the course while TCE-Instructor reflects students’ perceived quality of instruction. All scores were normalized to a 5-point scale.

	<i>Response Rate (%)</i>	<i>Hours/Week</i>	<i>TCE-Course</i>	<i>TCE-Instructor</i>
----- Fall -----				
Average	60.9	2.0	3.9	4.2
Std. Dev.	18.8	0.4	0.6	0.6
Minimum	28.6	1.1	2.4	2.1
Maximum	100.0	3.1	5.0	5.0
----- Spring -----				
Average	46.5	2.1	3.9	4.3
Std. Dev.	13.9	0.3	0.4	0.4
Minimum	23.8	1.7	2.6	2.8
Maximum	78.3	2.6	4.8	4.9

PROGRAM RESOURCES

Instructional Support

GEN 100 receives instructional support from faculty and staff who volunteer to teach one or more sections of GEN 100, or in the case of the GEN 100 Coordinator and Co-Coordinator, are assigned GEN 100 teaching duties. Peer mentors also provide instruction support but this level of support varies with GEN 100 instructors.

Funding and Staff Resources

GEN 100 receives financial support from the CAFE for instructor stipends, enrichment activities, and GEN 100 Coordinator and Co-Coordinator professional development. Salary support is provided to the Department of Community and Leadership Development for the GEN Coordinator and Co-Coordinator. The CSS provides fiscal oversight (e.g., budget management) and logistical support (e.g., transportation scheduling for field trips).

Budget Summary

Financial management of the GEN 100 program is performed in the ADI's office. On a recurring basis, Dean Cox provides financial support to GEN 100, via the ADI's office, in the following ways:

1. Part-time instructor stipends of \$4,000 per section (not including the Coordinator or Co-Coordinator)
2. Enrichment activities of \$500 per section
3. Professional development of \$5,000 (total) for the Coordinator and Co-Coordinator

Prior financial support was provided by Dean Cox for a salary adjustment for the Coordinator (Dr. Rossi) and the salary for the Co-Coordinator (Dr. Shade).

As GEN 100 enrollment continues to grow and as LLP sections expand (refer to Future Plans), increased funding and/or rebudgeting may be needed in addition to increased program efficiency. The current part-time instructor stipend rate for a GEN 100 section is below the average level of \$4,500 for part-time instructor rates in CAFE departments. Increasing the GEN 100 part-time instructor stipend to \$4,500 to \$5,000 would increase the program's ability to attract and retain high quality instructors. Careful consideration should also be given to ways to increase program efficiency (i.e., return on investment) while improving course quality. Such considerations could include spending restrictions on enrichment activities (e.g., no GEN 100 funds for food for year-end class celebrations, limits on speaker honorariums), reduction or elimination of the peer mentor program, elimination of the GEN Co-Coordinator position, and reorganization of GEN 100 Coordinator responsibilities.

INPUT FROM AFFECTED CONSTITUENTS

Student input on course and instructional quality is collected at the conclusion of each semester using voluntary online TCEs, which are administered by UK's Office of Teaching, Learning and Academic Innovation. A summary of student comments is provided on pg. 23-24. GEN 100 instructors are invited to meet with the Coordinator and Co-Coordinator during and at the end of the semester to provide feedback.

EVIDENCE OF PROGRAM QUALITY AND PRODUCTIVITY

Class Size

The class size of a GEN 100 section will not exceed 25 students. In many instances, the class size is less than 25.

Credentialing

Faculty, staff, and even graduate students have taught sections of GEN 100. Some GEN 100 instructors were from UK's College of Arts and Sciences and the International Center. For Fall 2020 offerings, the ADI is identifying and selecting instructors closely associated with the CAFE (e.g., current CAFE faculty and staff, past CAFE Ph.D. students) and have a record of high-quality instruction.

At the college level, the Office of the Associate Dean of Faculty Resources, Planning and Assessment enters all faculty credentials, including terminal degree transcript information, into UK's faculty database credentialing module.

ADDITIONAL COMMENTS

Over the years, many faculty, staff, and students have dedicated untold hours towards the design, implementation, and/or administration of GEN 100. The course, which is highly dependent on CAFE faculty and staff volunteering to teach GEN 100 sections, has successfully educated many CAFE students. Because this course has such importance to the college, continued assessment and improvement is a must.

In these additional sections, I wish to convey to the Review Committee challenges and ongoing and planned efforts associated with GEN 100, as these issues may be relevant to the Review. My assessment of challenges is based on data provided in this self-study (or lack thereof), my experiences as a guest lecturer and substitute instructor for GEN 100, and comments from meetings with other CAFE and UK personnel. I have also provided a summary of common statements from the student comment section of the TCEs.

Challenges

Classroom Management

Faculty and staff may face challenges with classroom management in GEN 100 particularly as it relates to student engagement and disruptive behavior. While the common syllabus specifically addresses the issue of unauthorized electronic device usage, sleeping in class, and other disruptive behaviors, the GEN 100 Coordinator and Co-Coordinator, ADI, and CSS staff, on multiple occasions, have heard from frustrated GEN 100 instructors regarding disruptive student behavior and/or have observed such behavior first-hand. Though not the norm, managing such behavior can be challenging.

Peer Mentors

Usage of peer mentors by GEN 100 instructors is mixed. Some instructors work closely with their peer mentors while others rarely utilize their peer mentor. To increase utilization of peer mentors, a GEN 300 course was created for Fall 2019 whereby peer mentors designed and implemented an outreach project for their GEN 100 sections. At a more basic level, the question of whether peer mentors are needed and the level of benefit they provide to students (both mentor and mentees), particularly with the smaller GEN class sizes (25 students or less) is unanswered.

Lack of Standardization

While a common syllabus is provided, GEN 100 instructors have a large degree of flexibility to modify the course topics to fit their areas of interest. Some GEN 100 instructors heavily utilize guest lecturers and field trips while others do not. Some instructors cover multiple aspects of the college and agriculture while others are narrower in their focus. The challenge is to cover the breadth that is CAFE while also providing depth.

Instructor Quality

As seen in Table 3, instructor quality varies across GEN 100 sections. Part of the variation is due to each instructor's prior teaching experience as well as their familiarity with the GEN 100 curriculum. Presently,

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

GEN 100 instructors can share resources via a Canvas Shell and through periodic meetings with the Coordinator and Co-Coordinator. Developing standardized lesson plans and a more formalized GEN 100 instructor training and mentoring program may help improve instructor quality.

College-wide Participation

College-wide participation is less than 100% with regards to degree programs. Presently, 30% of the degree programs in CAFE do not specifically require GEN 100 but rather allow students to select another course to satisfy their UK Core *Community, Culture and Citizenship in the USA* requirement. Similarly, GEN 100 instructors do not represent all departments.

SLOs

The SLOs for GEN 100 were developed in 2010 and may be reflective of the interest areas of the members of the review committee, hence the focus on food production and consumption systems. Though natural resource use is included in the SLOs, in practice, GEN 100 often focuses on food production and consumption systems unless the GEN 100 instructor has an environmental background. CAFE is a broad and diverse college with respect to degree programs. As such, greater consideration should be given to non-food products and services. Note that the 2010 committee, which developed the GEN 100 SLOs, did not contain members from academic programs associated with the School of Human and Environmental Sciences. Furthermore, SLOs should undergo periodic reassessment and evaluation. No mapping exists between SLOs and GEN 100 assignments nor SLOs to degree programs.

Faculty Funding in CLD

Funding for the Coordinator and Co-Coordinator positions is housed in CLD though the GEN 100 program is overseen by the ADI. The current Coordinator, Dr. Rossi, has been involved in the GEN 100 program for at least a decade while the current Co-Coordinator, Dr. Shade, has been involved since 2017.

Ongoing and Planned Efforts

Living Learning Program (LLP)

For Fall 2020, the CAFE is welcoming a revitalized LLP. The Agriculture Residential College was rebranded the Agriculture, Food and Environment Residential College, and a new first-year program was created.¹¹ Students in the LLP will join of the following tracks:

- Food and Health: for students interested in a broad understanding of food, from production to nutrition.
- Nature and Landscapes: for students interested in environmental and sustainability issues.
- Family and Community: for students interested in issues facing families, small businesses and local tourism.

¹¹ <https://uknow.uky.edu/uk-happenings/belle-c-gunn-first-year-program-welcomes-freshmen-tenacity-curiosity-passion>

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

- Livestock and Equine: for students interested in domestic, large-breed animals.

Up to eight GEN 100 sections will be dedicated to LLP students. These sections will include co-curricular activities as part of the GEN 100 curriculum.

Honors Section

For Fall 2019, about 40 incoming CAFE students were also members of the Lewis Honors College.¹² Anticipating a similar number for Fall 2020, an honors section of GEN 100 will be offered that semester. The section will be open only to students in CAFE and the Lewis Honors College.

Summer Section

Historically, GEN 100 has only been offered during the fall and spring semesters. However, some freshman and transfer students may benefit from taking GEN 100 during the summer semester. Efforts are underway to evaluate the feasibility of offering GEN 100 during the summer session.

Student Comments

Based on TCE reports from 2005 to 2019, the following common themes were gleaned. Note that directly quoted student comments are italicized.

- *The class should take it a step further and instead of just addressing problems, show us how to solve problems.*
- *Library portion is boring.*
- Field trips are good.
- Organization of course material and linkage of field trips to course material is a must.
- Critical for instructors to be engaged and enthusiastic.
- Critical for instructors to be viewed as approachable.
- Need for instructor to establish clear expectation while being understanding.
- *Too heavy an emphasis on food.*
- Comments about not liking/using book.
- Instructor needs to understand classroom technology and how to effectively use Canvas.

¹² <https://www.uky.edu/honors/home>

GEN 100 ISSUES IN AGRICULTURE, FOOD AND ENVIRONMENT SELF-STUDY

- Students desire a connection to their major.
- *More hands-on activities.*
- More uniformity across GEN 100 sections.
- Cohesion amongst topics covered in class. Make clear to students.
- RTM (HMT and MAT) often feel the course is irrelevant to them.
- Readings, quizzes, and lecture material should align.
- Avoid large numbers of student presentations.
- Clarity of expectations on assignments.
- *Appreciate introduction to research.*
- Timely feedback is important.
- Need to calibrate instructors to grading at freshman level.
- Important mechanism to get to know others in the class and college.
- Lack of student engagement in discussions and Ag in the News (varies with class and instructor).
- Athletes are students first – treat them as such.
- Explain assignment grades (i.e., comment on assignments, provide graded rubric).
- Institute a syllabus quiz. Student comments regarding their lack of understanding on aspects such as attendance.

APPENDICES

Appendix A: 2010 GEN 100/200 Report (draft version)

Appendix B: Common GEN 100 Syllabus

Appendix C: GEN 100 Instructor's Guide

Appendix D: UK 101 Sample Syllabus

Appendix E: Sample GEN 100 Syllabi: Ali Rossi (2019, 2013), Amanda Gumbert (2019), Ashley Holt (2019), and Kim Ragland (2004)

Appendix F: GEN 300 Syllabus

Appendix G: Site Visit Agenda

**APPENDIX A: 2010 GEN 100/200 REPORT (DRAFT
VERSION)**

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

College of Agriculture Committee Report

July, 2010

Executive Summary of Recommendations

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

-
- GEN 100 should remain a College of Agriculture requirement for freshman, except in a few accredited programs.
- GEN 100 should be adapted to fulfill the *Community, Culture, and Citizenship in the U.S.* requirement under the new GEN ED guidelines.

- GEN 200 will no longer be offered.

- GEN 100 will be required for transfer students only if they have not already met their *Community, Culture, and Citizenship in the U.S.* requirement.
- One or more sections of GEN 100 should be designated for transfer students as needed.
- GEN 100 course content will shift from an emphasis on communication skills first and contemporary issues in agriculture second to an emphasis on agriculture issues first and communication second.

Committee Charge

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

Overall charge:

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

Specific Questions:

- Should GEN 100 be continued as a College requirement?
- If continued, what should be the student learning outcomes for this course?
- If continued, who should be the intended student audience for the course?
- If continued should the course be modified to fit within the new Gen Ed curriculum?
- If yes, into which of the 10 areas within the four broad curriculum templates should the course be modified to fit?

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

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

History and Current Context

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

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

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

GEN 100 ISSUES IN AGRICULTURE. (3)

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

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

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

Over time, particularly once the University suspended its oral communications requirement, the courses changed. No longer was there a two-course sequence; instead, GEN 100 was reserved for first-year students, and GEN 200 became the equivalent course for transfer students (both those new to the University as well as those new to the College). Both courses are now called Issues in Agriculture and have similar structures. As the College grew, fewer transfer students were able to take GEN 200 during their first semester and often ended up taking it too late in their academic careers to provide the introduction to the College and the broad sweep of agriculture intended. In addition, taking a course meant to develop their oral communications skills at the end of their academic careers led students to find the course less than useful. Faculty were also frustrated that that students were not prepared to do oral presentations in a timely fashion.

Process Followed by the Committee

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

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

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

Outcomes of Information Gathering

Information was gathered in order to address the overall charge to the committee. Four sources of information were collected and discussed: a survey sent to GEN100/200 advisors, a survey sent to current GEN 200 students, feedback from GEN 100 instructors, and a response from the chair of a GEN Ed course vetting team.

Results of the advisor survey indicate that GEN 100 should still be taught as a required course with an emphasis on agriculturally-related issues coupled with a communications component. Specific comments from advisors highlighted the need to not only increase student awareness of ag. issues but also to build community within the college during their first semester.

In light of these results, the committee discussed if and how GEN 100 needs to be modified to fit within the new GEN Ed curriculum. There was strong support from the committee that GEN 100 be modified to satisfy a GEN Ed requirement. This would help avoid expanding the total credit hours for programs such as ABT. The committee also decided that accredited programs within the college ought to be exempt from taking GEN 100 such as LA.

One related question which arose was whether GEN 100 should be offered in a disciplinary, department-like format or as a college-wide format. The committee weighed in on this issue and there was consensus that the college-wide coordination would be more beneficial to students rather than individual departments offering their own GEN 100 course. This approach would minimize silos and allow students to make broad connections.

A specific question addressed by the committee was to evaluate whether GEN 200 should continue in some form as a requirement. In general, results of the survey sent to GEN 200

students indicate that GEN 200 is of limited value and should not be required. Two responses from the advisor survey questioned the value of GEN 200 as well. It was stated in the surveys that there is excessive overlap of GEN 200 with other communication courses (such as COM 181). There were a few students without an agriculture background who were in favor of continuing GEN 200. Thus, the committee recommends that GEN 200 not be a requirement for all transfer students.

The GEN 100 instructors were in favor of keeping the course designated for freshmen. If GEN 200 is no longer required for students who have already met the Gen Ed requirements, it is anticipated that the number of transfer students will decrease. The committee recommends that a separate section or sections of GEN 100 be designated for transfer students in order to maintain the freshmen-only GEN 100 sections.

Guided by the above information, the question was discussed as to which Gen Ed curriculum template does GEN 100 fit within. The two Gen Ed categories which were narrowed down include US Citizenship and Composition and Communication. The GEN 100 instructors, the committee members, and the chair for the Comp/Comm vetting team were queried for which of these two options would be the best fit. The GEN 100 instructors were split, with three votes for Citizenship, three for Composition and Communication, and two for either category. The committee voted 6-4 in favor of the Citizenship category. The chair of the Composition and Communication vetting team strongly recommended the Citizenship option because it allows faculty the most control over the course. The Composition and Communication course would be tightly controlled and faculty would be required to receive training from the Writing program.

Should GEN 100/200 be continued as a College of Ag requirement?

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

The benefits provided by GEN 200 were viewed with greater ambiguity. Transfer students apparently have difficulty with fitting GEN 200 into their plan of study, and students commonly wait until their final year before taking the course thereby negating some of the intended benefits of the course. Since it appears that transfer students are not well served by GEN 200, there was less support for continuing this course as a College requirement.

With the impending transition from University Studies Program requirements to the proposed General Education curriculum, there was concern that some undergraduate programs (e.g., Agricultural Biotechnology) will experience inflation in the total credits needed to complete the degree, and that this increase will be exacerbated if GEN 100 remains as a requirement for an undergraduate degree in the College of Agriculture. To maintain GEN 100 as a College requirement while also avoiding credit inflation in degree programs, it was recommended that GEN 100 be modified to fit one of the categories within the new Gen Ed curriculum.

Entering freshmen would be the primary student audience for the new GEN 100/Gen Ed course. For these students, GEN 100 would satisfy both a College requirement and a Gen Ed requirement.

Students who transfer into a College of Ag undergraduate program would be required to take GEN 100 only if they have not yet satisfied the Gen Ed requirement; if their prior coursework includes the appropriate Gen Ed course, the GEN 100 College requirement would be waived.

An informal poll of GEN 100 instructors indicated a desire to keep upperclassmen transfer students separate from incoming freshmen. As it was intended previously, GEN 200 could provide a mechanism for segregating upperclassmen. However, there was concern that the demand for GEN 200 might be insufficient to warrant offering the course since many students transferring into the College may have previously satisfied the Gen Ed requirement. As an alternative to GEN 200, designation of specific GEN 100 sections as “transfer student” sections was viewed as a viable option that should be given further consideration.

Recommendation to integrate GEN 100/200 within the new General Education Curriculum

Summary

After discussing the course objective and content of the current GEN 100/200 courses, the committee was unanimous in the decision to continue to offer the course and recommends integration of the course into the Gen Ed curriculum. Based on natural overlap of course content the committee determined that GEN 100/200 could be readily adapted to fulfill either the Composition and Communication *or* the Community, Culture and Citizenship in the U.S.

requirement. Ultimately, the majority of the committee concluded to recommend modifying GEN 100/200 to fulfill the Community, Culture and Citizenship in the U.S. requirement. The details of the committee deliberations that resulted in this recommendation are outlined below.

Integration of GEN 100/200 into the Gen Ed Curriculum

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

Committee members were widely aware of the difficulty transfer students can have fitting GEN 200 into their schedules. Based on the results of the advisor survey and the student survey, the committee strongly supported exempting transfers from GEN 100/200 if they had previously satisfied the corresponding Gen Ed requirement. This approach would reduce difficulties in transferring from another university to UK (and thus is consistent with the spirit of House Bill 160), and may also resolve student complaints of redundancy with previous public speaking courses they may have taken at a prior institution. The disadvantage of this approach is that many transfer students will not get a formal interdisciplinary introduction to issues in agriculture, and transfer students are among those who need it the most. One idea briefly discussed was to develop a seminar type class for these students to introduce them to agriculture issues.

As discussed above, up until this point GEN 100 and GEN 200 have been treated as different courses largely to separate freshmen from upper-level students, though this has been logistically challenging with limited sections and a large student base to accommodate. The issue of offering only GEN 100, rather than GEN 100 and GEN 200, was discussed at length and supported. It would be simpler to send a single course through the vetting process than to propose two separate but functionally equivalent courses for freshmen and an unknown number of transfers. This issue was also proposed to the GEN 100 instructor group, which indicated a clear preference for maintaining freshmen-only sections of GEN 100. The committee discussed the potentially feasible compromise of offering “preferred” sections of

GEN 100 for transfers, without rigidly dictating which sections are for freshmen or transfers. This approach allows flexibility during the transition to the Gen Ed format, and scheduling flexibility for students, until we know what portion of the course enrollment is transfer students and to what extent separation is still pedagogically beneficial.

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

Recommendation of a Gen Ed Curriculum Category

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

Upon initial discussions, GEN 100/200 appeared to best fit the Comp & Comm Gen Ed requirement, with current course content focused on public speaking and written communication skills related to agricultural issues. It also appeared from the Gen Ed template that incorporation of agricultural issues would be encouraged, and to a large extent would not compete for class time with communications programming. The Comp & Comm requirement is designed to ensure proficiency in written and oral communications through a two-course sequence. Some committee members and advisors responding to the survey expressed concern that College of Agriculture faculty may not be best suited or should not be held responsible for these learning outcomes, as few have formal English or Communications training.

The committee discussed that offering both courses in the sequence would be a challenge with existing teaching resources, as class size is limited to 22 students under the Comp & Comm Gen Ed guidelines. The committee therefore decided that if GEN 100/200 was revamped to fit the Comp & Comm Gen Ed category, it would only be for a single semester (Comp & Comm I) in order to focus on the inclusion of incoming students into the College. Opinions of faculty and

administration more intimately involved in the Comp/Comm requirement were solicited to gain additional insight into this approach.

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

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

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

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

easier to recruit instructors to a course reinforcing writing and oral communication skills, rather than a foundational course developing them.

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

Potential challenges to integration within the Gen Ed curriculum

Although the committee was unanimous that GEN 100/200 should be as a part of the Gen Ed curriculum, we anticipated several potential challenges to the revision and administration of the course. Currently instructors create individual syllabi and there is significant diversity in content and teaching methods between sections. While this offers instructors ownership and the chance to incorporate their individual strengths into a required course, the Gen Ed vetting process will require that a single document be submitted that details the level of coordination across sections. The committee recommends that to expedite the Gen Ed approval process, those involved in developing the retooled syllabus consider maintaining the same learning outcomes, topical content, major assignments, and performance expectations across sections.

Draft GEN 100 Learning Outcomes to Comply with Proposed Gen Ed Outcomes for *Community, Culture and Citizenship in a Diverse U.S. Society*

1. Demonstrate an understanding of historical/societal/cultural differences as exemplified in attitudes towards and policies associated with food production and consumption systems and natural resource use.
2. Demonstrate an understanding of the implications of varied viewpoints regarding food production and consumption systems and natural resource use on social justice/civic responsibility.
3. Demonstrate an understanding of the historical, societal, and cultural contexts relative to food production and consumption systems and natural resource use.

4. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making and that demonstrate a basic understanding of effective and responsible participation in a diverse society.

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

1. Demonstrate an understanding of historical/societal/cultural differences as exemplified in attitudes towards, and policies associated with, food production and consumption systems and natural resource use.
 - Describe major changes in food and fiber production and consumption
 - Explain the processes underlying the emergence of an agricultural and resource issue and evaluate how social relationships and societal changes affect the positions taken on the issue
 - Identify and describe social and technological changes in society which have affected our natural resources and food production and food safety
 - Describe changing relationships among farm producers, input firms, wholesale, retail and processing firms, multinational corporations, consumers and consumer advocacy groups, and governmental agencies as they relate to food production, food safety and related resources
 - Multiple views that exist regarding issues of population and division of resources, land use, capitalization, biotechnology, food safety, energy and the environment
 - Articulate multiple views that exist regarding issues of population and division of resources, land use, capitalization, biotechnology, food safety, energy and the environment

2. Demonstrate an understanding of the implications of varied viewpoints regarding food production and consumption systems and natural resource use on social justice/civic responsibility.
 - Explain choices on what to eat, what to grow and how to grow and process based on reasoned arguments using evidence

3. Demonstrate an understanding of the historical, societal, and cultural contexts relative to food production and consumption systems and natural resource use.
 - Differentiate the characteristics of different production systems
 - Explain the factors underlying different production systems
 - Integrate knowledge about different aspects of food and fiber production and consumption into a holistic picture of the contemporary system
 - Compare and contrast different theories about food production and consumption systems
 - Identify and explain connections between food production and food consumption systems
 - Describe roles agriculture and forestry play in modern civilization and how those roles have evolved, particularly within the U.S.
 - Define critical concepts related to agriculture and natural resources
4. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making and that demonstrate a basic understanding of effective and responsible participation in a diverse society.
 - Work in small groups to complete a shared task
 - Work in pairs and small groups, including identifying group objectives, assigning tasks, monitoring progress, and developing collective conclusions
 - Use principles of effective oral communication in preparation and delivery of informal and formal oral presentations
 - Articulate the principles of oral communication associated with informative and persuasive speech, and utilize those principles in the preparation and delivery of informal and formal oral presentations
 - Utilize electronic media to prepare and transmit information
 - Write, visually support, and deliver speeches
 - Search electronic databases to acquire pertinent information that can be used to define and illuminate these issues and questions underlying agricultural and natural resource debates
 - Appreciate the bases for various perspectives on natural resource issues and critically analyze strengths and weaknesses of arguments presented

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

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

- After reviewing a wide sample of learning outcomes from existing sections of GEN 100, it was apparent that the existing outcomes fit naturally under the more general outcomes listed in the UK Gen Ed curricular template document (5/15/09 revision). Thus, these draft outcomes are essentially slightly modified versions of those from the curricular template.
- One of the outcomes listed in the template document was not incorporated here. Specifically, outcome D: “Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time, b) Civic engagement, c) Regional, national, or cross-national comparisons, d) Power and resistance. This outcome was not used because of considerable overlap between it and the other four outcomes.
- The grouping of the existing GEN 100 outcomes under these more general, proposed outcomes is intended to demonstrate the utility of using these broad objectives, while allowing individual instructors to tailor the courses to their needs and desired approaches.
- Of the 5 syllabi sampled, I was able to incorporate all of the listed learning outcomes under one of the four general outcomes above. This is further evidence of the suitability of the objectives for meeting the needs of GEN 100.
- This presentation is not intended to suggest that current course content and approaches exactly meet the intent of the Community, Culture, and Citizenship requirement. Instructors should be encouraged to ensure that each section does a balanced job of addressing each of the proposed outcomes. For example, from the five syllabi sampled, only one outcome was identified that naturally fit under Draft Outcome 2.
- It is recognized that the first three of the proposed outcomes focus on “demonstrating an understanding”, which could be construed as rather weak “outcome language”. This verbiage was retained from the curricular template because it allows the necessary flexibility for individual instructors to create their own, nested, learning outcomes.

Conclusions

GEN 100/200 has played an important role in promoting the College of Agriculture for years. Through continual evaluation and adaptation these courses have aided in developing the skill set desired in our graduates for years. This committee was almost unanimous in its support of continuing to offer GEN 100 in the future. With minor modifications to the existing course outcomes and assignments GEN 100 will continue to meet both the written and unwritten goals of the college as well as satisfy the new Gen Ed curriculum.

APPENDIX I

GEN100/200 Advisor Survey Results (comments available upon request)

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

APPENDIX II

Name: ANONYMOUS

GEN 200 Student Survey

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

1. Practice speaking professionally in front of an audience

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

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

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

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

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

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

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

5. Common logical fallacies used in debates on controversial topics

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

6. How to facilitate conflict resolution in a group

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

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

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

8. How to handle ethics issues in professional settings

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

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

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

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

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

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

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

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

12. Emphasis on group work:

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

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

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

14. Grading as an incentive to do quality work:

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

APPENDIX B: COMMON GEN 100 SYLLABUS

COMMON SYLLABUS
Fall 2019 Issues in Agriculture, Food, and Environment
GEN 100 – Section ****



Class time & location:

Instructor:

Office location & hours:

Phone & email:

Peer mentor & contact information:

Introduction:

GEN100 is designed to prepare you to be able to critically think, talk, and write about major issues in agriculture, food, and environment. We focus on six major subject areas in College of Agriculture, Food, and Environment disciplines including: Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, and Energy & the Environment. (*GEN100 differs by instructor, so don't assume you can compare with a friend in a different section of the course.)

Learning Objectives:

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

- Define critical concepts related to agriculture, food, and environment.
- Have an *evidence-based* discussion on key issues in agriculture, food, and environment.
- Explain how social and technological *changes* in society have affected issues in agriculture, food, and environment.
- Evaluate the emergence of multiple and contested positions taken on these issues.

Required Class Materials:

1. Food & Society: Principles & Paradoxes, 2nd Ed., by Guptill, Copelton, & Lucal, Polity Press, 2016.
2. Other articles/web-based materials as assigned.
3. Courage, empathy, and support.

Attendance:

To earn your full involvement points you must ace a quiz or in-class activity AND be punctual, present, prepared, participating, and respectful.

You will lose involvement points for being late, absent, having not done any assigned reading or assignment, showing disrespect to the instructor or your colleagues, sleeping, or the visible presence of electronic devices. It is your responsibility to check your involvement points on Canvas at least weekly and get in touch if you have any questions. I cannot change involvement grades more than 1 week past the date on which they were recorded

You can earn up to **5 points per class (44 classes) for a total of 220 points.**

Unexcused absences: If you need to stay home because you're sick but don't go to the doctor, or it's too icy to bike to school, or any other legitimate but unexcused reason, you will lose your involvement points. After 4 unexcused absences your grade will be lowered by a letter for each additional absence. However, at the end of the semester 10 involvement points will be added to your total, so that gives you two free days or 10 bonus points – whichever you prefer. It is especially important to be present on days you are scheduled to present a major assignment.

If you miss more than 20% of total class period (combined excused and unexcused) you will need to withdraw from the course. Because GEN100 is grounded in active learning, students must be present to achieve the learning objectives.

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

Finally, I am involved as well. Please don't hesitate to get in touch if you have any concerns, ideas, questions, problems in this class or others, need help on assignments, come across a relevant youtube video you think I'd like, or want suggestions for good study abroad programs.

Excused Absences: Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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 in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students will be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Assignments:

*Late assignments will not be accepted except in case of an excused absence with arrangements made in advance of the due date. Full guidelines & deadlines are on Canvas – this is just a short summary.

Involvement Quizzes:

Reading and class preparation will be assessed with an essay quiz due most class periods – most will be due to Canvas before class, some may be in-class. Usually they will be over the assigned reading for that day.

Chapter Presentation:

In groups you will lead 30 minutes of class, presenting a summary & critique with audience engagement for an assigned chapter from the textbook Food & Society.

Agriculture/Food/Environment in the News

Most days class will begin with Ag in the News discussions - each student will be responsible for finding and presenting a current news story related to agriculture, food, or environment. Choose an in-depth news story (at least a couple pages long) from a legitimate daily newspaper (i.e., not The Onion or yahoo.com). Make sure to do any necessary additional research so that you understand the context of the story as well as any relevant terms/organizations/figures. Compose at 2 open-ended discussion questions to spark debate. Before you come to class, submit on Canvas a Prep Sheet with your notes, discussion questions, & proper full citation. No late assignments will be accepted.

CAFÉ Perspectives Report

Attend at least one CAFÉ Perspectives Panel, write a 3.5 essay summarizing & critiquing the panel, and come to class prepared to present it to the class.

Citizenship Paper

4-6 page paper based on US Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, or Energy & the Environment. Identify an issue of interest to you, provide evidence-based background information, evaluate multiple perspectives on the issue again using credible references and clear logic, and propose solutions. Topic statement, Annotated Bibliography, Outline, Rough draft, Peer review, and Final drafts required.

Potluck

In addition to bringing a dish to share which was (1) either sourced or (2) prepared locally, write up a one-page report & post it to Canvas before coming to class. If you bring a locally sourced dish (option 1) - your report **needs to include a brief history of the company which produced your item, including from where they source** their ingredients, where they are located, any special labels, claims, or certifications they may have (such as Kentucky Proud, organic, all - natural, sustainable, etc.) and what that claim/label means. If you prepare a dish yourself to bring (option 2) - your report should include where your ingredients came from (both where you got them, and where they originated) noting any labels, claims, or certifications they have & what they mean (i.e. free-range eggs in your cupcakes?), a recipe, and any additional information about the dish - history, culture, etc. You can earn up to 15 points for your dish, and 10 points for the write-up. I'll bring plates, napkins, and utensils. Please bring serving utensils if possible.

Informative speech

You may choose your own **very specific topic** which relates to one of the broad course issues (see above). The goal here is to give a lot of detail on a small subject – depth not breadth, and to be analytical. You only have 6-8 minutes so you need to be extremely organized, clear, and concise.

Final reflection

Take-home essay reflection, to be distributed on the last day of class.

Grading Summary:

<u>Assignments</u>	<u>points*</u>
Involvement	
5 pts X 44 classes	220
Chapter Presentation	45
Ag/Food/Enviro in the news	25
CAFÉ Perspectives Report	30
Citizenship paper topic	10
Citizenship annotated bibliography	25
Citizenship paper outline	10
Citizenship paper rough draft	15
Citizenship paper peer review	25
Citizenship paper final draft	85
Potluck	25
Informative speech	75
Final reflection	10
Total points	600

****Remember, poor attendance will result in loss of a letter grade after 4 unexcused absences.**

Letter Grades will be earned according to the following scores.

A = 540 to 600

B = 480 to 540

C = 420 to 480

D = 360 to 420

E = < 360

Need help? Get help!! Seriously, don't let yourself get overwhelmed whether you're struggling with academic, social, emotional, financial or other issues. Nearly everyone struggles at some point. There are a wide variety of excellent resources at UK for you to access, and I am very happy to help you navigate them if I can't help directly.

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

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

Make an appointment ***with me*** or your advisor.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. 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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Emergency Preparedness:

If an emergency arises in this classroom, building or vicinity your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event) go to the nearest shelter location. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at the evacuation location so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please view the emergency response guidelines at the UK Division of Crisis Management and Emergency Preparedness website: (<http://www.uky.edu/EM/emergency-response-guide.html>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

Sustainable Classroom Policy

The University of Kentucky strives to build classrooms that are ecologically sound, socially just, and economically viable, now and for the future. Sustainable classrooms prepare students and empower the campus community to support sustainable development in the Commonwealth and beyond.

This is a sustainable classroom. Here your instructors aim (1) to create the healthiest, most collaborative and innovative learning environments possible, (2) to reduce your costs and improve your intellectual development through thoughtful resource conservation and waste reduction, (3) to foster a culture of involvement in sustainability through education and engagement, and (4) to enable UK students, faculty, our campus, and our Commonwealth to become more sustainable through the use of University resources.

Sustainability starts with you taking care of yourself so that you can be at your best in this class. Do the readings and homework assignments. Come to class. Join in the discussion. Get enough sleep, water, food, and coffee beforehand. If you are facing challenges securing classroom materials, food, or housing, and this is affecting your performance in class, please contact the Dean of Students, Nicholas Kehrwald, at nkehrwald@uky.edu or 859-257-3754. Furthermore, please notify your instructor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

Diversity Statement

Diversity and inclusion is an essential part of the CAFE GEN100 curriculum. Diverse populations improve outcomes, enhance communities, and contribute to student success and retention.

APPENDIX C: GEN 100 INSTRUCTOR'S GUIDE



College of Agriculture, Food, and Environment
University of Kentucky

GEN 100 Instructor Guide

Updated 8/20/2019

Table of Contents

Overview 3

Canvas Shell Guide 4

UK Core Citizenship Learning Outcomes 5

Key Contact Information 6

Peer Mentors Roles and Duties 8

Films & Field Trip Suggestions 9

Supplemental Readings..... 10

Example “Common” Syllabus..... 12

Considering joining the GEN100 team? Here's what you need to know:

GEN100: Issues in Agriculture, Food, and Environment has three main goals: (1) Exposing a diverse student body to some core key concepts studied in the CAFÉ, (2) Improving student information literacy, and written and verbal communications skills, and (3) Addressing student success and retention.

We achieve these goals by capping sections at 25 students, reserving fall GEN100 sections for true first-semester freshmen, recruiting excellent instructors, including responsible and inspiring peer instructors (undergraduate instructional assistants), having at least three public speaking opportunities and one significant research paper, facilitating engaged attendance at college seminars, prioritizing active learning practices over straight lecture methods, encouraging interaction among students both inside and outside of the classroom, catching students who are at-risk (academically, socio-emotionally, etc.) and connecting them with the appropriate resources, pairing especially high-performing students with enhancement opportunities (study abroad, undergraduate research, etc.), organizing field trips and outreach activities, including librarian-led information literacy sessions, diversity/inequality sessions, and orienting to college sessions, and helping students develop important time-management and classroom skills by incentivizing reading, preparation, in-class participation, and attendance, and walking them through the research, writing, and public speaking preparation process. All GEN100 sections are the same in these ways.

In order that each section can draw on its instructor's special strengths, though, GEN100 can vary in exactly which issues are highlighted, which field trip(s) are organized, whether there is a potluck, which chapters (or all) of the common textbook is used, and which outside readings are brought in, the order of activities, classroom management, and many other ways.

A Canvas Common course shell is provided with example materials sufficient to lead a section of GEN100, but most instructors significantly edit, delete, and add to this template. There is also a Canvas Sharing course shell in which many past and present GEN100 instructors have posted their own materials for anyone to use as they wish.

Included below you will find information about the role GEN100 plays as a UK Core – Citizenship course, reading and film and field trip suggestions, contact information for guest speakers, special session leaders, and individuals who can help with field trip transportation, potluck room reservations, etc., other information that may be useful as you start thinking about putting together your own unique section of GEN100.

Never hesitate to get in touch if there's anything we can do to help with your course planning or management. We're here to serve a touchpoint for all GEN100 instructors, and can usually point you in the right direction.

GEN100 instructors are pivotal in shaping the first-semester experience for our newest students, and it really is a joy and a challenge to help them get engaged with the College.

Thank you,

Ali Rossi
alissa.rossi@uky.edu
859-257-7575 or 859-619-5274

Lindsay Shade
lindsay.shade@uky.edu
859-257-7579

GEN100 Canvas **Common** Shell and **Sharing** Shell

If you go to Canvas (www.uky.edu/canvas) you should be enrolled in the **Common** Shell. This is essentially a fully prepared course you are welcome but not required to use.

Under Announcements, there are some reminders (i.e. add your peer mentor as a TA) and suggestions (how to pick and choose what information to copy into your own assigned GEN100 Canvas shell).

Under Assignments, you will find descriptions, guidelines, and grading rubrics for all typical GEN100 assignments including: the CAFÉ Perspectives seminar critique, the information literacy worksheet, , ag/food/environment in the news, Citizenship paper rough draft, peer review, and final draft, informative speech, potluck, final exam, a quiz for every chapter of the book, and a few extra quizzes.

Under Files, there are some assignment examples, a syllabus template, and lecture slides for most of the chapters and topics. By no means are these lecture slides perfect or comprehensive – they are mainly my slides used for course organization – so please edit and adapt or disregard as you wish.

The Grades tab automatically creates a column for each assignment. These most likely will not line up with your grade distribution. Again, edit and adapt to fit your own course.

You may also find helpful information in the GEN100 Canvas **Sharing** Shell, which includes materials uploaded by several GEN100 instructors. As you develop your own section, it would be generous if you uploaded anything you develop that others might find useful.

GEN100 is a UK Core – U.S. Citizenship course.

UK students must take 6 hours of UK Core – Citizenship. The Learning outcomes for these courses are as follows: “Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual³ world. Outcomes and Assessment Framework: Students will recognize historical and cultural differences arising from issues such as ethnicity, age, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Curricular Framework Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.” (http://www.uky.edu/ukcore/Learning_Outcomes)

This link will lead you to a rubric that should inform the paper:

http://www.uky.edu/ukcore/sites/www.uky.edu.ukcore/files/Citizenship_April2015.pdf

GEN 100 Contact Information

For procard purchases and reimbursement, and to order buses for field trips

Deb Ramey, Scholarship and Financial Manager
N8 Agricultural Science Center
859-257-3468 | debra.ramey@uky.edu

To set up an Orienting to College session

Jamie Dunn, Director of Student Support and Retention
N24C Agricultural Science Center
859-257-3430 | jamie.dunn@uky.edu

To set up a Diversity session

Mia Farrell, Interim Director of Diversity, UK College of Agriculture, Food and Environment
305 Charles E Barnhart
Office: 859-218-4800 Cell: 502.759.0068
antomia.farrell@uky.edu

To set up Information Literacy sessions

Jason Keinsley, Agriculture Librarian
(859) 218-1523
jkeinsley@uky.edu
N24 [Agricultural Science Center North](#)

Library Graduate Assistant, to add as “librarian” to your Canvas shell

Sarah Choate
Agricultural Information Center, contact information forthcoming

For issues relating to peer mentors

Lindsay Shade, Lecturer, GEN100 Program and Community & Leadership Development
lindsay.shade@uky.edu
617 863-7601

To refer students to with help choosing/changing majors

Lesli Hall, Exploratory and Pre-Professional Advisor
N24C Agricultural Science Center
859-218-0432 | lesli.hall2@uky.edu

For academic-related issues and conflicts (i.e. violations of academic integrity)

Joseph McGillis, Academic Ombud
109 Bradley Hall
(859) 257-3737
ombud@uky.edu

For help with Canvas

The “chat” option under the Help icon has been very useful for me,
Or the Learning Management Team: elearning@uky.edu

GEN 100 Instructor Guide

To request that UK Ag Libraries order a book or film:

Beth Reeder
(859) 218-1524
beth.reeder@uky.edu

To set up a visit from Writing Center staff

Judy Gatton Prats, Director of the Writing Center
judithgprats@uky.edu
<https://wrd.as.uky.edu/information-instructors>

For all other issues, general advice, etc.

Alissa Rossi, GEN100 Coordinator
703 Garrigus Building
(859)257-7575 or (859)619-5274
Alissa.Rossi@uky.edu

GEN100 Peer Mentor Responsibilities

**As of Fall 2019, the Peer Mentor role will be expanded. Details forthcoming.

The following list includes typical GEN100 Peer Mentor responsibilities, but the specific role a peer mentor takes in a specific section depends on the instructor. A regular (weekly) outside-the-classroom meeting can enhance the instructor-peer mentor relationship greatly. This link leads you to University policy about what peer mentors (classified as undergraduate instructional assistants) can and cannot do: https://administration.ca.uky.edu/files/undergraduate_instructional_assistants.pdf

- Meet regularly with your Faculty Mentor.
- Be an example of an exemplary student - attend every class period, be punctual, participate when appropriate, bring your curiosity and perhaps outside interests.
- Generate a discussion on campus resources for student success and engagement
- Keep track of attendance and assist with creating and grading daily assignments.
- Learn & use Canvas - post grades, share resources, etc.
- Be a coach & supporter - remind class of upcoming assignments, encourage good study habits.
- Model a speech, do a presentation, and/or lead a class discussion
- Assist with technology and logistics, especially on speech days – recording speeches, helping evaluate delivery, keeping time, etc.
- Be available to work with individuals or groups on debates & speeches – distribution of tasks, finding, evaluating & using data, etc.
- Attend mandatory mid-November and end-of-semester GEN100 Peer Mentor meetings.
- Organize and lead at least two informal activities outside of class with the students in the class.
- Share your unique skills, knowledge, connections – for example, if you work in the study abroad office or are on the meats judging team or hear about an interesting seminar.
- Take initiative in finding ways to make GEN100 rewarding for your instructor, your students and yourself, and contact Dr. Shade (Lindsay.Shade@uky.edu) if you need help.

GEN100 Supplemental Readings

All GEN100 sections use Guptil et al.'s Food and Society: Principles and Paradoxes, but also have their students read additional materials. It is impossible to keep this list fully updated, but these are some options that past GEN100 instructors have used. The Food & Society book does lack much of an environmental focus, so I find it especially important to include some supplemental readings on climate, soil, and water.

“Green Revolution: Curse or Blessing?” International Food Policy Research Institute.

Reading: July 2011 USDA International Food Security Assessment.

<http://www.ers.usda.gov/Publications/GFA22/GFA22.pdf>.

Global Consequences of Land Use:

http://www.fao.org/fileadmin/user_upload/rome2007/docs/Global_Consequences_of_Land_Use.pdf

Land Use Changes: Economic, Social and Environmental Impacts (Handout) and can be found at

http://www.choicesmagazine.org/magazine/pdf/article_49.pdf

Structure and Finances of US Farms, 2010 Edition:

<http://www.ers.usda.gov/Publications/EIB66/EIB66.pdf>

Brochure Handout: “A Guide to Food Terms”

WSJ column: “Reasons to Crow About Ever-Bigger Chickens”

Pollan, Michael. 2008. Farmer in Chief. Editorial in The New York Times, October 12, 2008. Available at:

<http://www.nytimes.com/2008/10/12/magazine/12policy-t.html>

Lessons from the Green Revolution: <http://www.foodfirst.org/media/opeds/2000/4-greenrev.html>

<http://www.slashfood.com/2011/03/08/u-n-small-scale-farming-could-double-the-worlds-food-productio/>

InformationLit: http://www.insidehighered.com/news/2011/08/22/erial_study_of_student_research_habits_at_illinois_university_libraries_reveals_alarmingly_poor_information_literacy_and_skills

Global Hunger Index (updated each year with a new theme)

<http://www.ifpri.org/sites/default/files/publications/ghi09.pdf>

Michael Pollan Eat Food, not too much, mostly plants:

http://www.highlandfamilymedicine.com/Portals/4/pdf/nyt_nutrition.pdf

Climate change impacts on global ag:

<http://www.ifpri.org/sites/default/files/publications/pr21.pdf>

Water and Agriculture: Sustainability, Markets and Policies, OECD Report, CONCLUSIONS AND RECOMMENDATIONS: Highlights, full report is available at:

<http://www.oecd.org/dataoecd/19/1/36290097.pdf>

11 facts sheets on various aspects of agricultural animal welfare:

<http://www.ars.usda.gov/News/News.htm?modecode=36-02-20-00>

Ag Policy: •  [1. The 20th Century Transformation of U.S. Agriculture and F.pdf](#) (1.517 MB)

Editorial about farm bill: <http://www.cattlenetwork.com/cattle-resources/cow-calf/Jolley-About-that-farm-bill-140209183.html>

NPR story about chicken welfare and odd

bedfellows: <http://www.npr.org/blogs/thesalt/2012/01/26/145900751/ex-foes-stage-coop-detat-for-egg-laying-chickens>

http://ruralfutureslab.org/docs/Food_Systems_for_Rural_Futures_072911.pdf

Food marketing:

<http://www.ers.usda.gov/Briefing/FoodMarketingSystem/foodretailing.htm>

<http://grist.org/food/2011-12-30-eaters-beware-walmart-is-taking-over-our-food-system/>

<http://www.theatlantic.com/magazine/archive/2010/03/the-great-grocery-smackdown/7904/>

Is nutritious food really pricier, and, if so, is that really the problem?

By [Tamar Haspel](#) Columnist, Food November 25, 2016, The Washington Post

COMMON SYLLABUS
Fall 2019 Issues in Agriculture, Food, and Environment
GEN 100 – Section ****



Class time & location:

Instructor:

Office location & hours:

Phone & email:

Peer mentor & contact information:

Introduction:

GEN100 is designed to prepare you to be able to critically think, talk, and write about major issues in agriculture, food, and environment. We focus on six major subject areas in College of Agriculture, Food, and Environment disciplines including: Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, and Energy & the Environment. (*GEN100 differs by instructor, so don't assume you can compare with a friend in a different section of the course.)

Learning Objectives:

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

- Define critical concepts related to agriculture, food, and environment.
- Have an *evidence-based* discussion on key issues in agriculture, food, and environment.
- Explain how social and technological *changes* in society have affected issues in agriculture, food, and environment.
- Evaluate the emergence of multiple and contested positions taken on these issues.

Required Class Materials:

1. Food & Society: Principles & Paradoxes, 2nd Ed., by Guptill, Copelton, & Lucal, Polity Press, 2016.
2. Other articles/web-based materials as assigned.
3. Courage, empathy, and support.

Attendance:

To earn your full involvement points you must ace a quiz or in-class activity AND be punctual, present, prepared, participating, and respectful.

You will lose involvement points for being late, absent, having not done any assigned reading or assignment, showing disrespect to the instructor or your colleagues, sleeping, or the visible presence of electronic devices. It is your responsibility to check your involvement points on Canvas at least weekly and get in touch if you have any questions. I cannot change involvement grades more than 1 week past the date on which they were recorded

You can earn up to **5 points per class (44 classes) for a total of 220 points.**

Unexcused absences: If you need to stay home because you're sick but don't go to the doctor, or it's too icy to bike to school, or any other legitimate but unexcused reason, you will lose your involvement points. After 4 unexcused absences your grade will be lowered by a letter for each additional absence. However, at the end of the semester 10 involvement points will be added to your total, so that gives you two free days or 10 bonus points – whichever you prefer. It is especially important to be present on days you are scheduled to present a major assignment.

If you miss more than 20% of total class period (combined excused and unexcused) you will need to withdraw from the course. Because GEN100 is grounded in active learning, students must be present to achieve the learning objectives.

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

Finally, I am involved as well. Please don't hesitate to get in touch if you have any concerns, ideas, questions, problems in this class or others, need help on assignments, come across a relevant youtube video you think I'd like, or want suggestions for good study abroad programs.

Excused Absences: Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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 in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students will be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Assignments:

*Late assignments will not be accepted except in case of an excused absence with arrangements made in advance of the due date. Full guidelines & deadlines are on Canvas – this is just a short summary.

Involvement Quizzes:

Reading and class preparation will be assessed with an essay quiz due most class periods – most will be due to Canvas before class, some may be in-class. Usually they will be over the assigned reading for that day.

Chapter Presentation:

In groups you will lead 30 minutes of class, presenting a summary & critique with audience engagement for an assigned chapter from the textbook *Food & Society*.

Agriculture/Food/Environment in the News

Most days class will begin with Ag in the News discussions - each student will be responsible for finding and presenting a current news story related to agriculture, food, or environment. Choose an in-depth news story (at least a couple pages long) from a legitimate daily newspaper (i.e., not The Onion or yahoo.com). Make sure to do any necessary additional research so that you understand the context of the story as well as any relevant terms/organizations/figures. Compose at 2 open-ended discussion questions to spark debate. Before you come to class, submit on Canvas a Prep Sheet with your notes, discussion questions, & proper full citation. No late assignments will be accepted.

CAFÉ Perspectives Report

Attend at least one CAFÉ Perspectives Panel, write a 3.5 essay summarizing & critiquing the panel, and come to class prepared to present it to the class.

Citizenship Paper

4-6 page paper based on US Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, or Energy & the Environment. Identify an issue of interest to you, provide evidence-based background information, evaluate multiple perspectives on the issue again using credible references and clear logic, and propose solutions. Topic statement, Annotated Bibliography, Outline, Rough draft, Peer review, and Final drafts required.

Potluck

In addition to bringing a dish to share which was (1) either sourced or (2) prepared locally, write up a one-page report & post it to Canvas before coming to class. If you bring a locally sourced dish (option 1) - your report **needs to include a brief history of the company which produced your item, including from where they source** their ingredients, where they are located, any special labels, claims, or certifications they may have (such as Kentucky Proud, organic, all - natural, sustainable, etc.) and what that claim/label means. If you prepare a dish yourself to bring (option 2) - your report should include where your ingredients came from (both where you got them, and where they originated) noting any labels, claims, or certifications they have & what they mean (i.e. free-range eggs in your cupcakes?), a recipe, and any additional information about the dish - history, culture, etc. You can earn up to 15 points for your dish, and 10 points for the write-up. I'll bring plates, napkins, and utensils. Please bring serving utensils if possible.

Informative speech

You may choose your own **very specific topic** which relates to one of the broad course issues (see above). The goal here is to give a lot of detail on a small subject – depth not breadth, and to be analytical. You only have 6-8 minutes so you need to be extremely organized, clear, and concise.

Final reflection

Take-home essay reflection, to be distributed on the last day of class.

Grading Summary:

<u>Assignments</u>	<u>points*</u>
Involvement	
5 pts X 44 classes	220

Chapter Presentation	45
Ag/Food/Enviro in the news	25
CAFÉ Perspectives Report	30
Citizenship paper topic	10
Citizenship annotated bibliography	25
Citizenship paper outline	10
Citizenship paper rough draft	15
Citizenship paper peer review	25
Citizenship paper final draft	85
Potluck	25
Informative speech	75
Final reflection	10
Total points	600

****Remember, poor attendance will result in loss of a letter grade after 4 unexcused absences.**

Letter Grades will be earned according to the following scores.

A = 540 to 600

B = 480 to 540

C = 420 to 480

D = 360 to 420

E = < 360

Need help? Get help!! Seriously, don't let yourself get overwhelmed whether you're struggling with academic, social, emotional, financial or other issues. Nearly everyone struggles at some point. There are a wide variety of excellent resources at UK for you to access, and I am very happy to help you navigate them if I can't help directly.

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

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

Make an appointment ***with me*** or your advisor.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. 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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Emergency Preparedness:

If an emergency arises in this classroom, building or vicinity your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event) go to the nearest shelter location. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at the evacuation location so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please view the emergency response guidelines at the UK Division of Crisis Management and Emergency Preparedness website: (<http://www.uky.edu/EM/emergency-response-guide.html>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

Sustainable Classroom Policy

The University of Kentucky strives to build classrooms that are ecologically sound, socially just, and economically viable, now and for the future. Sustainable classrooms prepare students and empower the campus community to support sustainable development in the Commonwealth and beyond.

This is a sustainable classroom. Here your instructors aim (1) to create the healthiest, most collaborative and innovative learning environments possible, (2) to reduce your costs and improve your intellectual development through thoughtful resource conservation and waste reduction, (3) to foster a culture of involvement in sustainability through education and engagement, and (4) to enable UK students, faculty, our campus, and our Commonwealth to become more sustainable through the use of University resources.

Sustainability starts with you taking care of yourself so that you can be at your best in this class. Do the readings and homework assignments. Come to class. Join in the discussion. Get enough sleep, water, food, and coffee beforehand. If you are facing challenges securing classroom materials, food, or housing, and this is affecting your performance in class, please contact the Dean of Students, Nicholas Kehrwald, at nkehrwald@uky.edu or 859-257-3754. Furthermore, please notify your instructor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

Diversity Statement

Diversity and inclusion is an essential part of the CAFE GEN100 curriculum. Diverse populations improve outcomes, enhance communities, and contribute to student success and retention.

M/W/F Example Course Schedule
Fall 2019 Issues in Agriculture, Food, and Environment
GEN 100 – Section ****



Monday, August 26th – First Day of Class - Syllabus & Introductions, So god made... uk campus walk: on the farm with Dean Nancy Cox

Wednesday, August 28th – Ch1 Foodways, Introduction & schedule Ag/Food/Enviro in the News, quiz on Ch1

Friday, August 30th – last day to add a class, Ch2 Food Identity, Introduction to Chapter presentations, quiz on Ch2 Introduction to the Citizenship Paper, quiz on Citizenship materials

Monday, September 2nd – Labor Day/No Class

Wednesday, September 4th – Introduction to the Citizenship Paper, quiz on Citizenship materials, Ag in the News

Friday, September 6th – Information literacy session I, Reading/quiz on information literacy

Monday, September 9th – Information literacy session II, Citizenship paper topic due, Ag in the News

Wednesday, September 11th – Information literacy session III/workshop or annotated bibliography work day

Friday, September 13th – Last day to drop a course without it appearing on the student's transcript, Group Chapter presentations work day, quiz on your group's assigned chapter, , Ag in the News

Monday, September 16th – Field trip to the south farm, Annotated Bibliographies Due

Wednesday, September 18th – Chapter 3 Group Presentation, Ag in the News

Friday, September 20th – Chapter 4 Group Presentation, Ag in the News

Monday, September 23rd – Chapter 5 Group Presentation, Ag in the News

Wednesday, September 25th – Chapter 6 Group Presentation, Outlines Due

Friday, September 27th – Chapter 7 Group Presentation, Ag in the News

Monday, September 30th – Chapter 8 Group Presentation, Ag in the News

Wednesday, October 2nd – Wrap up Food & Society, Chapter 9 Conclusion

GEN 100 Instructor Guide

Friday, October 4th – Unconscious Bias Training, Ag in the News

Monday, October 7th – Field trip to FCLK Cooking Class, Ag in the News

Wednesday, October 9th – Follow up on cooking, “Is Nutritious Food really Pricier?” Citizenship Paper Guidance, Ag in the News

Friday, October 11th – Rough Drafts Due, Peer Review guidance

Monday, October 14th – Peer Reviews Due, Ag in the News

Wednesday, October 16th – CAFÉ Perspectives Report-Backs, Ag in the News

Friday, October 18th – Citizenship Paper Due/Mini-presentations in-class

Monday, October 21st – midterm of the Fall semester/October 21-22 Fall Break/No Class

Wednesday, October 23rd – Diversity & Inclusion Workshop

Friday, October 25th – Global Environmental Problems I

Monday, October 28th – Global Environmental Problems II

Wednesday, October 30th – Field trip to the Greenhouse/Meat Lab

Friday, November 1st – Population & Development I

Monday, November 4th – Population & Development II

Wednesday, November 6th – Visit from Jamie Dunn, “Orienting to College,” (Last day to take a W)

Friday, November 8th – Film Day

Monday, November 11th – Film Day

Wednesday, November 13th – Curiosity/Choosing an Informative Speech Topic

Friday, November 15th – Global/Local

Monday, November 18th – Potluck

Wednesday, November 20th – Guest Speaker Dr. Zimmerman on Rurality

Friday, November 22nd – How to give an effective presentation

Monday, November 25th – Online Discussion Board Class – Charles Mann – “Can the World be Fed?”

Wednesday, November 27th – Thanksgiving Break/No Class

GEN 100 Instructor Guide

Friday, November 29th – Thanksgiving Break/No Class

Monday, December 2nd – Informative Speeches

Wednesday, December 4th – Informative Speeches

Friday, December 6th – Informative Speeches

Monday, December 9th – Informative Speeches

Wednesday, December 11th – Informative Speeches

Friday, December 13th – Last Day of Classes, refer back to “Can the World be Fed?”

Monday, December 16th – Final Reflection Due

Tuesday/Thursday Example Course Schedule
Fall 2019 Issues in Agriculture, Food, and Environment
GEN 100 – Section ****



Tuesday, August 27th – First Day of Class - Syllabus & Introductions, So god made... uk campus walk: on the farm with Dean Nancy Cox

Thursday, August 29th – Ch1 Foodways, Introduction & schedule Ag/Food/Enviro in the News, quiz on Ch1

Tuesday, September 3rd – Ch2 Food Identity, Introduction to Chapter presentations, quiz on Ch2 Introduction to the Citizenship Paper, quiz on Citizenship materials

Thursday, September 5th – Information literacy session I, Reading/quiz on information literacy, Citizenship paper topic due, Ag in the News

Tuesday, September 10th – Information literacy session II, workshop or annotated bibliography work day, Ag in the News

Thursday, September 12th – Group Chapter presentations work day, quiz on your group's assigned chapter, Ag in the News, Annotated Bibliographies Due

Tuesday, September 17th – Field trip to the south farm,

Thursday, September 18th – Chapter 3 & 4 Group Presentation, Ag in the News, Citizenship Outlines Due

Tuesday, September 24th – Chapter 5 & 6 Group Presentation, Ag in the News

Thursday, September 26th – Chapter 7 & 8 Group Presentation, Ag in the News,

Tuesday, October 1st – Wrap up Food & Society, Chapter 9 Conclusion

Thursday, October 3rd – Ag in the News, Citizenship rough drafts due, Peer Review guidance

Tuesday, October 8th – Field trip to FCLK Cooking Class

Thursday, October 10th – Follow up on cooking, "Is Nutritious Food really Pricier?", Peer Reviews Due, Ag in the News

Tuesday, October 15th – Unconscious Bias Training, Ag in the News

Thursday, October 17th – Citizenship Paper Due/Mini-presentations in-class, Ag in the News

GEN 100 Instructor Guide

midterm of the Fall semester/October 21-22 Fall Break/No Class

Thursday, October 24th – CAFÉ Perspectives Report-Backs, Ag in the News

Tuesday, October 29th – Ag in the News, Diversity & Inclusion Workshop

Thursday, October 31st – Global Environmental Problems I, Ag in the News

Tuesday, November 5th – Global Environmental Problems II, visit from Jamie Dunn “Orienting to College”

Wednesday, November 6th – Last day to take a W

Thursday, November 7th – Field trip to the Greenhouse/Meat Lab

Tuesday, November 12th – Curiosity/Choosing an Informative Speech Topic

Thursday, November 14th – Potluck

Tuesday, November 19th – Guest Speaker Dr. Zimmerman on Rurality

Wednesday, November 20th – How to give an effective presentation

Friday, November 22nd – Informative Speeches

Monday, November 25th – Online Discussion Board Class – Charles Mann – “Can the World be Fed?”

Thursday, November 28th – Thanksgiving Break/No Class

Tuesday, December 3rd – Informative Speeches

Thursday, December 5th – Informative Speeches

Tuesday, December 10th – Informative Speeches

Thursday, December 12th – Last Day of Classes, refer back to “Can the World be Fed?”

Tuesday, December 17th – Final Reflection Due

APPENDIX D: UK 101 SAMPLE SYLLABUS

SAMPLE SYLLABUS

UK 101 ACADEMIC ORIENTATION SYLLABUS, FALL 2016

Section: 054

Class Time: 3:30-4:20 p.m.

Location: Whitehall Classroom Building Room 243

Instructor

Name: Lesli Hall

Office Address: 109 Miller Hall

Phone: 859-257-7137

Email Address: lesli.hall2@uky.edu

Office Hours: By appointment

Peer Instructor

Name: Rebecca Williams

Phone: 859-802-6702

Email Address: Rebecca.williams1@uky.edu

Course Description

This course is designed to assist undergraduates in adjusting to the academic life of the University. Through lectures, discussions, exercises, and out-of-class assignments, UK 101 helps students reach the student learning outcomes listed in this syllabus.

Required Materials

Common Reading book, *Orphan Train*, by Christina Baker Kline

[K Book](#)

Student Learning Outcomes

Students will:

1. Articulate the purpose and nature of a college education at a research university.
2. Explain the purpose and goals of the University of Kentucky's general education (UK Core) student learning outcomes.
3. Apply learning strategies to maximize academic success.
4. Understand University policies.
5. Locate and use designated campus resources.
6. Recognize personal and social issues (e.g., alcohol, diversity, financial wellness) that first-year students often face in a college environment and be able to identify and select appropriate campus resources.

Course Requirements

1. Class participation is critical to the success of students, and it adds to the success of the course. Participation includes attending and being prepared for class, involving yourself in class discussions and activities, assuming responsibility for your own learning, and contributing to the learning of others.
2. Classroom decorum is important to a conducive learning environment. Being respectful of your classmates and instructors includes engaging in civil discourse when we discuss topics that have a diversity of perspectives; silencing your cell phone; not texting; and other behaviors outlined in class.
3. Complete and submit assignments as directed (via Canvas, email, or hard copy—whichever instructor chooses) by designated dates and times.

Grading Criteria and Assignments

Grades for UK 101 are based upon the following:

Assignment and Attendance* Points

Classroom Participation and Decorum	65
Reflection Email-About Me and Why College	20
Calendar/Planner Assignment	20
Weekly Time Plan	25
Library/CRE Assignment	40
Academic Advisor Information	20
Professor Interview	50
Midterm Grades and Reflection	25
Major Fair Assignment	50
Cultural Event and Reflection	<u>35</u>
TOTAL	350

*If you miss class due to an unexcused absence, your overall course point total will be deducted by 10 points per unexcused absence.

Late Assignments

Students with an excused absence may submit assignments the class period following their absence without any penalty. Assignments turned in late, without an excused absence, will receive a maximum of 50% credit.

Cell Phone Policy

Silence your cell phones during class. Do not have your phones out or text during class. Put them in your bag.

Grading Scale

A	90% and higher	(320-350 points)
B	80-89%	(292-321 points)
C	70-79%	(262-261 points)
D	60-69%	(232-261 points)
E	59% and below	(231points or below)

Mid-term Grade

Your mid-term grade will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/registrar-academic-calendar>).

Final Exam

There is not a final exam.

Attendance Policy

Students are expected to attend **ALL** class sessions unless their absence is excused. Attending class is an important part of succeeding in any course, especially a discussion-based course like UK 101. Refer to the "Grading Criteria and Assignments" section for information on deduction of points due to unexcused absences.

Excused Absences and Verification (University Senate Rule 5.2.4.2)

"Students need to notify the professor of absences prior to class when possible. A student shall not be penalized for an excused absence. The following are defined as excused absences:

- A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.
- B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent.
- C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.
- D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no later than the last day for adding a class.
- E. Any other circumstances which the Instructor of Record finds reasonable cause for absence.”

Title IX Information

Students who have experienced sexual harassment (including sexual assault, dating violence, and stalking) or gender based discrimination may file a report with the Office of Institutional Equity and Equal Opportunity. If a student discloses sexual harassment to a UK employee (staff, faculty, and some student leaders such as RA's, UK 101 and UK 201 Peer Instructors, TA's, etc.), the employee is obligated to report the incident to the Office of Institutional Equity and Equal Opportunity (859-257-8927). Students are not required to report incidents to the Office of Institutional Equity and Equal Opportunity in order to utilize University support services. Students may contact the Counseling Center (859-257-8701) and/or Violence Intervention and Prevention Center/VIP (859-257-3574) to obtain assistance confidentially.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his or her record, more serious penalties, up to suspension from the University, may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in 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.

Part II of Student Rights and Responsibilities

(<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes

reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (location: 407 Multidisciplinary Science Building; phone: 257-2754; email: dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

TENTATIVE COURSE SCHEDULE

<u>DATE</u>	<u>CLASS TOPIC</u>	<u>ASSIGNMENT DUE</u>
Thursday, August 25:	Welcome to UK 101	
Tuesday, August 30:	What to Expect in College & Campus Resources	Email Reflection & Calendar assignment
Thursday, September 1:	Time Management & Goal Setting	
Tuesday, September 6:	Introduction to Health Careers & Research	
Thursday, September 8:	Growth vs. Fixed Mindset	
Tuesday, September 13:	Majors Fair	
Thursday, September 15:	Library Tour	Majors Fair Assignment
Tuesday, September 20:	Substance Abuse	
Thursday, September 22:	Understanding Professors & Classroom Decorum	Weekly Time Plan
Tuesday, September 27:	Medical School Speakers	
Thursday, September 29:	Exam Prep & Taking Notes	Library Assignment
Tuesday, October 4:	Academic Advising/UK Core	
Thursday, October 6:	PA Program	
Tuesday, October 11:	Common Reading Experience	
Thursday, October 13:	Bystander Intervention	
Tuesday, October 18:	Getting Involved on Campus	
Thursday, October 20:	Education Abroad/NSE	Midterm Grade & Academic Advisor Information
Tuesday, October 25:	Pharmacy Speaker	
Thursday, October 27:	Dental Speaker	
Tuesday, November 1:	Academic Integrity	How's It Going Email Reflection
Thursday, November 3:	Health Science Guest Speaker	
Tuesday, November 8:	Election Day – no class	
Thursday, November 10:	Options in Healthcare- PH/SW	Professor Interview
Tuesday, November 15:	Diversity Presenter Part 1 Class meets in Blazer Dining room 313	
Thursday, November 17:	Diversity Part 2 Class meets in Blazer Dining room 313	
Tuesday, November 22:	Career Session	
Thursday, November 24:	Thanksgiving-no class	
Tuesday, November 29:	Stress Management	

Thursday, December 1:	Financial Wellness MoneyCats Presents	
Tuesday, December 6:	Class Choice	
Thursday, December 8:	Last Class	

ASSIGNMENTS

Please see the description below for each assignment. If you have any questions or need any clarification, please ask the instructor or peer instructor.

1. About Me Email Reflection-Email your instructor and peer instructor telling us about yourself. Include the following information: your hometown and family background, interests & hobbies, your pre-professional interest and potential majors, why you decided to attend UK, what you expect to accomplish your first year, and any concerns you have about UK or this class.
2. Calendar Assignment- Transfer all of your assignments, papers, and exam dates into a calendar/planner and bring it to class to show the instructor for credit.
3. Weekly Time Plan-Using the chart distributed in class, keep track of how you spend your time for at least 3-4 weekdays. Log all activities including studying, time in class, sleeping, exercising, eating, watching tv, texting, on social media, etc. On the back side of your chart answer the following questions: What time management observations and recommendations can you make based on your time log? Do you want to change your exercise, sleeping & eating habits? Is your study time sufficient?
4. Library/CRE Assignment- Visit the following link to view and complete the library/CRE assignment <http://libguides.uky.edu/UK101>. You will learn about scholarly sources, conduct a small research assignment on a topic related to this year's Common Reading book Orphan Train, and complete reflection questions related to your topic and the CRE book.
5. How Is It Going Email Reflection- Looking back over the past several weeks, how has your experience at UK fit with your expectations of college? What have been some of the adjustments? What have you changed about your study strategies? What concerns do you have?
6. Professor Interview- Interview one of your professors in person (not over email) during office hours and write about the experience. Include the following information in your reflection: professor name, title, and the course you are taking with him/her. You will want to develop some interview questions on your own, but here are few may wish to use are: Where did you attend school during your undergraduate and graduate

work? How long have you been a professor at UK? How many classes do you teach? What is your favorite class to teach and why? Other than the time you spend in the classroom, what do you do as a professor? What kind of music do you enjoy? What are your hobbies or activities you enjoy? What piece of advice would you give a first year student? Did the interview meet your expectations? Were you surprised by anything you learned about your professor? Did your opinion of the professor change after the interview?

7. Midterm Grades_ Use the GPA calculator (found at www.uky.edu/registrar/GPAcalc.htm and your midterm grades (found under myuk) to calculate your GPA.
8. Email me the name of your academic advisor, phone number, email address, and office location. Tell about the experience in meeting with your advisor and what did you talk about in your freshmen appointment.
9. Attend the Majors Fair. Talk to at least 3 different majors and gather information about those majors. Turn in proof that you attended.

CAMPUS RESOURCES AND SERVICES

The Study & The Study North	TBA and Champions Court 1	www.uky.edu/AE or e-mail thestudy@uky.edu
Provides free tutoring by peers, study smarter seminars, academic coaching, etc.; visit their website for tutoring hours based on subject. Call (859) 257-1356 for more information. Follow on Twitter @TheStudyScoop or like them on Facebook.		
The Hub	Basement of Young Library	www.uky.edu/Libraries/Hub
Comfortable place to study; helpful reference librarians; technology support; Writing Center; computer labs; vending food.		
Writing Center	B108B Young Library, in The Hub	http://wrd.as.uky.edu/writing-center/
Graduate and undergraduate student peer consultants assist with the process of composing and communicating in all media, including essays, reports, posters, visuals, websites, slide presentations, and videos. Open Monday-Thursday from 9 a.m. – 9 p.m.; Friday from 9 a.m. – 3 p.m.; and Sunday (online only) from 7 p.m. – 11 p.m. Make appointments online or call (859) 257-1368. Like them on Facebook and visit Wordpress site at ukwrite.wordpress.com .		
Mathskeller	63 Classroom Building (Basement)	www.mathskeller.com/
Open 9 a.m. to 5 p.m., Monday – Friday. Offers free tutoring and help with 100-level math classes.		
General Chemistry Learning Center	219 Academic Science Bldg. (ASB) 331 ASB for Organic Chemistry	http://chem.as.uky.edu/general-chemistry-learning-center
Receive help from chemistry graduate students for 100-level chemistry courses. Open Monday – Thursday from 9 a.m. until 5 p.m. and on Friday from 9 a.m. until 4 p.m.		
Presentation U! @ The Hub Presentation U! North @ CC1	The Hub at Young Library and Champions Court 1	http://www.uky.edu/UGE/pres-u
Get help with honing any aspect of your multimodal communication skills and/or projects (e.g., public speeches, group presentations, computerized slideshows, digital projects, etc.). Schedule a tutoring appointment via website or drop-in.		
Center for Academic Resources and Enrichment Services (CARES)	104 McVey Hall	www.uky.edu/diversity/cares
The overall program goals are to increase the retention and graduation rates of students traditionally underrepresented in post-secondary education, including African Americans, Latinos, and Native Americans. Services include tutoring, study groups, academic planning/monitoring, career exploration and networking opportunities, personal development workshops, graduate school information/preparation. Call (859) 323-6347, follow on Twitter @UK_CARES, or Facebook.		
Student Support Services	Suite 443, Multidisciplinary Science Bldg. (MDSB), 725 Rose St.	www.uky.edu/Diversity/SSS/
Provides a holistic approach to working with students who are first generation, low income, or have a documented disability. Services include but are not limited to the following: tutoring, mentoring, and limited computer use. You must come in and complete an application to receive services. Visit website or call (859) 257-9797 for more information.		
Financial Ombud Services	6 Funkhouser	www.uky.edu/financialaid/financial-ombud-services
The Financial Ombud works 1-on-1 with students/parents to identify/resolve financial problems affecting payment of tuition & fees and enrollment. Contact Holly Sandlin, Financial Ombud, at (859) 218-1360, or email Financialombud@lsv.uky.edu .		
University Health Service	830 South Limestone	http://ukhealthcare.uky.edu/uhs
If sick, this is the place to go. Full-time UK students see clinicians without charge. To make an appointment, call (859) 323-2778 (APPT). Check out University Health Service's Facebook page, You Tube space, and follow on Twitter @UHSPaws.		
Counseling Center	106 Frazee Hall	www.uky.edu/StudentAffairs/Counseling
Provides academic, personal, and career counseling; free and confidential; call (859) 257-8701 to schedule an appointment. Open 8 a.m. to 4:30 p.m. Monday-Friday. Like them on Facebook, and follow on Twitter @UKCounselingCtr.		

The Academic Exploration Tool	Desktop, mobile, tablet	http://www.uky.edu/academics/ and http://www.uky.edu/majors
The Academic Exploration Tool (AET) helps unlock your potential, taking your passions, interests and career aspirations and connecting you with UK majors that suit your goals. With AET, explore the many majors offered at UK!		
Martin Luther King Center	313 Blazer Hall	www.uky.edu/MLKCC
Strives to achieve a more diverse and inclusive environment, increase retention of students generally underrepresented in the student body, and enhance student achievement. Serves campus by exposing students, faculty, and staff to cultural, educational, and social activities. Visit the website for more information, or call (859) 257-4130.		
Undergraduate Research	211 Funkhouser	www.uky.edu/UGResearch
Promotes high quality undergraduate student-faculty collaborative research and scholarship in all disciplines across campus. For more information, call (859) 257-6322, like them on Facebook, and follow on Twitter @UKUGR.		
Student Employment Office	112 Scovell Hall	www.uky.edu/HR/studentjobs
Helps students find jobs on and off campus; visit website to get started, or call (859) 257-9555 for more information.		
Academic Scholarships		www.uky.edu/AcademicScholarships
Information and applications for University and departmental scholarships available on this site.		
Calendar of Events		www.calendar.uky.edu
Visit this website to find out about everything happening across campus.		
Academic Calendar		www.uky.edu/registrar/content/academic-calendar
"Multiple Final Exams" Information		www.uky.edu/Faculty/Senate/rules_regulations/
<i>University Senate Rule 5.2.4.7. "Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled at another time during the final examination period. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate Instructor of Record or his/her designee two weeks prior to the last class meeting."</i>		
National Student Exchange Program	109 Miller Hall	http://www.uky.edu/US/nse.html
Attend one of nearly 200 colleges and universities throughout the U.S., Guam, Puerto Rico, the U.S. Virgin Islands, and Canada, and pay only UK tuition. Call (859) 257-3383 or email nse@uky.edu to learn more.		
SAFECATS and After-Hours On-Demand Bus Service		www.uky.edu/Police/escort.html
SAFECATS provides free safety escort service on campus from 8:30 p.m.–1:30 a.m. Sun – Thurs.; after-hours on-demand bus service provides on call bus services at varying hours Sunday-Thursday. Call 257-SAFE (7233) for both services. Hearing impaired students may request a SAFECATS escort by e-mailing SAFECATS at uksafecats@uky.edu .		
VIP Center	1 Frazee Hall (Basement)	www.uky.edu/StudentAffairs/VIPCenter/
Works with the campus to help fight acts of violence, including sexual assault, partner violence, and stalking. Home of the Green Dot. For more information call (859) 257-3574 (confidential) or e-mail VIP at vipcenter@uky.edu (not confidential). Like them on Facebook and follow their blog at viptrueself.wordpress.com .		
VIP Center Bias Incident Support	1 Frazee Hall (Basement)	www.uky.edu/StudentAffairs/VIPCenter/support_bi.php
The VIP Center provides support and advocacy to those who have experienced acts of hate, bias or identity-based violence. Services include support at the time of crisis, academic and housing advocacy, and assistance navigating reporting systems both on and off campus. Services can be accessed by contacting the Bias Incident Response Coordinator at carol.taylor@uky.edu , calling 257-3189, or walking into the VIP Center. An appointment is not required.		

Stuckert Career Center	408 Rose Street	www.uky.edu/CareerCenter/
Receive help with career exploration, resumes, internships, and job search. Open Monday – Friday from 8 a.m. until 5 p.m. Visit their website, call (859) 257-2746, or e-mail at ukcareercenter@uky.edu . Like them on Facebook and follow on Twitter @UKCareerCenter.		
MoneyCats	1523 Patterson Office Tower	www.uky.edu/wise/moneycats
Provides financial wellness education, resources, and 1:1 financial coaching to students enrolled at the University of Kentucky. Contact them by email at moneycats@uky.edu .		
Student Financial Aid	127 Funkhouser Building	www.uky.edu/financialaid/
Assists students with the financial aid application process, responsible for the awarding and disbursement of federal, state, and institutional grants, loans, and scholarships.		
<i>Financial Aid Counselors</i>	<i>Student Name</i>	<i>Contact</i>
Amy Stiltner	A, B	Email: aestil0@uky.edu Voice: 859-218-1267
Kelly Yodanis	C, D	Email: kyo227@uky.edu Voice: 859-218-1764
Nicholas Barnes	E, F, G, HA	Email: nicholas.barnes@uky.edu Voice: 859-218-1293
Beth Mekus	HB, I, J, K	Email: beth.mekus@uky.edu Voice: 859-218-1263
Lynda Green	L, M	Email: lgreen@uky.edu Voice: 859-218-1301
Stephen Furnish	N, O, P, Q, R	Email: stephen.furnish@uky.edu Voice: 859-218-1430
Kaarla Stamper	S, T	Email: kmcomb2@uky.edu Voice: 859-218-1432
Lexie Foellger	U, V, W	Email: lexie.foellger@uky.edu Voice: 859-218-1284
David Prater	X, Y, Z	Email: dprater@uky.edu Voice: 859-257-6554
Academic Ombud	109 Bradley Hall	www.uky.edu/Ombud/
Helps students work through and resolve academic problems and conflicts. Stop by Bradley Hall, call 257-3737, or email Ombud@uky.edu with questions.		
Education Abroad	310 Bradley Hall	www.uky.edu/international/educationabroad
There are hundreds of programs to match every academic interest and budget; make an appointment, and they'll tell you everything you need to know. For more information, visit their website, call (859) 323-2106, or e-mail them at EducationAbroad@uky.edu . Like them on Facebook and follow on Twitter @EAatUK.		
Office of LGBTQ* Resources	302 Blazer Hall	http://www.uky.edu/Diversity/LGBTQ/index.html
This is the central hub for accessing information, groups, and services related to diverse sexualities and gender identities. Staffed by a full-time director, the office serves all students, faculty and staff at the university. The staff also seek to connect and collaborate with LGBTQ* community groups and friends across the city of Lexington and the Commonwealth of Kentucky. Although the office is structured to be adaptable in support of our constantly evolving mission of being radically inclusive, our work generally focuses on three core pillars: community building, education, and advocacy.		
Disability Resource Center	407 Multidisciplinary Science Building	www.uky.edu/StudentAffairs/DisabilityResourceCenter
Students with documented physical, learning, or temporary disabilities may receive assistance and support from this office. Call (859) 257-2754 for more information.		
Big Blue Pantry	Rooms 23 and 25, Whitehall Classroom Building (in basement)	www.ukcco.org/programs/bigbluepantry/
The Big Blue Pantry serves UK students who are experiencing food insecurity or hunger. Any UK student, with a valid UK ID, is eligible to receive non-perishable goods from the Big Blue Pantry by coming to White Hall 23-25 during our open hours.		

**APPENDIX E: SAMPLE GEN 100 SYLLABI: ALI ROSSI
(2019, 2013), AMANDA GUMBERT (2019), ASHLEY HOLT
(2019), AND KIM RAGLAND (2004)**

Dr. Rossi's Fall 2019 GEN100
Issues in Agriculture, Food, and Environment

Alissa.Rossi@uky.edu

859-619-5274

703 Garrigus Building

Section 006 (9:30-10:45) with Madison Blades

Section 007 (11-12:15) with Makayla James

In 101 Cooper Building



Introduction:

GEN100 is designed to prepare you to be able to critically think, talk, and write about major issues in agriculture, food, and environment. We focus on six major subject areas in College of Agriculture, Food, and Environment disciplines including: Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, and Energy & the Environment. (*GEN100 differs by instructor, so don't assume you can compare with a friend in a different section of the course.)

Learning Objectives:

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

- Define critical concepts related to agriculture, food, and environment.
- Have an *evidence-based* discussion on key issues in agriculture, food, and environment.
- Explain how social and technological *changes* in society have affected issues in agriculture, food, and environment.
- Evaluate the emergence of multiple and contested positions taken on these issues.

Required Class Materials:

1. Food & Society: Principles & Paradoxes, 2nd Ed., by Guptill, Copelton, & Lucal, Polity Press, 2016.
2. Other articles/web-based materials as assigned.
3. Courage, empathy, and support.

Involvement:

To earn your full involvement points you must ace a quiz or in-class activity AND be punctual, present, prepared, participating, and respectful.

You will lose involvement points for being late, absent, having not done any assigned reading or assignment, showing disrespect to the instructor or your colleagues, sleeping, or the visible presence of electronic devices. It is your responsibility to check your involvement points on Canvas at least weekly and get in touch if you have any questions. I cannot change involvement grades more than 1 week past the date on which they were recorded

You can earn up to **5 points per class (30 classes) for a total of 150 points.**

Unexcused absences: If you need to stay home because you're sick but don't go to the doctor, or it's too icy to bike to school, or any other legitimate but unexcused reason, you will lose your involvement points. After 3

unexcused absences your grade will be lowered by a letter for each additional absence (i.e. if you miss four days unexcused, your final grade will be dropped from an A to a B. However, at the end of the semester 10 involvement points will be added to your total, so that gives you two free days or 10 bonus points – whichever you prefer. It is especially important to be present on days you are scheduled to present a major assignment.

If you miss more than 20% of total class period (combined excused and unexcused) you will need to withdraw from the course. Because GEN100 is grounded in active learning, students must be present to achieve the learning objectives.

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

Finally, I am involved as well. Please don't hesitate to get in touch if you have any concerns, ideas, questions, problems in this class or others, need help on assignments, come across a relevant youtube video you think I'd like, or want suggestions for good study abroad programs.

Excused Absences: Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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 in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students will be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Assignments:

*Late assignments will not be accepted except in case of an excused absence with arrangements made in advance of the due date. Full guidelines & deadlines are on Canvas – this is just a short summary.

Chapter Presentation:

In groups you will lead 30 minutes of class, presenting a summary & critique with audience engagement for an assigned chapter from the textbook Food & Society.

Agriculture/Food/Environment in the News

Most days class will begin with Ag in the News discussions - each student will be responsible for finding and presenting a current news story related to agriculture, food, or environment. Choose an in-depth news story (at least a couple pages long) from a legitimate daily newspaper (i.e., not The Onion or yahoo.com). Make sure to do any necessary additional research so that you understand the context of the story as well as any relevant terms/organizations/figures. Compose at 2 open-ended discussion questions to spark debate. Before you come to class, submit on Canvas a Prep Sheet with your notes, discussion questions, & proper full citation. No late assignments will be accepted.

CAFÉ Perspectives Report

Attend at least one CAFÉ Perspectives Panel, write a 3.5 essay summarizing & critiquing the panel, and come to class prepared to present it to the class.

Citizenship Paper

4-6 page paper based on US Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, or Energy & the Environment. Identify an issue of interest to you, provide evidence-based background information, evaluate multiple perspectives on the issue again using credible references and clear logic, and propose solutions. Topic statement, Annotated Bibliography, Outline, Rough draft, Peer review, and Final drafts required.

Potluck

In addition to bringing a dish to share which was (1) either sourced or (2) prepared locally, write up a one-page report & post it to Canvas before coming to class. If you bring a locally sourced dish (option 1) - your report **needs to include a brief history of the company which produced your item, including from where they source** their ingredients, where they are located, any special labels, claims, or certifications they may have (such as Kentucky Proud, organic, all - natural, sustainable, etc.) and what that claim/label means. If you prepare a dish yourself to bring (option 2) - your report should include where your ingredients came from (both where you got them, and where they originated) noting any labels, claims, or certifications they have & what they mean (i.e. free-range eggs in your cupcakes?), a recipe, and any additional information about the dish - history, culture, etc. You can earn up to 15 points for your dish, and 10 points for the write-up. I'll bring plates, napkins, and utensils. Please bring serving utensils if possible.

Informative speech

You may choose your own **very specific topic** which relates to one of the broad course issues (see above). The goal here is to give a lot of detail on a small subject – depth not breadth, and to be analytical. You only have 6-8 minutes so you need to be extremely organized, clear, and concise.

Course reflection

Take-home essay reflection, to be distributed on the last day of class.

Grading Summary:

Assignments	points*
Involvement	
5 pts X 30 classes	150
Chapter Presentation	40
Ag/Food/Enviro in the news	25
CAFÉ Perspectives Report	30
Citizenship paper topic	10
Citizenship annotated bibliography	25
Citizenship paper outline	10
Citizenship paper rough draft	15
Citizenship paper peer review	25
Citizenship paper final draft	60
Potluck	25
Informative speech	75
Course reflection	10
Total points	500

****Remember, poor attendance will result in loss of a letter grade after 3 unexcused absences.**

Letter Grades will be earned according to the following scores.

A = 450 to 500

B = 400 to 450

C = 350 to 400

D = 300 to 350

E = < 300

Need help? Get help!! Seriously, don't let yourself get overwhelmed whether you're struggling with academic, social, emotional, financial or other issues. Nearly everyone struggles at some point. There are a wide variety of excellent resources at UK for you to access, and I am very happy to help you navigate them if I can't help directly.

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

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

Make an appointment ***with me*** or your advisor.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. 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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Emergency Preparedness:

If an emergency arises in this classroom, building or vicinity your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event) go to the nearest shelter location. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at the evacuation location so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please view the emergency response guidelines at the UK Division of Crisis Management and Emergency Preparedness website: (<http://www.uky.edu/EM/emergency-response-guide.html>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

Sustainable Classroom Policy

The University of Kentucky strives to build classrooms that are ecologically sound, socially just, and economically viable, now and for the future. Sustainable classrooms prepare students and empower the campus community to support sustainable development in the Commonwealth and beyond.

This is a sustainable classroom. Here your instructors aim (1) to create the healthiest, most collaborative and innovative learning environments possible, (2) to reduce your costs and improve your intellectual development through thoughtful resource conservation and waste reduction, (3) to foster a culture of involvement in sustainability through education and engagement, and (4) to enable UK students, faculty, our campus, and our Commonwealth to become more sustainable through the use of University resources.

Sustainability starts with you taking care of yourself so that you can be at your best in this class. Do the readings and homework assignments. Come to class. Join in the discussion. Get enough sleep, water, food, and coffee beforehand. If you are facing challenges securing classroom materials, food, or housing, and this is affecting your performance in class, please contact the Dean of Students, Nicholas Kehrwald, at nkehrwald@uky.edu or 859-257-3754. Furthermore, please notify your instructor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

Diversity Statement

Diversity and inclusion is an essential part of the CAFE GEN100 curriculum. Diverse populations improve outcomes, enhance communities, and contribute to student success and retention. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Fall 2013 Issues in Agriculture: Contemporary Problems in Agriculture and Natural Resources
GEN 100 – Section ***

Class time & location:

Instructor:

Office location & hours:

Phone & email:

Introduction:

GEN 100 is designed to introduce you to major historical, international, social, economic, political, and scientific issues in agriculture and renewable resources. This course is meant to prepare you to be able to critically think, talk, and write about six major subject areas in the College of Agriculture disciplines including: POPULATION and DEVELOPMENT, LAND USE, CAPITALIZATION/AGRARIAN TRANSITION, AGRICULTURAL TECHNOLOGY, FOOD VALUES and SAFETY, ENERGY AND THE ENVIRONMENT.

Learning Objectives:

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

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

Required Class Materials:

1. Lester Brown's Full Planet, Empty Plates: The New Geopolitics of Food Scarcity
2. Other articles/web-based materials as assigned.
3. Dr. Lee Edgerton, from the Animal and Food Science Department, also suggests the following: "Courage, empathy, and support— bring a liberal amount of each to each class. Communication is about community and each of these is an important building block for community and communication."

Involvement:

Involvement points are attributed each class period for being punctual, present, prepared, participating, AND abiding by our standards of class decorum. These points are earned at the very beginning [punctuality] of each class [presence] by either (1) answering a short essay question [preparation] or (2) participating actively in a class discussion/activity [participation]. You will lose these points for showing disrespect to myself or your colleagues, sleeping, eating, or the **visible** presence of electronic devices including phones, laptops, etc. I will not generally call you out in class for these violations, which is why it's important to make it your responsibility to check your involvement points on Blackboard at least weekly and get in touch if you have any questions. I cannot change involvement grades more than 2 weeks past the date on which they were recorded.

You can earn up to 5 points per class (30 classes) for a total of 150 points, and you start with 10 involvement points so that gives you two free days or 10 bonus points – whichever you prefer.

Each and every unexcused absence you lose those points. Excused absences require that you notify the professor *before* the missed class, and bring a note from a doctor, funeral home, or university no later than the class period after the missed class. If you need to stay home because you're sick but don't go to the doctor, or it's too icy to bike to school, or any other reason, you will lose your points. If you are not present on a day you are scheduled to present a major assignment, and do not inform the professor in advance, you will earn a zero for that speech even if your absence is excused. If your absence is unexcused, you will earn a zero for that speech. If you are present but unprepared to give your speech, you will earn a zero for that speech. If you miss more than 6 classes, even if they are excused, you will fail the class (unless there are extreme extenuating circumstances).

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

Finally, I am involved as well. Please don't hesitate to get in touch if you have any concerns, ideas, questions, problems in this class or others, need help on assignments, come across a relevant youtube video you think I'd like, or want suggestions for good study abroad programs.

Assignments:

*To be accepted for full credit, all assignments must be submitted in hard copy at the beginning of class unless otherwise noted.

Quizzes & 1-minute Papers

At the start of every class I will ask you to take out a piece of paper, and tear it in half. The first half you will use for your daily quiz (the acing of which will enable you to earn your full 5 involvement points – see above). The last minute of class you will use the second half of your paper to write (1) something you heard about in class today that was interesting, and which you'd like to know more about, and (2) something in class that was confusing and which you didn't fully understand. The 1-minute papers are anonymous.

Agriculture in the News

Almost every day we will begin class with Ag in the News discussions - each student will be responsible for finding and presenting a current news story related to agriculture. Choose an in-depth news story (at least a couple pages long) from a legitimate newspaper (not The Onion). World Access News is a good database to use for your search. Make sure to do the research necessary so you understand the context of the story as well as any relevant terms/organizations/figures. Compose at 2 open-ended discussion questions to spark debate. Come to class with your notes, discussion questions, & proper full citation to turn in. No late assignments will be accepted.

Expert Speaker Seminar critique

You should attend at least one Expert Speaker Series seminar, take excellent notes, and compose a 2-3 page paper (1) summarizing the content and (2) critiquing the delivery & approach (strengths & weaknesses). Papers are due by October 17th, but early submission is encouraged.

Information Literacy Annotated Bibliography:

Early in the semester we will have an activity/lecture addressing how to do good research. The following class will meet in the Ag Information Center, and you will utilize the tools you learn in that lecture to obtain legitimate, substantive references for your debate project. You will record your findings in an annotated bibliography. Due October 15th

Debates

Class will be divided into 8 assigned groups – each group will be given a list of controversial topics. Each group may choose their own topic, but not which side to argue. Each group should develop an effective & cohesive argument in support of their side of the issue, very well-backed by legitimate references. October 17th and 22nd.

Population & Development Paper

4-6 page paper based on one developing country's economy, education, energy, environment, health, population, and agricultural industry. Create at least 7 graphs in Gapminder.org using each of the above variables. Then, (1) CLEARLY explain what each graph reveals, (2) reflect on possible causes for interesting changes in your graphs using peer-reviewed journal articles or government data sources, and (3) end with some brief recommendations for future development in your country. Due November 12th to Blackboard.

Informative speech

You may choose your own **very specific topic** which relates to one of the broad course issues (see above). The goal here is to give a lot of detail on a small subject – depth not breadth, and to be analytical. You only have 6-8 minutes so you need to be extremely organized, clear, and concise. November 26 through December 10th.

Final exam

Take-home essay exam, to be distributed on the last day of class. Due December 17th.

Grading Summary:

<u>Assignments</u>	<u>points*</u>
Agriculture in the news	25
Info Lit Annotated Bibliog	25

Debate	50
Seminar critique	25
Population & development paper	100
Informative speech	75
Potluck	25
Involvement	
5 pts/class X 30 classes	150
Final exam	25
Total points	500

Letter Grades will be earned according to the following scores.

A = 450 to 500

B = 400 to 449

C = 350 to 399

D = 300 to 349

E = < 300

Need help? Get help!!

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

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

Make an appointment with me, or your advisor.

Academic Integrity:

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

GEN 100 – Section 021
Issues in Agriculture, Food, and Environment
Course Syllabus
Fall 2019

Class Time & Location:	TR 9:30-10:45 AM	Rm 108 Garrigus Building
	<i>Note: Class and assignments due are all based on Eastern Time (ET) Zone.</i>	
Instructor:	Amanda Gumbert, PhD N-106K Ag Science North amanda.gumbert@uky.edu 859-257-6094	
Office Hours:	Open door policy (if my door is open and I am not on the phone or meeting with someone, knock and come in). Or, you are welcome to schedule an appointment via email.	
Peer Instructor:	Emily Hamilton emily.hamilton@uky.edu	

INTRODUCTION

GEN 100 is designed to prepare you to be able to critically think, speak, and write about major issues in agriculture, food, and the environment. We focus on six major subject areas in the College of Agriculture, Food & Environment disciplines including: Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, and Energy & the Environment. This course satisfies the U.S. Citizenship category of the UK Core.

LEARNING OBJECTIVES

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

- Define critical concepts related to agriculture, food, and environment.
- Have an *evidence-based* discussion on key issues in agriculture, food, and environment.
- Explain how social and technological *changes* in society have affected issues in agriculture, food, and the environment.
- Evaluate the emergence of multiple (and contested) positions taken on these issues.

REQUIRED CLASS MATERIALS

1. Food & Society: Principles & Paradoxes, 2nd Ed., by Guptill, Copelton, & Lucal, Polity Press, 2017.
2. Other articles/web-based materials as assigned.

Other Resources

- Our out-of-class communication will be by email and course announcements through the Canvas site. It is imperative that you use your UK email account. Check email and the Canvas site regularly for announcements, lecture materials, and assignments.
- The course grade book will be maintained on the Canvas site. You will have private access to your grades at any time during the semester.
- UK Writing Center wrd.as.uky.edu/writing-center
- UKIT Service Desk is available to help with computer or technical issues. For general help: Contact UKAT Service Desk at 218help@uky.edu or call 859 218-4357. Website at: <https://www.uky.edu/ukat/help>
- Additional reference and reading material (including Internet links) will be distributed periodically.

COURSE POLICIES

Involvement

To earn your full involvement points you have to be punctual, present, prepared, participating, and respectful. You can earn up to 5 points per class (28 classes) for a total of 140 points.

You will lose involvement points for being late, absent, having not done any assigned reading or assignment, showing disrespect to the instructor or your colleagues, sleeping, or the **visible** presence of electronic devices. It is your responsibility to check your involvement points on Canvas at least weekly and get in touch if you have any questions. I cannot change involvement grades more than 1 week past the date on which they were recorded.

Unexcused absences: If you need to stay home because you're sick but don't go to the doctor, or it's too icy to bike to school, or any other legitimate but unexcused reason, you will lose your involvement points. After 4 unexcused absences your grade will be lowered by a letter for each additional absence. However, at the end of the semester 10 involvement points will be added to your total, so that gives you two free days or 10 bonus points – whichever you prefer. It is especially important to be present on days you are scheduled to present a major assignment.

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

Finally, I am involved as well. Please don't hesitate to get in touch if you have any concerns, ideas, questions, problems in this class or others, need help on assignments, come across a relevant YouTube video you think I'd like, or want suggestions for good study abroad programs.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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 in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students will be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

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When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the

practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter/>.

Additional Information related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Code of Student Conduct* <http://www.uky.edu/studentconduct/code-student-conduct> and *UK Bulletin 2019-2020* <http://www.uky.edu/registrar/2019-2020-bulletin>.

Need help? Get help!!

Writing Center: <https://wrd.as.uky.edu/writing-center>

The Study: <http://www.uky.edu/thestudy/>

Make an appointment with me, or your advisor.

Emergency Preparedness

If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), the nearest shelter location is our classroom or basement of Garrigus Building. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at southeast side of Garrigus Building near the edge of the surface parking lot so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please view the emergency response guidelines at the UK Division of Crisis Management and Emergency Preparedness website: <https://www.uky.edu/EM/>. To receive emergency messages, sign up for UK Alert (<https://www.uky.edu/EM/UKAlert/index.html>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

ASSIGNMENTS

*Late assignments will generally not be accepted except in case of an excused absence with arrangements made in advance of the due date.

Quizzes

Select reading assignments and/or class activities will also include a quiz. Quizzes must be submitted on Canvas by the due date. You can earn up to 60 points on quizzes.

Personal Identity & Map Presentation

You will complete the personal identity worksheet distributed in class and give a brief (2 to 3 minute) self-portrait presentation. The assignment is worth 10 points.

Biodiversity Reflection

You will listen to Episode 599: Biodiversity of *The Splendid Table* (<https://www.splendidtable.org/episode/599>) and respond to provided questions. The assignment is worth 15 points.

CAFE Perspectives Report

Attend at least one CAFE Perspectives Panel, write a 2.5-page essay summarizing & critiquing the panel, and be ready to discuss in class. You must register for your chosen panel at Eventbrite.com (search "CAFE Perspectives"). You may attend a second panel including a second write-up to earn five extra credit points. The CAFE Perspectives Report is due October 24th by 9:30am. Submit via Canvas. The assignment is worth 30 points.

Sometimes I Feel Like a Nut

Utilizing knowledge gained from Information Literacy days in the Ag Information Center (AIC), complete assignment regarding your favorite nut. Assignment is worth 25 points. Submit via Canvas.

Group Documentary Film Critique

Class will be divided into groups – each group will choose a documentary film to view, research, critique, and present to the class. Assignment is worth 50 points.

Agriculture, Food, and/or Environment in the News

Each student will be responsible for finding and presenting one current newspaper story related to agriculture, food, or environment. Choose an in-depth news story (at least a couple pages long) from a legitimate daily newspaper or online media source (i.e., not The Onion or yahoo.com). Examples include *Lexington Herald-Leader*, *The New York Times*, *Wall Street Journal*, *Time* magazine, *Newsweek* magazine, *ScienceDaily*, etc. Make sure to do any necessary additional research so that you understand the context of the story as well as any relevant terms/organizations/figures. Compose at least two (2) open-ended discussion questions to spark debate. Before you come to class, submit on Canvas a 1-2 page paper with: (1) your speaking notes (a summary in outline format), (2) 2 discussion questions, & (3) proper full citation of the story. No late assignments will be accepted. In class, be prepared to (1) summarize the article very clearly (speak slowly, be organized, understand & explain any abbreviations/organizations/jargon), (2) discuss related issues (if any) you think are necessary to understanding the article, and (3) facilitate a short discussion with your colleagues using 2 **open-ended** (not able to be answered with yes-or-no) and evocative discussion questions to spark participation. Assignment is worth 25 points.

Issues Paper

4-6 page paper based on US Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, or Energy & the Environment. Identify an issue of interest to you, provide evidence-based background information, evaluate multiple perspectives on the issue again using credible references and clear logic, and propose solutions. Rough draft, peer review, and final drafts required. The collective assignment is worth 175 points.

Informative speech

You may choose your own very specific topic which relates to one of the broad course issues (see above). The goal here is to give a lot of detail on a small subject – depth not breadth, and to be analytical. You only have 6-8 minutes so you need to be extremely organized, clear, and concise. An outline and final speech are required. The assignment is worth 85 points.

Submission of Assignments

All assignments should be typed, double-spaced, 12-point font, and 1-inch margins unless otherwise noted on the assignment. Please proofread all assignments prior to submission for grammatical and spelling errors. Seek out help with your writing if you need it. When applicable, APA should be used as formatting style. The following online resources may be useful for those unfamiliar with APA style requirements: https://owl.purdue.edu/owl/purdue_owl.html or <http://www.apastyle.org>. The majority of assignments will be submitted as .doc, .docx, or as .pdf on Canvas. There may be a few exceptions that will require a .jpeg submission.

Late Assignments

Assignments are due by the date and time designated on each assignment. You will be assessed a 10% penalty per day if the assignment is late. An assignment will be considered late if it is submitted after date and time designated. An assignment that is collected during class, will be considered late if it is not submitted when the instructor collects the assignments. **There are no late speeches. Assignments will NOT be accepted via email.**

Grading Summary:

Assignments	Points
Personal Identity and Map Presentation	10
Biodiversity Reflection	15
CAFE Perspectives Report	30
Sometimes I Feel Like a Nut	25
Group Documentary Film Critique	50
Ag, Food, and/or Env in the News	25
Issues paper rough draft	50
Issues paper peer review	25
Issues paper final draft	100
Informative speech outline	10
Informative speech	75

Letter grades will be earned according to the following scores:

A = 553 to 615
 B = 492 to 552
 C = 431 to 491
 D = 369 to 430
 E = < 369

Involvement	Points
Quizzes (12 x 5 pts)	60
5 pts/class X 28 classes	140

Total points 615

GEN100-021 Schedule				
Week	Notes	Dates	Topics	Assignments
Week 1	Aug 26 Classes Begin August 30 Last Day to Add a Class	August 27 August 29	Introduction, Land Grant Overview, Know Your Neighbor, Foodways, Food Identity	Ch 1, Sign up for Ag in the News Personal Identity Map, Ch 2-4
Week 2	Labor Day (Sept 2)	September 3 September 5	NO CLASS Money Matters	
Week 3	Sept 13 Last Day to Drop a Class without a W or change grading option Ag Round Up Week	September 10 September 12	Food and Nutrition, Food Labels American Canopy	Biodiversity Reflection
Week 4		September 17 September 19	Cooking Demo at the Learning Kitchen	Ch 6, 8
Week 5		September 24 September 26	College Life Ag in the News, Industrialization, Green Revolution	First Year Student Tune Up
Week 6		October 1 October 3	Land Use Field Trip to Arboretum	

Week 7	Tree Week	October 8 October 10 – Meet in Ag Info Center, bring laptops	Information Literacy	
Week 8		October 15 - Meet in Ag Info Center, bring laptops October 17	Information Literacy CAFE Perspectives	Sometimes I Feel Like a Nut assignment due, Submit Top 3 Issues for Paper
Week 9	Oct 21 Midterm Oct 21-22 Fall Break	October 22 October 24	NO CLASS Ag Technology - GMOs	CAFE Perspectives Report due
Week 10	Nov 6 Last Day to Withdraw from a class	October 29 October 31	Documentary Presentations	
Week 11		November 5 November 7	Diversity & Unconscious Bias Meats Lab Tour	Issues Paper Rough Draft due
Week 12		November 12 November 14	Capitalization and Agrarian Transition, Coffee Talk	
Week 13		November 19 November 21	Heritage Foods In Class Peer Review	Issues Paper Draft for peer review, Outline of speech
Week 14	November 27-30 Thanksgiving Holiday	November 26 November 28	NO CLASS NO CLASS	Issues Paper Final Draft due Nov 26 th
Week 15		December 3 December 5	Informative Speeches	Informative Speech
Week 16	Dec 13 Last Day of Classes	December 10 December 12	Informative Speeches	Informative Speech
Week 17	Dec 16-20 Finals	Dec 16-20		Good Luck!

Instructor: Ashley S. Holt, Lecturer **Office Location:** C. E. Barnhart Bldg. Room 306 **Office Hours:** By appointment Phone & Email: 859-257-1637 (office), 502-345-0419 (cell), ashley.holt@uky.edu

Course Information: Tuesday & Thursday 2:00 PM – 3:15 PM

Class Location: Agricultural North Science Bldg. Room A006

Peer Mentor & Contact Information: Emma Aguayo
emma.aguayo@uky.edu – 502-552-3703

Introduction

GEN 100 is designed to prepare you to be able to critically think, talk, and write about major issues in agriculture, food, and environment. We focus on six major subject areas in the College of Agriculture, Food, and Environment disciplines including: Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, and Energy & the Environment while encompassing diversity, equity, and inclusion.

Learning Objectives

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

- Define critical concepts related to agriculture, food, and environment.
- Have an *evidence-based* discussion on key issues in agriculture, food, and environment.
- Explain how social and technological *changes* in society have affected issues in agriculture, food, and environment.
- Evaluate the emergence of multiple (and contested) positions taken on these issues.

Required Course Material

1. Food & Society: Principles & Paradoxes, 2nd Ed., by Guptill, Copelton, & Lugal, Polity Press, 2016.
2. Other articles/web-based materials as assigned.

Inclusion

It is my goal that students from all backgrounds and perspectives be served by this course. The diversity that students bring to this class is a resource and strength. My aim is to be respectful and inclusive of all our backgrounds (gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, and culture) in all aspects of this course. Your suggestions about how to improve the course to be more inclusive and equitable are welcome. I'm looking forward to learning and growing with you.

Participation

To earn your full involvement points you have to be punctual, present, prepared, participating, and respectful.

You will lose involvement points for being late, absent, having not done any assigned reading or assignment, showing disrespect to the instructor or your colleagues, sleeping, or the visible presence of electronic devices. It

“The future belongs to the curious. The ones who are not afraid to *try* it, explore it, poke at it, question it, and turn it inside out.”

ISSUES IN AGRICULTURE, FOOD, & ENVIRONMENT – SECTION 009

is your responsibility to check your involvement points on Canvas at least weekly and get in touch if you have any questions. I cannot change involvement grades more than 1 week past the date on which they were recorded. **Each day of class is worth 5 points. You will earn 5 points per class (34 classes) for a total of points.**

Assignments

<u>Assignments</u>	<u>Details</u>	<u>Points</u>	<u>Possible Points</u>
Attendance Quiz	<i>34 Classes</i>	5	170
Chapter Discussion Post	<i>9 Post</i>	10	90
Speaker Reflections	<i>5 Guest Speakers</i>	10	50
Informative Speech	<i>1 Speech</i>	25	25
Ag, Food, & Environment in the News	<i>1 Talk</i>	25	25
CAFÉ Perspectives Panel	<i>1 Panel</i>	25	25
Peer Mentor Outreach Project		100	100
Citizenship Paper Topic	-	10	10
Citizenship Paper Outline	-	20	20
Citizenship Paper Rough Draft	-	25	25
Citizenship Paper Final Draft	-	100	100
Citizenship Paper Presentation	-	30	30
Out of Class Experience	<i>1 Experience of Choice</i>	30	30
Total Points Possible			700

****Late assignments will generally not be accepted except in case of an excused absence with arrangements made in advance of the due date.*

- **Attendance Quizzes:** Daily quizzes that will be completed during class. This will form the base for your attendance points.
- **Discussion Post:** You will need to read the required reading and then respond to the discussion post along with responding to your classmates post.
- **Speaker Reflections:** After each guest speaker that will attend the class, a reflection paper will be submitted via Canvas.
- **Informative Speech:** You may choose your own very specific topic which relates to one of the broad course issues. The goal is to give a lot of detail on a small subject – depth not breadth, and to be analytical. You only have 5-7 minutes so you must be organized, clear, and concise.
- **Ag, Food, & Environment in the News:** You will be responsible for finding and or presenting on current newspaper story related to agriculture, food, or environment. Choose an in-depth news story from a legitimate daily newspaper. Compose 2 open ended questions to spark debate. You will submit on Canvas your Prep Sheet with your notes, discussion questions, and proper full citation.
- **Café Perspective Panel:** You will attend at least one CAFÉ Perspective Panel seminar. Take excellent notes and compose a 1-2 page paper (1) summarizing & critiquing the content and (2) summarizing and

ISSUES IN AGRICULTURE, FOOD, & ENVIRONMENT – SECTION 009

critiquing the delivery & approach. Paper is due 1 class period following your chosen seminar. You must “buy” a free ticket through Eventbrite to reserve your seat.

- **Peer Instructor Outreach:** You will participate in an outreach project developed by the Peer Mentor between mid-October and mid-November.
- **Citizenship Paper:** 4-6 page paper based on US Population & Development, Land Use, Capitalization & Agrarian Transition, Ag Technology, Food Values & Safety, or Energy & the Environment. Identify an issue of interest to you, provide evidence-based background information, evaluate multiple perspectives on the issue again using credible references, clear logic, and propose solutions. Your topic choice, outline, rough draft, and final paper, and presentation are REQUIRED.
- **Out of Class Experience:** Throughout the semester many events will take place on campus and in the local community. You are to attend an event related to course topics and write a summary of your experience. Your 1 page paper will be submitted via Canvas.

Grading

Letter grades will be earned according to the following scores:

- A = 640 to 700 Points
- B = 580 to 639 Points
- C = 520 to 579 Points
- D = 460 to 519 Points
- E = < 459 Points

University Policies

1. Attendance

- *Unexcused Absences:* If you need to stay home because you're sick but don't go to the doctor, or it's too icy to bike to school, or any other legitimate but unexcused reason, you will lose your participation points. **After 4 unexcused absences your grade will be lowered by a letter for each additional absence. However, at the end of the semester 10 involvement points will be added to your total, so that gives you two free days or 10 bonus points – whichever you prefer.** *It is especially important to be present on days you are scheduled to present a major assignment.* The positive side of involvement is that we build a class community that is well-attended, supportive, fun, free-form, relaxed, involved, participatory, and cohesive. To make sure this is so, I have a policy called “Step up – step back.” Be aware of your speaking-listening balance. If you tend to be quiet, make an effort to have two comments or questions each day. If you tend to be talkative, hold back and make room for others to have a voice. Finally, I am involved as well. Please don't hesitate to get in touch if you have any concerns, ideas, questions, problems in this class or others, need help on assignments, come across a relevant YouTube video you think I'd like, or want suggestions for good study abroad programs.
- *Excused Absences:* Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. 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 in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy. Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week

following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

- *Verification of Absences:* Students will be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

2. Academic Integrity

- **Plagiarism:** Per University policy, students shall not plagiarize, cheat, falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. 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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

3. Accommodations Due to Special Needs

- *Academic Accommodations:* If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus

ISSUES IN AGRICULTURE, FOOD, & ENVIRONMENT – SECTION 009

disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

4. Need Help? Get HELP!!

- Writing Center: <https://wrd.as.uky.edu/writing-center>
- The Study: <http://www.uky.edu/thestudy/>
- Feel free to make an appointment with me or your advisor.

5. Emergency Preparedness

If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), the nearest shelter location is . If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please view the emergency response guidelines at the UK Division of Crisis Management and Emergency Preparedness website: <http://www.uky.edu/EM/emergency-response-guide.html> . To receive emergency messages, sign up for UK Alert <http://www.uky.edu/EM/UKAlert> . Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

Gen 100 – Section 009 Schedule				
<u>Week</u>	<u>Notes</u>	<u>Dates</u>	<u>Lesson Plan</u>	<u>Assignments**</u>
1	<i>1st Day of Classes 9/26 Last Day to add a class 9/30</i>	8/27 & 8/29	Welcome to UK CAFÉ & Introductions	Review Syllabus and Canvas
2		9/3 & 9/5	9/3 & 9/5 Speaker - Information Literacy Session	Sign-Up for AG In the News Presentations, Informative Speech Presentations Speaker Reflection
3	<i>Last day to drop w/o a W or change grading option 9/13</i>	9/10 & 9/12	Chapter 1 Speech Writing Amanda Saha – Career Services Overview	Chapter 1 Discussion Post Elevator Speech and Resume Speaker Reflection
4		9/17 & 9/19	Chapter 4 <i>Hold for Speaker</i>	Chapter 4 Discussion Post Informative Speech Topic & Outline Due 9/19 Speaker Reflection
5		9/24 & 9/26	Chapter 8 <i>Hold for Speaker Ag in the City</i>	Chapter 8 Discussion Post Ag in the News Presentations Speaker Reflection
6		10/1 & 10/3	Chapter 3 <i>Hold for Speaker Ag in the City</i>	Chapter 3 Discussion Post Citizenship Paper Topic Due 10/1 Ag in the News Presentations Speaker Reflection
7		10/8 & 10/10	10/10 Meat Lab Tour	Informative Speech Presentations Speaker Reflection

ISSUES IN AGRICULTURE, FOOD, & ENVIRONMENT – SECTION 009

8		10/15 & 10/17		Citizenship Paper Outline Due 10/15
				Informative Speech Presentations
9	No Class Tuesday October 22 <i>Midterm 10/21 Fall Break 10/21 & 10/22</i>	10/22 & 10/24		
10		10/29 & 10/31		
11*	NO CLASS Thursday, November 7th	11/5 & 11/7	Chapter 6 11/5 Class in the Food Connection	Chapter 6 Discussion Post Speaker Reflection
12		11/12 & 11/14	Chapter 7	Citizenship Paper Rough Draft Due 11/12
13		11/19 & 11/21	Chapter 2 11/21 Class Potluck	Chapter 2 Discussion Post
14		11/26 & 11/28	Chapter 5	Chapter 5 Discussion Post
15		12/3 & 12/5	Chapter 9	Chapter 9 Discussion Post Out of Class Experience Write Up Due 12/3
16		12/10 & 12/12		Citizenship Final Paper Due 12/10 Citizenship Paper Presentations
17	NO CLASS <i>Finals Week 12/16-12/20</i>	12/17 & 12/19	WE WILL NOT MEET	
18	<i>End of Fall Semester 12/20</i>			

Issues in Agriculture: The Development of Modern Agriculture

GEN 100 - Section 2

Spring 2004

Class Meetings: T, R; 12:30-1:45 pm; 109 Garrigus Building

Instructor: Dr. Kim Ragland
Ag Information Center, Ag North
Phone: 859/797-0815 (cell)
Fax: 257-5212
E-mail: kragland@uky.edu
Office Hours: By appointment only.

Course Materials:

- ② Lucas, Steven F. The Art of Public Speaking, 8th ed. 2004. This is the same text you will use in GEN 200. This text (or an earlier edition) is **required**.
- ② Collected readings for GEN 100. Available from Johnny Print, 547 S. Limestone (254-6139 or 254-8464). This text is **required**. (Approximately \$25)
- ② An active e-mail address is **required**.
- ② Allyn and Bacon. The Allyn and Bacon Handbook, 4th ed. 2000. This text or another style handbook is **recommended**.
- ② Ramage, J.D., and J.C. Bean. Writing Arguments: A Rhetoric with Readings, 4th ed. 1998. This text is **recommended**.

Introduction

GEN 100 is the first of a two-course sequence designed to meet the University's oral communications requirement, while introducing students to major issues in agriculture. Students will explore these issues by reviewing and participating in discussions about food production and natural resource use. GEN 100 will provide students with basic vocabulary and an initial view of these major issues. **Note:** GEN 100 is required for most degrees in the College of Agriculture and it is only offered in the spring semester of each year. **Therefore, most of you may switch sections of this course, but you may not drop it entirely.** If you feel you need to switch sections or drop the course, please visit with Student Academic Services in Room N6, Ag North.

Learning Objectives: By the end of this course, the student will be able to:

1. Write, visually support, and deliver an effective public speech.
2. Discuss many of the roles agriculture and forestry play in modern civilization and how those roles have evolved.
3. Discern the multiple sides and views that exist about any social problem and begin to distinguish between valid and invalid arguments when trying to solve such problems.

In both GEN 100 and GEN 200, students will practice communication skills required of professionals in all fields. These include:

1. Articulating the principles of oral communication associated with informative and persuasive speech and using those principles in preparing and delivering informal and formal oral presentations.
2. Writing to convey information, arguments, evaluations, etc.
3. Searching electronic and traditional databases to acquire information.
4. Acknowledging the basis for various perspectives on any issue and critically analyzing the strengths and weaknesses of any argument.
5. Using electronic media to prepare and transmit information.
6. Working in small groups, including identifying group objectives, assigning tasks, monitoring progress, and developing collective conclusions.

Grading Policy:

1. A student earning the following numerical percentages will earn, at a minimum, the letter grade shown:

A	100-90.0%
B	89.9-80.0%
C	79.9-70.0%
D	69.9-60.0%
E	<60.0%

2.	Assignment breakdown:	<u>Point Value</u>
	First day survey	1
	First email	1
	Chapters 2 and 3 quiz	2
	Chapter 4 quiz	1
	Chapters 7, 8, 9, and 10 quiz	4
	PowerPoint assignment	2
	Speech of introduction	4
	Peer reviews of speeches of introduction	4
	AIC research session participation	2
	AIC research practicum	2
	Group communications assignment	
	Pre-quiz, individual	2
	Pre-quiz, group	2

Group presentation	4
Peer reviews of presentations	2
Peer reviews of participation	3
Visual aid review	1

Informative speech assignment

Chapter 14 quiz	2
Informative speech	5
Peer reviews of informative speeches	2
Outline of informative speech	2
First draft of informative speech	2
Second draft of informative speech	2
Final drafts of speaking and preparation outlines	3
Summary quiz	2

Group biotechnology/food safety assignment

Content quiz	3
Group presentation	4
Handout	2
Peer reviews of presentations	2
Peer reviews of participation	3
Visual aid review	1
Summary quiz	3

Persuasive speech assignment

Chapters 15 and 16 quiz	2
Persuasive speech	5
Practice session	5
Peer reviews of persuasive speeches	2
Outline of persuasive speech	2
First draft of persuasive speech	2
Second draft of persuasive speech	2
Final drafts of speaking and preparation outlines	3
Summary quiz	2

Total Assignments Value

100 points

3. The only way students can become more proficient at public speaking and group participation in this course is to actually be in the classroom speaking publicly and working with the group. Therefore, students must be in the classroom, *both physically and mentally*, for each class meeting.

Every unexcused absence will result in the loss of 2% of the overall course grade, independent of all other grades outlined above. For example, if a student's final grade for the course is 94% and the student

has had 3 unexcused absences, the student will lose 6% and will earn a final grade of 88%.

If you know you are going to miss class for an excused (illness, funeral, sanctioned University event, subject to approval) absence, you must notify the instructor in advance to prevent loss of points for participation. Written assignments are still due at the prescribed hour, even if you will not be attending class. Oral assignments will be rescheduled. Of course, illness is excusable, but must be accompanied by a written physician's explanation or report. Any missed written and oral assignments must be completed.

4. All examinations and quizzes must be taken and all assignments must be completed. **This is your responsibility.** The instructor will not inform/ remind you if you miss a quiz, examination, or assignment. If any are missed, a grade of zero will be recorded.
5. The **final examination** is optional. A student may choose to take the grade he/she has earned at the end of the semester without taking the final examination. Or the student may choose to attempt the final in order to improve his/her final grade. In that case, the final becomes worth 10% of the overall course grade and the other quizzes and examinations become worth a total of 10% of the overall course grade.

Late Policy and Due Dates:

All written assignments are due at the beginning of class on the designated date. **If you turn in the assignment at the end of class on that date, one letter grade will be lost. One letter grade will be lost for each day the assignment is late after the designated date** as well. For example, if a paper is due at the beginning of class on February 2 and it is turned in at the end of class on February 2, one letter grade is lost. If it is turned in on February 3, two letter grades are lost, and so on.

Plagiarism Policy (From section 6.3.1 of University Senate Rules):

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, and self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, a chapter of a book, a paper from a friend or some file, or whatever.

Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where, and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be part of the public domain.

Research Policy:

You are expected to research several topics over the course of the semester. You will receive training and guidance in conducting research in this course. You are allowed to obtain, use, and report information from sources on the World-Wide Web. **However, information from the WWW may not be your only source of information, nor may it be the primary source of information for any assignment.** You are expected to depend upon recognized and reviewed sources of information in your research efforts. **If you use only WWW sources for any assignment, in direct violation of this policy, you will receive an automatic grade of zero on that assignment.**

In Class Policy:

No smoking or tobacco use in the classroom.

When speaking formally to the class, you are expected to stand. Failure to do so will result in loss of oral communication points.

When someone else is speaking, you are expected to listen and your listening should be evident (i.e., e.g., no reading of a newspaper in class). Failure to do so will result in loss of oral communication points.

Appropriate attire is expected when speaking before the class. Failure to dress appropriately will result in loss of oral communication points.

Hats are not to be worn in the classroom. Failure to remove a hat in the classroom will result in loss of oral communication points.

No pets are allowed in the classroom. Failure to follow this rule will result in loss of attendance points.

In keeping with the spirit of our country, every person in this class has a right to his/her own opinion. Every person in this class has the right to express that opinion in an appropriate manner. Every person in this class has the right to agree or disagree with any opinion expressed. No person in this class has the right to express disagreement disagreeably with any other person. Failure to behave civilly when speaking in this course will result in loss of oral communication points.

Tentative Course Schedule

- 1/15 Introduction
- 1/20 Basic Communications
1/22 Writing and Giving an Informative Speech
- 1/27 **Speeches of Introduction**
1/29 AIC Research Session
- 2/3 AIC Research Practicum
2/5 Using PowerPoint
- 2/10 Structuring a Speech
2/12 Review of Group Visual Aids/Structuring a Speech
- 2/17 **Group Presentations on Basic Communications**
2/19 **Group Presentations on Basic Communications**
- 2/24 Listening and Speaking Ethically
2/26 **Informative Speeches**
- 3/2 **Informative Speeches**
3/4 **Informative Speeches**
- 3/9 **Informative Speeches**
3/11 Summary
- Spring Break**
- 3/23 Course Topic Summary
3/25 Writing and Giving a Persuasive Speech
- 3/30 Biotechnology and Food Safety Issues
4/1 Group Visual Aid Review/Biotechnology and Food Safety Issues
- 4/6 **Group Presentations on Biotechnology and Food Safety**
4/8 **Group Presentations on Biotechnology and Food Safety**
- 4/13 Biotechnology and Food Safety Issues Summary
4/15 **Persuasive Speeches**
- 4/20 **Persuasive Speeches**
4/22 **Persuasive Speeches**
- 4/27 **Persuasive Speeches**

4/29 Summary

5/6 Final Examination in Rm 109, Garrigus, 1:00-3:00 pm

Tentative Course Schedule - Assignments Involved

	Introduction and pretest:	Syllabus, group info cards, survey, email assignment, intro speech assignment, assign Chapter 2 and 3 and Chapters 1, 5, 11, 12, 13
	Speaking and listening	Ch 2 and 3 quiz; teach those Time to interview each other
	Introductory Speeches	Intro speeches, schedule reviews of tape, Assign Chapter 4 Assign Chapters 8, 9, 10
	Basic Communications - Quiz	Group quiz, individual quiz; group comm assignment
	Information Gathering Workshop	Ag Library visit
	Using PowerPoint Workshop - College of Ag Microlab, Agricultural Engineering	Powerpoint assignment
	Selecting Topic and Purpose	Chapter 4 quiz; teach Ch 4 Make informative speech/paper assignment Outlines of info speech due 2/6
	Writing a Speech	Chapters 8, 9, 10 quiz; teach those Make FOV assignment Make Hardin and Skinner assignment
	Communications Group Presentations	Peer reviews; group presentations; within group peer reviews
	Communications Group Presentations	Peer reviews; group presentations; within group peer reviews
	Communications Group Presentations	Peer reviews; group presentations; within group peer reviews
	Writing and Giving Informative Speeches and peer-review outlines	Chapter 14 quiz; Teach inform speech Outline of informative papers due
	Population issues	Hardin and Skinner -quiz and teach Assign External Speaker Evaluation
	Forest of Voices summaries (oral)	Assign Carrying capacity and UN projections for 2/22
	Forest of Voices summaries (oral)	
	Forest of Voices summaries (oral)	
	Forest of Voices summaries (oral)	Second draft of informative speech due
	Forest of Voices summaries (oral)	
	Population and Land Use Issues	Carrying capacity and UN projections; quiz and teach
	Informative Speeches by students	5 speeches, peer review, inform paper
	Informative Speeches by students	5 speeches, peer review, inform paper

	Informative Speeches by students	5 speeches, peer review, inform paper
	Informative Speeches by students	5 speeches, peer review, inform paper
	Informative Speeches by students	5 speeches, peer review, inform paper
	Informative Speeches by students	5 speeches, peer review, inform paper
	Wrap up Informative speeches	Popn/land use topics quiz - from their speeches Make persuasive speech assignment Assign role play roles Assign capitalization readings Assign biotech/food safety readings
	Land Use Issues - role play debate	Land use role play activity - role play debate Teach land use
	Capitalization Issues	Capitalization quiz; teach capitalization
	Capitalization Issues	Teach Outline of persuasive speech due
	Biotechnology and Food Safety Issues - Quiz	Group and individual quizzes; teach Assign group presentations on BTC/FS
	Writing and Giving Persuasive Speeches	Persuasive chapters quiz; teach pers sp Schedule out of class persuas sp practices
	Biotechnology and Food Safety Issues	Teach Schedule out of class persuas sp practice First draft persuasive paper due
	Group Presentations on Biotechnology and Food Safety	Peer review, presentations, paper, within group participation
	Group Presentations on Biotechnology and Food Safety	Peer review, presentations, paper, within group participation
	Group Presentations on Biotechnology and Food Safety	Peer review, presentations, paper, within group participation Second draft persuasive paper due
	Biotechnology and Food Safety Issues	Wrap up
	Persuasive Speeches	5 speeches, peer review, papers
	Persuasive Speeches	5 speeches, peer review, papers
	Persuasive Speeches	5 speeches, peer review, papers
	Persuasive Speeches	5 speeches, peer review, papers
	Persuasive Speeches	5 speeches, peer review, papers
	Persuasive Speeches	5 speeches, peer review, papers
	Summary	Wrap up persuas sp; persuas sp quiz

5/3 Final Examination in Rm 109, Garrigus, 3:00-5:00 pm

APPENDIX F: GEN 300 SYLLABUS

Section Number	Days	Time	Instructor	Peer Instructor	Peer Instructor Email
1	TR	9.30-10.45	Tennison	Alexia Zadeh	avsh225@uky.edu
2	TR	11-12.15	Webb & Fisher	Sydney Rogers	sero252@uky.edu
3	TR	12.30-1.45	Tennison	Addie Harper	addie.harper@uky.edu
5	MW F	10.-10.50	Shade	Kaitlyn Collett	kbc0239@uky.edu
6	TR	9.30-10.45	Rossi	Madison Blades	mcbl229@uky.edu
7	TR	11.-12.15	Rossi	Makayla James	mjames@uky.edu
8	MW F	12-12.50	Shade	Iyahna Wilson	iwi226@g.uky.edu
9	TR	2-3.15	Holt	Emma Aguayo	emma.aguayo@uky.edu
11	TR	12.30-1.45	Brislen	Rachael Klueppel	rkl222@uky.edu
12	MW F	9.-9.50	Farrell	Emma Keilly	emma.keilly@uky.edu
13	TR	12.30-1.45	Vanzant	Cole Blanford	cole.blanford@uky.edu
15	MW F	10.-10.50	Snider	Megan Adams	meganadams@uky.edu
16	MW F	11-11.50	Snider	Cessna Langford	ckla225@uky.edu
17	TR	12.30-1.45	Hustedde	Hadi Elgaali	hhel222@g.uky.edu
18	TR	3.30-4.45	Durham	Chris McGowan	cmc328@g.uky.edu
19	MW F	10-10.50	Stephenson	Nathaniel Messer,	nathaniel.messer@uky.edu
20	MW F	1-1.50	Wagner	Madison Cahoon	Madison.cahoon@uky.edu
21	TR	9.30-10.45	Gumbert	Emily Hamilton	emily.hamilton@uky.edu
22	TR	5-6.15	Young	Kelly McFarland	kelly.mcfarland@uky.edu

GEN 300: Peer Instructor for GEN 100 Issues in Agriculture, Food, and Environment

Dr. Lindsay Shade

Garrigus 504

lindsay.shade@uky.edu

Office hours: By appointment

Overview:

Welcome to the peer instructor/outreach leader program for GEN 100! In this course, you will have the opportunity to collaborate with your GEN 100 course instructor and Dr. Shade to develop an effective outreach activity that integrates with the GEN 100 course. We will have course reading and seminar discussions, as well as one-on-one planning, that helps you design this activity and establish a relationship with a campus or community organization. At the same time, our seminar discussions and reading assignments will allow us to probe deeper into what makes for effective learning and engagement, particular with regard to citizenship, social action, and community change.

Student Learning Outcomes:

- Define, explain and demonstrate the use of core concepts associated with theories of civic engagement, community action, and social change.
- Apply theories by motivating peers to become active and engaged in a particular issue or organization.
- Develop leadership and instructional experience.
- Situate a specific community problem within the context of previous, relevant, scientific and published community research.

Course meetings:

We will establish the schedule of seminar meetings during our orientation meeting in August. We will meet three times as a group during the course of the semester as well as engage in discussions on Canvas prior to each meeting. Each seminar will last approximately 1.5 hours and will most likely be held in the late afternoon/evening to accommodate diverse schedules. Participation in these seminar meetings is mandatory and you should come prepared with the reading assignment and required preparation (e.g. project proposal ideas summary, etc.). These assignments will be announced on Canvas at least two weeks prior to each scheduled seminar.

GEN 100 participation:

You are required to meet with your GEN 100 instructor to determine the level of course participation expected. At a minimum, you must attend all field trips and be prepared to provide students with a deeper understanding of the field trip or organization being discussed, as well as attend all exams, speeches, debates, presentations, etc. You should also expect to assist the course instructor with arranging field trips and transportation as needed (Dr. Shade will also support you in this activity) as well as grading and feedback on assignments. You are also expected to hold at least two out-of-class support/study sessions to assist students with major assignments. See the GEN 100 Peer Instructor manual on Canvas for more details.

Outreach project:

You will develop an outreach project to take place in class between mid-October and mid-November depending on your GEN 100 instructor's preferences and the community/campus partner's schedules. In some instances, it may be appropriate for activities to take place outside of class time (e.g. volunteering at campus kitchen) or outside the Oct-Nov time frame, but generally we will stick to this timeline. You will also be responsible for developing/locating appropriate background materials to provide deeper context to GEN 100 students about the activity and its social impact. Our seminar and one-on-one meetings will assist you with the development of this project. At the end-of-term, you will develop an ePortfolio in Adobe or similar software that chronicles the development of your project, including a description of the organization, photos of the activity, and a reflection essay that contextualizes the project within social theories learned in the course. A rubric for the portfolio will be posted to Canvas.

Evaluation:

Canvas discussions: 10%

Seminar participation: 20%

GEN 100 participation (instructor feedback): 40%

Outreach project portfolio: 30%

Policies:**Academic Integrity**

All information you acquire from sources other than your own creativity must be appropriately cited. I prefer APA style, but any complete and consistent citation format is acceptable unless otherwise stated in the assignment instructions. Incidences of cheating and plagiarism are taken very seriously in this course. If you are at all unclear on what constitutes plagiarism, please see the essay "Plagiarism: What is It?" on the UK Ombud's page. In the event that you plagiarize or cheat, you will receive no credit for the assignment in question and further actions may be taken depending on the severity of the infraction.

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.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Late/Missed Assignments Policy

Assignments that are turned in after the assigned time but before 24 hours late will be docked 10% of the assignment total points. Assignments turned in 24 hours late will be docked 25% of the assignment total points, 48 hours late will be docked 50% of the assignment total points, and anything turned in after 48 hours will be docked 100% of the assignment grade. This is on all assignments.

Date: January 28, 2020	
Day 1: Tuesday	
1:00 – 5:00 pm	Dr. Stier travels to Lexington and checks in at Campbell House Inn, 1375 South Broadway Lexington, KY 40504
5:30 – 6:00 pm	Designated local committee member picks up Dr. Stier at Campbell House Inn and drives to restaurant.
6:00 – 7:30 pm	Review Committee has dinner with Dr. Carmen Agouridis, Associate Dean for Instruction. Portofino, 249 E. Main Street Lexington, KY 40507

Date: January 29, 2020	
Day 2: Wednesday	
7:30 – 8:30 am	Breakfast on own
8:30 – 8:45 am	Local committee member (TBD) picks up Dr. Stier at Campbell House Inn and drives to campus.
9:00 – 10:00 am	Meet with College of Agriculture, Food and Environment Dean Cox and Associate Dean for Faculty Resources, Planning and Assessment Brian Lee. Committee receives their charge from Dean Cox and Dr. Lee reviews rules and procedures, Ag. North N24B1
10:00 – 11:00 am	Meet with GEN 100 coordinators, Dr. Ali Rossi and Dr. Lindsay Shade. Ag. North N24B1.
11:00 – 11:15 am	Break
11:15 am – 12:15 pm	Brunch/lunch with Agriculture LLP students and CAFE student ambassadors. Drs. Brown, Stephenson, and Gumbert may need to be recused. Ag. North N24B
12:15 – 1:15 pm	Lunch continuation with Spring and Fall 2019 GEN 100 students. Drs. Brown, Stephenson, and Gumbert may need to be recused. Students will be asked to introduce themselves as freshman or transfer student. Ag. North N24B
1:15 – 1:30 pm	Break
1:30 – 2:30 pm	Meet with GEN 100 Instructors (current and prior 3 years), Ag. North N24B.
2:30 – 3:00 pm	Meet with Megan Tennison, LLP Director, Ag. North N24B.

3:00 – 3:30 pm	Break
3:30 – 4:00 pm	Conference call with Dr. Wes Harrison, Department of Community and Leadership Development Chair, Ag. North N24B.
4:00 – 5:00 pm	Meet with CAFE DUS's, Ag. North N24B.
5:00 – 5:30 pm	Break and walk to Ag. North S-125C on 1 st floor.
5:30 – 8:00 pm	Committee dinner and working session, Ag. North S-125C. Delivery from Columbia Steakhouse.

Date:	January 30, 2020
Day 3:	Thursday

7:15 – 8:00 am	Dr. Stier checks out of Campbell House Inn and drives to campus. Parking reserved for Dr. Stier in front of Ag. North.
8:00 – 9:00 am	Breakfast with Dr. Carmen Agouridis, Associate Dean for Instruction, Ag. North N24B.
9:00 – 10:15 am	Committee working session, Ag North N24B.
10:15 – 11:15 am	Committee presents preliminary findings to Dean and Executive and Operations Council of the College of Agriculture, Food and Environment, Ag. North N24B.

Review Committee

Dr. Roger Brown	Committee Chair, Assistant Professor and DUS UK Agricultural Economics
Dr. John Stier	Associate Dean, UT Knoxville Herbert College of Agriculture
Dr. Mike Rudolph	Director of Institutional Effectiveness, UK Office of Strategic Planning and Institutional Effectiveness
Dr. Tammy Stephenson	Associate Professor and DUS UK Dietetics and Human Nutrition and GEN 100 Instructor
Dr. Amanda Gumbert	UK Agriculture and Natural Resources Extension Specialist and GEN 100 Instructor
Jamie Dunn	Assistant Dean for Advising and Student Support, CAFE Center for Student Success
Seth Riker	Marketing and Communications Manager, CAFE Center for Student Success
Caitlyn McFadden	Current student majoring in Agriculture Education
Kameron Nelson	Current student majoring in Agricultural Economics

Support for Review

<u>Committee</u>	<u>Office Phone #</u>	<u>Cell #</u>
Dr. Brian Lee	859-257-7249	
Tricia Coakley	859-257-7041	



GEN 100 Issues in Agriculture, Food and Environment

College of Agriculture, Food and Environment
University of Kentucky

2020 Periodic Program Review

Review Committee site visit January 28–30, 2020

Program Reviewed:

GEN 100 Issues in Agriculture, Food and Environment

Review Report Submitted on February 18, 2020 by:

Dr. Roger Brown, Assistant Professor,
Director of Undergraduate Studies, and Review Committee Chair
(UK Department of Agricultural Economics)

Dr. John Stier, Professor and Associate Dean
(Herbert College of Agriculture, University of Tennessee, Knoxville)

Dr. Mike Rudolph, Director of Institutional Effectiveness
(UK Office of Strategic Planning and Institutional Effectiveness)

Dr. Tammy Stephenson, Associate Professor,
Director of Undergraduate Studies, and GEN 100 Instructor
(UK Department of Dietetics and Human Nutrition)

Dr. Amanda Gumbert, Extension Specialist and GEN 100 Instructor
(UK Cooperative Extension Service)

Ms. Jamie Dunn, Assistant Dean for Advising and Student Support
(CAFE Center for Student Success)

Mr. Seth Riker, Marketing and Communications Manager
(CAFE Center for Student Success)

Ms. Caitlyn McFadden, undergraduate student
(Career and Technical Education)

Mr. Kameron Nelson, undergraduate student
(Agricultural Economics)



Executive Summary

GEN 100 Issues in Agriculture, Food and Environment (GEN 100) is a three credit-hour, freshman-level course open only to students enrolled in majors in the College of Agriculture, Food and Environment (CAFE). GEN 100 is required for many CAFE degree programs but not all. The goals of GEN 100 are to: (1) expose a diverse student body to core concepts in the College of Agriculture, Food and Environment, (2) improve student information literacy and written and verbal communication skills, and (3) promote student success and retention.

Over the years, many faculty, staff, and students have dedicated untold hours towards the design, implementation, and/or administration of GEN 100. Many CAFE students have taken the course, which is dependent on CAFE faculty and staff agreeing to teach GEN 100 sections on an overload/stipend basis. For academic year (AY) 2019-2020, over 610 students total were enrolled in 28 sections of GEN 100 (23 sections for the fall semester and 5 sections for the spring semester).

GEN 100 is a foundational course for students in CAFE, and as such, considerable resources are dedicated to its continued development, implementation, and administration. However, the GEN 100 curriculum and program has not undergone a formal review process since 2010. Because this course has such importance to the college, continued assessment and improvement is a must. The goals of this review committee were to gain diverse internal and external perspectives regarding GEN 100, solicit feedback on existing strengths and challenges, and submit recommendations to enhance the course to best support the needs and success of CAFE students.

Brief description of external review committee process

- (1) Prior to the review, all committee members received and studied the GEN 100 Issues in Agriculture, Food and Environment self-study document submitted by Dr. Carmen Agouridis (CAFE Associate Dean for Instruction).
- (2) The committee members met for dinner Tuesday, January 28 for orientation and introductions.
- (3) On Wednesday, January 29, the committee met with Dr. Nancy Cox (CAFE Dean) and Dr. Brian Lee (CAFE Associate Dean for Faculty Resources, Planning and Assessment) and received our charge. The committee then met with (1) both course co-coordinators (Drs. Ali Rossi and Lindsay Shade), (2) CAFE Living Learning Program (LLP) students, Student Agriculture Ambassadors, and other CAFE students (all of whom had taken GEN 100), (3) GEN 100 instructors from the current and prior three academic years, (4) Ms. Megan Tennison (CAFE LLP Director), (5) Dr. Wes Harrison (Chair, Department of Community and Leadership Development), and (6) CAFE Directors of Undergraduate Studies.
- (4) On Wednesday evening, the committee had a working dinner and drafted language about the program's strengths, challenges, and potential recommendations.
- (5) On Thursday, January 30, the committee presented draft recommendations to Dean Nancy Cox and the CAFE Executive and Operations Council.
- (6) The committee Chair worked with the committee to prepare this report which all members of the committee have approved.



Brief statements on evaluation of GEN 100

Strengths

- (1) **GEN 100 is interdisciplinary.** Many GEN 100 sections incorporate content and learning experiences that cross multiple CAFE disciplines. Instructors collectively represent expertise from a range of disciplines and CAFE units. Nearly all sections of GEN 100 are open to all entering CAFE freshmen, regardless of major, helping bring diverse student interests to most course sections and giving students opportunities to engage in candid discussions regarding current CAFE-related topics.
- (2) **GEN 100 has strong internal support.** CAFE administrators identify GEN 100 as strategically important to student recruitment and retention. They support GEN 100 with resources for two course coordinators (average 0.32 total FTE between 2018 and 2020), funds to support field trips and other enrichment activities, and instructor stipends. Most GEN 100 instructors and students see the course as an opportunity to create a shared experience for CAFE freshmen and educate them about various disciplines in CAFE and how they intersect. Both course coordinators are strongly invested in the success of GEN 100.
- (3) **GEN 100 provides a rewarding student experience.** GEN 100 sections are relatively small (25 students maximum), and students identify small class size as a primary strength of GEN 100. The course supports a community approach to learning and fosters mentoring relationships between students, the peer mentor, and the instructor. The course provides a safe transitional space for honing skills essential to college success. Instructors often connect students to CAFE and other campus support services. In GEN 100, students often meet staff and faculty across CAFE and peers in both their own and other CAFE majors. Students value opportunities to experience diverse CAFE activities directly (e.g., via campus field trips), learn about other disciplines, and strengthen their basic communication skills. Peer mentoring, when functioning well, offers GEN 100 students additional guidance and provides important leadership experience for the upper-class student mentors.
- (4) **GEN 100 serves multiple design objectives.** In many sections of GEN 100 students are engaged in hands-on, active learning which the literature strongly suggests increases student learning, retention of knowledge, and student satisfaction. The co-coordinators of GEN 100 secured internal grant funds to add innovative service learning activities to the course. GEN 100 satisfies a UK Core requirement (US Citizenship), helping freshmen students (especially those in programs with few elective courses) to fulfill multiple graduation requirements simultaneously and remain on-time for their degree while also serving CAFE-specific interests.

Challenges

- (1) **The purpose of GEN 100 is unclear.** The purpose of GEN 100 has evolved over time, and the course currently lacks a clear purpose, particularly for instructors who often emphasize different student learning objectives. In some sections, GEN 100 overlaps significantly with freshman writing courses (e.g., CIS/WRD 110/111). Other sections overlap with UK 101 or with introductory major courses (e.g., AEC 110, ABT 101, etc.). The current purpose of GEN 100 has not been clearly communicated to instructors and students.



- (2) **GEN 100 is taught inconsistently across sections.** Some GEN 100 students and instructors reported frustration with inconsistent expectations and approaches across sections. Students did not understand why course learning objectives, assignments (number, quantity, and type), grading (rigor), and field trip opportunities differed across GEN 100 sections.
- (3) **The value of peer mentors is unclear.** The purpose of embedding peer mentors in GEN 100 is unclear as are these students' roles and responsibilities. GEN 100 instructors utilize peer mentors differently across sections and sometimes unproductively.
- (4) **GEN 100 instructors need additional training.** Most GEN 100 instructors need more guidance, training, and support about how to engage first-year students and how to teach diverse disciplinary content. Instructors use the suggested GEN 100 textbook differently.
- (5) **GEN 100 impacts are unknown.** Existing information and data from GEN 100 students, instructors, and coordinators are not sufficient to show that GEN 100 achieves the course's stated goals enumerated above in the Executive Summary.
- (6) **Managerial oversight of GEN 100 is inadequate.** To support dozens of instructors recruited on a short-term overload basis to teach a diverse, multipurpose, freshman-focused general education course like GEN 100 is a managerial challenge. The success of GEN 100 currently relies too much on the two course coordinators.
- (7) **Reward system for GEN 100 instructors is flawed.** GEN 100 instructors are recruited on an *ad-hoc* basis and compensated modestly (\$4,000/section) on an overload assignment that is not formally reviewable as a part of their regular work load. This weak incentive system seems inconsistent with the high purpose of GEN 100.

Recommendations

- (1) **Clarify the purpose of GEN 100.** Instructors and students need clarity about the purpose of GEN 100. The course should maintain its current status as both a UK Core US Citizenship course and a required¹ first-year CAFE course. Such clarification should:
 - a. Align course goals and student learning objectives,
 - b. Evaluate content overlap with other first-year courses such as ABT 101, AEC 110, SAG 210, UK 101, WRD 110/111, CIS 110/111, etc.,
 - c. Involve input and review by constituent faculty, including CAFE Directors of Undergraduate Studies (DUS's), and students that fully represent the diversity valued by the college,
 - d. Consider the needs of diverse student groups within the intended audience of GEN 100, including students from different CAFE majors, exploratory/undeclared students in the college, common market students, and non-CAFE majors, and
 - e. Communicate the purpose and value of GEN 100 to students and academic stakeholders, including Directors of Undergraduate Studies, Academic Coordinators, Department Chairs, and College and University recruiters.

¹ Except for Landscape Architecture students, GEN 100 is currently required of all CAFE first-year and transfer students who have not already satisfied the UK Core US Citizenship requirement upon entering CAFE.



- (2) **Create consistency across GEN 100 sections.** Student experiences across GEN 100 sections should be consistent with respect to course learning objectives, assignments, grading, rigor, and co-curricular opportunities (e.g., field trips). These common elements should be reflected on GEN 100 course syllabi.
- (3) **Clarify major aspects of the peer mentor program.** A clearer vision is needed for the role of GEN 100 peer mentors and how their engagement activities advance the course purpose, goals, and objectives. Guidelines and support are needed to make these roles and responsibilities clearer to peer mentors and their instructors, and enhance accountability.
- (4) **Train and support GEN 100 instructors.** GEN 100 instructors need improved and additional training opportunities and resources to be more effective, including:
 - a. More robust coaching and timely resources for teaching, engaging, and mentoring first-year students,
 - b. A toolbox of relevant content and course materials, and
 - c. A multi-media instructional guide developed with relevant GEN 100 content that draws on expertise across the college.
- (5) **Develop a program assessment plan for GEN 100.** The plan should incorporate perspectives of instructors, students, alumni, and department stakeholders. The plan should generally assess on a regular basis if GEN 100 attains its stated purpose, goals, and objectives. The plan should specifically document and assess how GEN 100:
 - a. Meets the program goals and course learning objectives,
 - b. Contributes to program-level student learning outcomes of undergraduate degree programs in the college, and
 - c. Supports general performance metrics like student achievement, satisfaction, retention, and time-to-degree.
- (6) **Reorganize managerial oversight of GEN 100.** To improve the program's managerial effectiveness and accountability, CAFE administrators should create a course steering committee or other similar body to handle some of the operational and course planning functions called for in the five recommendations above and to adapt, as needed, the roles and responsibilities of the two course coordinators.
- (7) **Elevate GEN 100 instruction as an activity.** Currently, most GEN 100 instructors are compensated modestly (\$4,000 per section) on an overload basis. Administrators should integrate GEN 100 instruction as a regular, reviewable activity within the distribution of effort (DOE) system to institutionalize and prioritize faculty involvement across all CAFE departments.

UK Program Review Implementation Plan

This required form is described as Appendix A in AR II-I.0.6.

College/Unit: GEN 100

Date: 2-10-2021

Recommendation/ Suggestion	Source I/E/H*	Accept / Reject*	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>(1) Clarify the purpose of GEN 100. Instructors and students need clarity about the purpose of GEN 100. The course should maintain its current status as both a UK Core US Citizenship course and a required¹ first-year CAFE course. Such clarification should:</p> <ul style="list-style-type: none"> a. Align course goals and student learning objectives, b. Evaluate content overlap with other first-year courses such as ABT 101, AEC 110, SAG 210, UK 101, WRD 110/111, CIS 110/111, etc., c. Involve input and review by constituent faculty, including CAFE Directors of Undergraduate Studies (DUS's), and students that fully represent the diversity valued by the college, d. Consider the needs of diverse student groups within the intended 	E	A	<p>This recommendation is already being acted upon.</p> <p>Goals of GEN 100 are to: (1) expose a diverse student body to core concepts in the College of Agriculture, Food and Environment, (2) improve student information literacy and written and verbal communication skills, and (3) promote student success and retention.</p> <p><u>Goal:</u> Revise GEN 100 curriculum, identify instructors from multiple CAFE programs, create GEN 100 Steering Committee, and create communications platform for GEN 100.</p>	<p>Based in these recommendations, GEN 100 was revised and subsequently approved by the UK Senate during the Spring 2020 semester.</p> <p>SLOs were revised to better align with course goals. Course content was modified to reduce overlap with other first-year courses. Course content was expanded to include material from experts across the college (i.e., representatives from multiple CAFE programs). Course content was modified to intentionally include diversity, equity, and inclusion topics.</p> <p>Increased input and review by constituent faculty will be accomplished using a GEN 100 Steering Committee.</p> <p>Communication of the purpose and value of GEN 100 will require the development of a communications platform to reach multiple audiences.</p>	<p>Spring 2020 for course revision</p> <p>Spring 2021 for formation of GEN 100 Steering Committee</p> <p>Fall 2021 for communications platform</p>

¹ Except for Landscape Architecture students, GEN 100 is currently required of all CAFE first-year and transfer students who have not already satisfied the UK Core US Citizenship requirement upon entering CAFE.

<p>audience of GEN 100, including students from different CAFE majors, exploratory/undeclared students in the college, common market students, and non-CAFE majors, and</p> <p>e. Communicate the purpose and value of GEN 100 to students and academic stakeholders, including DUS's, Academic Coordinators, Department Chairs, and College and University recruiters.</p>					
<p>(2) <u>Create consistency across GEN 100 sections.</u> Student experiences across GEN 100 sections should be consistent with respect to course learning objectives, assignments, grading, and co-curricular opportunities (e.g., field trips). These common elements should be reflected on GEN 100 course syllabi.</p>	E	A	<p>This recommendation is already being acted upon. A common GEN 100 curriculum was created along with a Master GEN 100 Canvas shell.</p> <p><u>Goal:</u> Develop a common GEN 100 curriculum and Canvas shell.</p>	<p>All GEN 100 instructors were provided with the same syllabi, curriculum, and Canvas shell.</p>	Fall 2020
<p>(3) <u>Clarify major aspects of the peer mentor program.</u> A clearer vision is needed for the role of GEN 100 peer mentors and how their engagement activities advance the course purpose, goals, and objectives. Guidelines and support are needed to make these roles and responsibilities clearer to peer mentors and their instructors, and enhance accountability.</p>	E	A	<p>Peer mentors were not utilized for Fall 2020 nor will they be utilized for Spring 2021.</p> <p>We recommend shifting from peer mentors to undergraduate instructional assistants (UIA).</p> <p><u>Goal:</u> Develop a strategy for identifying and incorporating UIAs in GEN 100.</p>	<p>Consultation with the Associate Provost for Undergraduate Education is required to ensure UK policies regarding the integration of UIAs into GEN are followed.</p> <p>Coordinate with GEN 100 Steering Committee to develop specific guidelines / protocols / training for GEN 100 instructors and UIAs.</p> <p>Evaluate GEN 100 budget to account for UIAs. Additional financial resources may be required.</p>	Fall 2021

<p>(4) <u>Train and support GEN 100 instructors.</u> GEN 100 instructors need improved training opportunities and resources to be more effective, including:</p> <ul style="list-style-type: none"> a. More robust coaching and timely resources for teaching, engaging, and mentoring first-year students, b. A toolbox of relevant content and course materials, and c. A multi-media instructional guide developed with relevant GEN 100 content that draws on expertise across the college. 	E	A	<p>This recommendation is already being acted upon.</p> <p><u>Goal:</u> Develop a robust coaching and training program for GEN 100 instructors.</p>	<p>GEN 100 instructors were provided with a common GEN 100 curriculum and Canvas shell. The Associate Dean for Instruction held regular meetings with GEN 100 instructors when the new curriculum and Canvas shell were unveiled.</p> <p>Coordinate with the GEN 100 Steering Committee and CAFE's Instructional Designer to develop a training program for GEN 100 instructors.</p>	Fall 2021
<p>(5) <u>Develop a program assessment plan for GEN 100.</u> The plan should incorporate perspectives of instructors, students, alumni, and department stakeholders. The plan should generally assess on a regular basis if GEN 100 attains its stated purpose, goals, and objectives. The plan should specifically document and assess how GEN 100:</p> <ul style="list-style-type: none"> a. Meets the program goals and course learning objectives, b. Contributes to program-level student learning outcomes of undergraduate degree programs in the college, and 	E	A	<p>We agree that an assessment program is needed.</p> <p><u>Goal:</u> Develop and implement a program assessment plan.</p>	<p>Coordinate with the GEN 100 Steering Committee and the Office of Faculty Resources, Planning and Assessment to develop and implement a program assessment plan.</p>	Fall 2021

<p>c. Supports general performance metrics like student achievement, satisfaction, retention, and time-to-degree.</p>					
<p>(6) Reorganize managerial oversight of GEN 100. To improve the program's managerial effectiveness and accountability, CAFE administrators should create a course steering committee or other similar body to handle some of the operational and course planning functions called for in the five recommendations above and to adapt, as needed, the roles and responsibilities of the two course coordinators.</p>	E	A	<p>This recommendation is already being acted upon.</p> <p>The Associate Dean for Instruction assumed all managerial aspects of the program. Creation of a GEN 100 Steering Committee is underway.</p> <p><u>Goal:</u> Create a GEN 100 Steering Committee and move managerial responsibility to the Associate Dean for Instruction.</p>	<p>Create a GEN 100 Steering Committee and move managerial responsibility to the Associate Dean for Instruction.</p> <p>Associate Dean for Instruction may provide feedback to instructors' supervisors as appropriate or requested.</p>	Spring 2021
<p>(7) Elevate GEN 100 instruction as an activity. Currently, most GEN 100 instructors are compensated modestly (\$4,000 per section) on an overload basis. Administrators should integrate GEN 100 instruction as a regular, reviewable activity within the distribution of effort (DOE) system to institutionalize and prioritize faculty involvement across all CAFE departments.</p>	E	A	<p>Faculty and staff serve as GEN 100 instructors. Broadening the GEN 100 curriculum to include material from across CAFE's vast portfolio of academic programs should also be reflected in a broad array of instructors such that a single department or program is not over-represented.</p>	<p>Coordinate with the Office of Faculty Resources, Planning and Assessment regarding incorporation of GEN 100 into the DOE system of faculty.</p> <p>Evaluate GEN 100 budget to increase overload rates to better align with other programs in the college. Additional financial resources may be required.</p>	Fall 2022

* Source of Recommendation (I = Internal recommendation; E = External Review Committee recommendation; H = Unit Head recommendation)

** Accept/Reject Recommendation (A=Accept; R=Reject)

Unit Head Signature: Carmen T. Agouridis

Unit Head Supervisor Signature: Nancy M. Cox

Date: 2/11/2021