Term Information

Effective Term   Spring 2023

General Information

Course Bulletin Listing/Subject Area   Agricultural Communication
Fiscal Unit/Academic Org   Agri Comm, Educ & Leadership - D1118
College/Academic Group   Food, Agric & Environ Science
Level/Career   Undergraduate
Course Number/Catalog   2330
Course Title   Public Perceptions of Agricultural and Environmental Issues
Transcript Abbreviation   Pub Perc Ag & Env
Course Description   Students will explore vital issues in food, agricultural, and environmental sciences and be exposed to methods to critically evaluate, effectively communicate, and influence decisions made about these issues. They will engage with issue stakeholders and investigate the impacts that their varying perceptions have on the food system, the environment, and society.
Semester Credit Hours/Units   Fixed: 4

Offering Information

Length Of Course   14 Week, 12 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component? No
Grading Basis   Letter Grade
Repeatable   No
Course Components   Laboratory, Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites   GE Foundations Writing & Information Literacy course
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   01.0802
Subsidy Level   General Studies Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
    Lived Environments
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	
	• Identify selected critical issues in food, agriculture, and the environment.
	• Explore and objectively discuss alternative points of view about each issue.
	• Formulate questions and hypotheses to address or resolve each issue.
	• Identify impediments to the resolution of issues.
	• Prepare and submit detailed written and verbal analyses of various viewpoints for selected issues.
	• Make use of subject-matter experts in collecting data to inform discussion of selected issues.
	• Participate in constructive discussions regarding issues and their possible solutions.
Content Topic List	
	• Environment and sustainability
	• Nutrition and food security
	• Production practices and scale
	• Rural/urban interface
	• Technology in agriculture and the environment
	• Consumer perceptions of agriculture
	• Perception formation
	• Communication barriers
Sought Concurrence	Yes

Attachments

- AGRCOMM_2330_submission-lived-environments.pdf: Lived Environments GE worksheet

  (GEC Model Curriculum Compliance Stmt. Owner: Specht,Annie R)

- AGRCOMM_2330_research-creative-inquiry-inventory.pdf: Research & Creative Inquiry Inventory

  (GEC Model Curriculum Compliance Stmt. Owner: Specht,Annie R)

- Concurrence_CivilEng.pdf: Concurrence from Civil Engineering

  (Concurrence. Owner: Specht,Annie R)

- Concurrence_FST.pdf: Concurrence from Food Sci & Tech

  (Concurrence. Owner: Specht,Annie R)

- Ohio_State_Course_Review_Concurrence_Form_AGRCOMM2330_HumSci[10].pdf: Concurrence from Human Science

  (Concurrence. Owner: Specht,Annie R)

- Ohio_State_Course_Review_Concurrence_Form_AGRCOMM2330_ArtsSci.pdf: Concurrence from Arts & Sciences

  (Concurrence. Owner: Specht,Annie R)

- Concurrence_2330_AEDE.pdf: Concurrence from AEDE

  (Concurrence. Owner: Specht,Annie R)

- Concurrence_2330_SENR.pdf: Concurrence from SENR

  (Concurrence. Owner: Specht,Annie R)

- Concurrence_FABE.pdf: Concurrence from FABE

  (Concurrence. Owner: Specht,Annie R)

- Concurrence_2330_COMM.pdf: Concurrence from School of Communication

  (Concurrence. Owner: Specht,Annie R)

- AGRCOMM_2330_Syllabus_Draft_2-10-22.docx: Updated syllabus

  (Syllabus. Owner: Specht,Annie R)

Comments

- I've made the requested changes to the syllabus and added concurrence forms/letters from outside stakeholders. Concurrence was also sought from FCOB, but as there was no response, concurrence is assumed. *(by Specht,Annie R on 02/10/2022 04:01 PM)*

- Revise as per email message 10 February 2022

  Revise as per discussion 5 January 2022 *(by Osborne,Jeanne Marie on 02/10/2022 03:56 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Specht,Annie R	12/10/2021 01:03 PM	Submitted for Approval
Approved	Washburn,Shannon G	12/13/2021 01:34 PM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	01/05/2022 02:38 PM	College Approval
Submitted	Specht,Annie R	02/09/2022 03:41 PM	Submitted for Approval
Approved	Washburn,Shannon G	02/09/2022 03:50 PM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	02/10/2022 03:56 PM	College Approval
Submitted	Specht,Annie R	02/10/2022 04:01 PM	Submitted for Approval
Approved	Washburn,Shannon G	02/10/2022 04:17 PM	Unit Approval
Approved	Osborne,Jeanne Marie	02/21/2022 02:15 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/21/2022 02:15 PM	ASCCAO Approval

Public Opinion and Agricultural and Environmental Issues Syllabus

AGRCOMM 2330 Spring 2023

Course Information

- **Course schedule: One 1-hour, 50-minute lecture; two 1-hour, 50-minute labs**
- **Credit hours:** 4
- **Mode of delivery:** In-Person Lecture/Lab

Instructor

- **Name:** Dr. A. Professor
- **Email:** professor.#@osu.edu
- **Phone Number:** [XXX-XXX-XXXX]
- **Office location:** 200# Ag Admin.
- **Office hours:** TBA
- **Preferred means of communication:**
    - My preferred method of communication for questions is **email.**
    - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant

- **Name:** TBA
- **Email:** TBA

Course Prerequisites

GE Foundations writing and information literacy course

Course Description

Students will explore vital issues in food, agricultural, and environmental sciences and be

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exposed to methods to critically evaluate, effectively communicate, and influence decisions made about these issues. They will engage with issue stakeholders and investigate the impacts that their varying perceptions have on the food system, the environment, and society.

Course Learning Outcomes

By the end of this course, students should successfully be able to:
- Identify selected critical issues in food, agriculture, and the environment,

- Explore and objectively discuss alternative points of view about each issue,

- Formulate questions/hypotheses to address or resolve each issue,

- Identify the impediments to the resolution of issues,

- Prepare and submit detailed written and verbal analyses of various viewpoints for selected issues,

- Make use of subject-matter experts in collecting data to inform discussion of selected issues, and

- Participate in constructive discussions regarding issues and their possible solutions.

General Education Expected Learning Outcomes

As part of the **Lived Environments Theme** of the General Education curriculum, this course is designed to prepare students to be able to do the following:

General:
- Analyze "Lived Environments" at a more advanced and in-depth level than in the Foundations component.
- Integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Lived Environments:
- Explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- Analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

The GE Learning Outcomes that will be assessed in this course include:

General:
- **ELO 1.1** Engage in critical and logical thinking about the topic or idea of lived environments.

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- **ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.

- **ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to lived environments.

- **ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Lived Environments:
- **ELO 3.1** Engage with the complexity and uncertainty of human-environment interactions.

- **ELO 3.2** Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

- **ELO 4.1** Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

- **ELO 4.2** Describe how humans perceive and represent the environments with which they interact.

- **ELO 4.3** Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Through this course, students will fulfill these learning outcomes by:

- Exploring how food and fiber production interplays with both natural and lived environments and how different audiences perceive the impacts of the food and fiber system on those environments.

- Exploring a variety of issues related to the interplay of food production, the environment, and the human experience, for example, the impacts of various production methods on environmental, animal, and human health.

- Engaging with thought leaders on all sides of contentious issues, such as producers, agricultural and environmental scientists, policymakers, and consumers, and analyzing their arguments for or against these issues to understand their perspectives and behaviors.

- Assuming the role of individuals with opposing viewpoints to engage in formative discussions about these topics.

- Examining barriers to issue resolution and attitude or behavior change that lead to disagreement and impede communication and cooperation.

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This course fulfills these learning outcomes by encouraging students to explore, research, and discuss critical issues facing the food system and the environment. Students will engage with thought leaders with varying viewpoints on these issues, review relevant scholarly and popular press literature, and disseminate results of their inquiry in written and presentation form. Students will also write self-reflections that will explore their own beliefs, attitudes, and behaviors related to the topic and how those beliefs have been impacted by their learning in the course.

How This Course Works

Mode of delivery: This course is taught in person. Students are expected to attend class each week during the scheduled meeting sessions.

Credit hours and work expectations: This is a 4 credit-hour course. According to <u>Ohio State bylaws on instruction</u> (go.osu.edu/credithours), students should expect around 6 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in in-person activities for attendance**: **three times per week**
  You are expected to attend and actively participate in class during our required lecture and lab sessions. Attendance will be taken in lecture and lab. If you have to miss class due to illness, emergency, or a university-sanctioned event or activity, please let your instructor know as soon as possible, and situations will be assessed on a case-by-case basis.

- **Participating in out-of-class team activities**: **as needed throughout the semester**
  Several major assignments in this course will be completed in teams, and teams will be expected to conduct some work outside of class time. Students will be assessed on their active participation in team activities and their professional conduct as a teammate and group member. See the "Other Assessments" section on p. 8 for more details.

Course Materials, Fees and Technologies

Required Materials

- CarmenCanvas readings

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.

- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it

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- **Phone:** 614-688-4357 (HELP)

- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Issue reflections (individual)	10%
Issue briefs (individual)	10%
Issues summit assignments	
• Expert interviews (individual)	10%
• Problem/solution/barriers peer review and group submission	15%

• Issues summit participation (group)
    o Prepared opening statement and outcome
    o Evidence and supporting materials
    o Closing statement
	25%

• Issues summit reflection (individual)	15%
Participation and professionalism	15%
Total	**100%**

Descriptions of Major Course Assignments

Written Assignments
Issue Reflections: Following each topic, you will reflect on the issue and the content provided and write a three-paragraph reflection. The reflection should not only include content that you

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learned, but also your conclusions about the issue and how the information presented strengthened or altered your viewpoint. Reflections will be submitted via Carmen assignment pages.

Issue Briefs: The purpose of this assignment is to give you the opportunity to translate information about the topics covered in the course into a more understandable form, which can be used by your classmates to grasp the issue. Your target audience for the briefing guide will be your fellow students in this class. Briefs must contain text and visuals and may take the form of an infographic, PowerPoint slide deck (maximum 3 slides), or other format approved by the instructor. Briefs will be submitted via Carmen assignment pages.

Issues Summit Assignments

The Issues Summit requires students to evaluate a critical issue in agriculture or the environment from multiple perspectives, interact with at least three key stakeholders to get more information, and then to discuss with a collective group possible solutions to address the issue. Each lab section will research and discuss an issue, with groups assuming the roles of key stakeholders in the issue assigned.

Expert Interviews (Individual Assignment): A topic can come alive to a novice when learning from an expert in the area of their interest. Each student will individually search out at least 3 area experts whom they can interview and discuss with their assigned issue. At least one interviewee must represent a viewpoint opposite of the student's group's assigned position. The interviews should consist of the student asking 5 pre-written open-ended questions they have about the topic. The interviews can happen over the phone, in person, or via teleconference (Zoom, Facetime, etc.). Post interview, the student will transcribe their interviews and record their experience in an essay. The student will convey what they learned, including the interview questions and responses, and how they can apply it to their team's evidence in the issues summit. These findings will be shared with their teammates and should inform their **problem/solution/barriers paper**. Interview submissions will be made on the Carmen assignment page and must include:

- A typed or written transcript of each interview; and

- The interview essay (2-3 pages; summary of interviews, key questions and responses, and how information can be used for the **problem/solution/barriers paper**).

Problem/Solution/Barriers Paper (Group Assignment): This research essay requires you to explore the problem within your assigned issue and role. You will demonstrate the severity of the problem and create a need for change and or action. You also need to consider counterarguments and address these barriers to persuade your audience to enact your solution. These papers will be submitted by each group via the Carmen assignment page.

Issues Summit (Group Assignment): Teams will assume their assigned stakeholder role and participate in a summit with the intention of arriving at a mutually agreeable solution for all parties. All group members are required to participate, and teams will be assessed on their prepared opening statement and explanation of a desired outcome; their prepared talking

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points and supporting evidence; and their closing statements. Team members will also be assessed on their professionalism and collaboration.

Issues Summit Reflection (Individual Assignment): Students will reflect on their experience in the issues summit, summarizing the views of issue stakeholders, barriers they encountered to reaching a resolution, and ideas for next steps and future challenges.

Other Assessments
Participation and Professionalism: Students will be assessed on their active participation in team activities and their professional conduct as a teammate and group member. Scores will be calculated based on class attendance and a peer evaluation by their teammates. A rubric for assessing team participation and performance will be available on Carmen.

*Academic integrity and collaboration: Your written assignments should be your or your team's own original work. In formal assignments, you should follow **American Psychological Association (APA) style** to cite the ideas and words of your research sources. (You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work. For more information on APA and to access the most recent edition, visit the [OSU Libraries website](#).) You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.*

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Late assignments will be assessed a 10% score reduction for every day they are late. Assignments submitted more than 5 business days after the deadline will not be accepted. Situations involving emergencies, illness, and university-excused absences will be assessed on a case-by-case basis. You should notify the instructor as soon as possible when such a situation arises, and accommodations will be made on a case-by-case basis with appropriate documentation.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

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- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

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Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability,

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gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- https://odi.osu.edu/

- https://odi.osu.edu/racial-justice-resources

- https://odi.osu.edu/focus-on-racial-justice

- http://mcc.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://equityandinclusion.cfaes.ohio-state.edu/). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at https://equity.osu.edu/.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

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Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

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Course Schedule

This schedule is tentative and subject to change. Refer to the CarmenCanvas course for up-to-date due dates.

Week	Points	Topics, Readings, Assignments, Due Dates
		Topic: Consumer Perceptions of Agriculture **Readings:** • **Changing the consumer perception of farming** • **Perceptions of Agriculture and Food Corporate social Responsibility**
1		• Lecture: Perception formation • Lab: Exploring alternative perspectives
2		• Lecture: The communication process • Lab: Understanding barriers to communication • Assignment: Issue Reflection • Assignment: Issue Brief – Consumer Perceptions
		Topic: Environment and Sustainability **Readings:** • **About H2Ohio** • **Energy Farms**
3		• Lecture: Climate change and renewable energy • Lab: Ohio Farm Energy Management o Activity: Research questions and hypotheses • Assignment: Issue Reflection
4		• Lecture: Water quality • Lab: H2Ohio o Activity: Issues Summit groups and topics assigned • Assignment: Issue Reflection • Assignment: Issue Brief – Environment and Sustainability • Assignment: List of experts for interviews
		Topic: Food Access and Security **Readings:** • **What is the food supply chain?** • **The food supply chain** • **Farm to school**

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5		• Lecture: The agricultural supply chain • Lab: Ohio agricultural production, imports, and exports o Activity: Developing interview questions • Assignment: Issue Reflection
6		• Lecture: Food access and nutrition programs • Lab: Ohio Farm to School, food deserts, and/or SNAP-Ed o Interview techniques • Assignment: Issue Reflection • Assignment: Issue Brief – Nutrition and Food Security
		Topic: Production Practices and Scale **Readings:** • **Livestock Production Practices** • **The future of livestock farming** • **Organic FAQs** • **What is organic farming?**
7		• Lecture: Modern livestock production and animal health • Lab: Ohio Livestock Care Standards Board o Activity: Discussing contentious topics • Assignment: Issue Reflection • Assignment: Expert Interview summary due
8		• Lecture: Organic and sustainable production practices • Lab: OEFFA Initiatives o Activity: Interview summary peer reviews and group work session • Assignment: Issue Reflection • Assignment: Issue Brief: Production Practices and Scale
		Topic: Rural/Urban Interface **Readings:** • **The new rural-urban interface: Lessons for higher education** • The rural-urban interface: New **patterns of spatial interdependence and inequality in America**
9		• Lecture: Urban agriculture • Lab: Exploration of Ohio City Farm or Franklinton Farms • Assignment: Issue Reflection
10		• Lecture: Land Use • Lab: Evolution and future of Ohio land use • Assignment: Issue Reflection

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		• Assignment: Issue Brief: Rural/Urban Interface
		Topic: Technology in Ag and Environment **Readings:** • **Smart controlled e**<u>**nvironment agriculture methods: a holistic review**</u> • <u>**Precision agriculture: Methodologies, practices and applications**</u> • <u>**Genetically modified vs gene editing**</u> • <u>**GMO is out, 'bioengineered is in, as new U.S. food labeling rules take effect**</u>
11		• Lecture: GMOs, gene editing, and food labels • Lab: Regulatory vs. voluntary food labels OR Ohio production of GMO crops ○ Activity: Visualizing evidence • Assignment: Issue Reflection • Assignment: Problem/Solutions/Barriers paper
12		• Lecture: Robotics in Agriculture • Lab: Robotics as a solution to agriculture labor challenges • Assignment: Issue Reflection • Assignment: Issues Brief: Tech in Ag and Environment
		Issues Summit
13		• Lecture: Issues Summit preparation • Lab: Issues Summit preparation • Assignment: Group materials due before presentation (opening statement, outcome, evidence and supporting materials)
14		• Lecture: Issues Summit preparation • Lab: Issues Summit presentations
		Course Wrap-up and Evaluation
15		• Assignment: Issues Summit reflection due

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GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be _as specific as possible_, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the
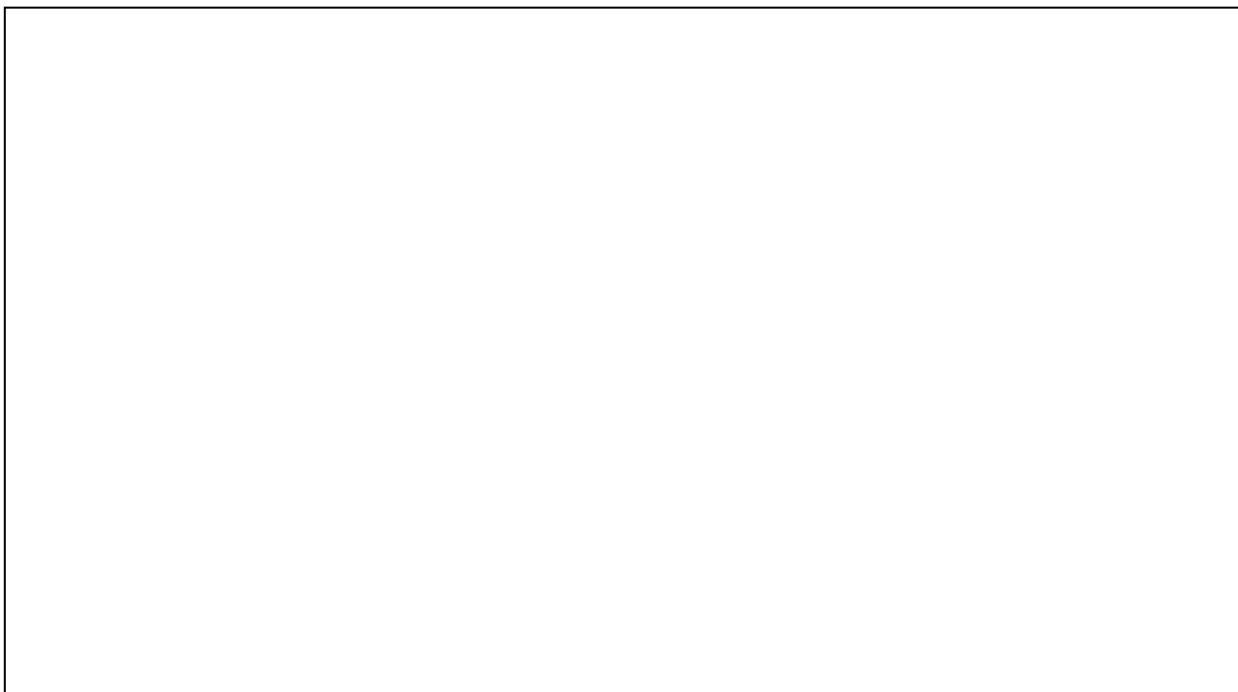In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

Specific Expectations of Courses in Lived Environments
GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*