

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

- 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)
- 2330LivedEnviThemeLetter.docx: Letter for Lived Environments theme revisions
(Cover Letter. Owner: Specht, Annie R)
- 2330 high impact practice cover letter.docx: Letter for High Impact Practices designation
(Cover Letter. Owner: Specht, Annie R)
- AGRCOMM_2330_research-creative-inquiry-inventory (1).pdf: Revised Research & Creative Inquiry inventory
(Other Supporting Documentation. Owner: Specht, Annie R)
- Final 2330_GEtheme_worksheet.11.17.pdf: Final Lived Environments Worksheet - 11/17/22
(Other Supporting Documentation. Owner: Specht, Annie R)
- Final cover letter - revisions for GE Panel 11.17.docx: Final Letter for Lived Environ Panel - 11/17/22
(Cover Letter. Owner: Specht, Annie R)
- Final AGRCOMM_2330_Syllabus_Update11.17 CLEAN.docx: Final syllabus for 2330 - 11/17/22 Update
(Syllabus. Owner: Specht, Annie R)

Comments

- Finalize syllabus (from track change) and remove prior versions of syllabus and GE Theme Worksheet

Revise as per email message 10 February 2022

Revise as per discussion 5 January 2022 *(by Osborne, Jeanne Marie on 11/18/2022 11:48 AM)*

- A revised syllabus, GE Lived Environments worksheet, and cover letter re: panel feedback have been uploaded for review. *(by Specht, Annie R on 11/18/2022 10:56 AM)*
- Please see Panel feedback e-mail sent 11/10/22. *(by Cody, Emily Kathryn on 11/10/2022 02:43 PM)*
- Please see Panel feedback email sent 06/08/2022. *(by Hilty, Michael on 06/08/2022 09:31 AM)*

COURSE REQUEST
2330 - Status: PENDING

Last Updated: Osborne, Jeanne Marie
11/18/2022

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
Revision Requested	Hilty, Michael	06/08/2022 09:31 AM	ASCCAO Approval
Submitted	Specht, Annie R	09/26/2022 10:38 AM	Submitted for Approval
Approved	Buck, Emily Brin	09/26/2022 11:25 AM	Unit Approval
Approved	Osborne, Jeanne Marie	09/26/2022 11:26 AM	College Approval
Revision Requested	Cody, Emily Kathryn	11/10/2022 02:43 PM	ASCCAO Approval
Submitted	Specht, Annie R	11/18/2022 10:56 AM	Submitted for Approval
Approved	Washburn, Shannon G	11/18/2022 11:09 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	11/18/2022 11:48 AM	College Approval
Submitted	Specht, Annie R	11/18/2022 12:04 PM	Submitted for Approval
Approved	Washburn, Shannon G	11/18/2022 12:06 PM	Unit Approval
Approved	Osborne, Jeanne Marie	11/18/2022 12:10 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/18/2022 12:10 PM	ASCCAO Approval

Memo

To: Themes Panel of the ASC Curriculum Committee

From: Annie Specht

Date: November 17, 2022

Re: GE Theme: Lived Environments Changes

On behalf of my colleagues, please find attached our revisions to **Agricultural Communication 2330**. We appreciate the helpful feedback and suggestions you provided.

The changes and additions to the course are outlined below.

GE Theme: Lived Environments Worksheet

ELO 2.3 / 4.3 “Analyze and critique conventions, theories, and ideologies that influence discourses around environments.”

1. We added examples to detail how we plan to incorporate the role of conventions, theories, and ideologies as factors and potential barriers in discourse around environments. Specific additions are outlined below.
 - a. **Conventions**
 - i. Explain how ways of doing create conflict and provide example (organic growing v. conventional, climate-friendly v. traditional)
 1. Agricultural and environmental practices are influenced by a variety of personal, professional, and social conventions. When ways of doing clash, there is great potential for conflict. The theme of conventions as barriers to issue resolution will be present in weekly topics. For example, resolving issues associated with production practices can only be addressed when a thorough understanding of values and perspectives about the issue are achieved. Viewpoints and perspectives vary on the issue – conventional farmers regard the use of nutrients and inputs as acceptable practices when growing food, while organic farmers believe in little to no additional inputs when growing food and using land. Often, these views collide and result in heated

arguments because of deeply-held beliefs and conventions about food production.

b. Barrier examples through a **theoretical lens**

i. Theories in agricultural communication will be integrated into course activities to better explain points of view on issues. Often, the theories explain resistance to addressing and resolving complex issues. The following theories will be applied:

1. **Diffusion of Innovation:** For topics like technology in agriculture and the environment, the Diffusion of Innovation (DOI) theory can help explain the varying viewpoints. DOI seeks to explain how, why, and at what rate new ideas and technology are spread. Students will work to determine where groups of individuals fall along the scale of adoption to more clearly grasp varying views about this issue.
2. **Framing:** Consumer perceptions of agriculture are the result of experience, media choices, personal values, and more. Many consumers likely have little direct experience with farming, so they use mental cues, frameworks, or organizing principles to categorize, label, interpret and evaluate information. For this issue, framing theory will be discussed and used to explain how certain ways of presenting information influence perceptions, understandings, and views.
3. **Selectivity Processes:** An additional barrier to resolving issues involve selectivity processes. People consciously and unconsciously work to preserve their existing views by exposing themselves to selective communication, interpret messages in line with pre-existing attitudes and beliefs and retaining those messages that are consistent with their attitudes and beliefs. Not only will the understanding of selectivity processes aid students in researching stakeholder perspectives of issues, but this understanding and awareness will also benefit them as they explore their own views in regard to the issues.
4. **Theory of Planned Behavior:** For issues in need of action, the theory of planned behavior can be used to investigate relationships between beliefs and attitudes by measuring for perceived behavioral control, which is a good predictor of behavior. When the topic of environment and sustainability is explored, students will consider this theory as they consider steps to take in addressing the issue.

5. **Spiral of Silence:** When issues are controversial, those perceived to hold the view in the majority are more likely to express their opinions, while those who believe they are in the minority, they are silent. Given the charged nature of many of the issues that will be explored in this course, the spiral of silence is key to understand.
6. **Situational Theory:** Not all audiences will place the same amount of importance on an issue. Situational theory is useful for helping understand why and when publics are likely to communicate based on their recognition of the problem, constraint, and involvement. Some issues discussed in this course, like water quality, may have varying opinions due in part to the individual situations.

c. Ideological Barriers

- i. **Political ideologies** create tension on specific human/environmental actions such as water use, water quality non-point sources, food vs. fuel, solar energy farms, and more as well as governmental interventions intended to regulate these issues. Personal values are significant factors in attitude and opinion formation, and often drive political ideology. Students will explore the role of political ideology in most issues given the role of policy and political involvement at hand.
- ii. **Social ideologies** about how / what society “should be” are passed through media, family, education, religion, and more. Social ideologies will be identified and connected to each of the issues before determining the impacts to attitudes and beliefs.

2. Further clarification in regard to how the course connects over time and space (ELO 1.2 / 3.2 – Describe examples of human interaction with and impact on environmental change and transformation over time and across space).

- a. We added more detail in regard to the ways in which this course will be explored over time and across space. “Communities” was further defined in terms of rural, urban, and suburban areas.
 - i. The issues under investigation in this course do not happen over a period of hours or days, but often years or decades. An example to highlight this ELO will take place in our discussion and exploration of livestock production practices. Over time, the overall number of livestock operations have declined, and fewer operations are larger and more specialized. These changes have had implications in regard to economic efficiency, final product prices, food safety, and water and air pollution. The students will compare and contrast issues in livestock production from a historical lens and consider future implications stemming from this issue.

- ii. In week nine, rural/urban interface will be explored. Here we have the opportunity to address issues across space in terms of urban agriculture, inequities across communities, and potential divides amongst rural and urban populations and places.

AGRCOMM 2330 Syllabus Updates

- In the course schedule, we named the theories to be explored throughout the semester.
- Following the course schedule, we provided explanations to more clearly outline each of the issue areas the course will cover and added specific information about how the ELOs will be addressed (see pp. 14-16). This is also our attempt to further clarify how the content will examine the concept of lived environments.
- On page 12 of the syllabus, we clarified the services of CFAES counselor David Wirt are for students enrolled in CFAES. We also added information for students outside of CFAES on how to access CCS resources.
- We updated the newly updated standard syllabus statements including the updated statement on academic misconduct, statement on disability services, statement on mental health, statement on sexual misconduct / relationship violence, and university suggested language on diversity.

Public Opinion and Agricultural and Environmental Issues Syllabus

AGRCOMM 2330 Spring 2023

Course Information

- **Course schedule:** Two 80-minute lectures; one 1-hour, 50-minute lab
- **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](https://go.osu.edu/canvas-notifications) (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 will develop and practice methods to critically evaluate, effectively communicate, and influence decisions made about these issues. They will engage with issue stakeholders and investigate the impacts that 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
- Participate in constructive discussions regarding issues and their possible solutions.

Design a research study, collect, analyze, and report findings of qualitative research data from key stakeholders

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.
 - Explore 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.
 - Assess and explain how ways of doing and associated values and beliefs create conflict (Example - situations like organic growing v. conventional, climate-friendly v. traditional)
- **ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.
 - Engage 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.
 - Examine barriers to issue resolution and attitude or behavior change that lead to disagreement and impede communication and cooperation through theoretical lenses.
- **ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to lived environments.
 - Explore 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.
- **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.
 - Assume the role of individuals with opposing viewpoints to engage in formative discussions about these topics.

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.

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 qualitative 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. The readings, assignments, and course content will be assembled based upon a variety of sources reflective of multiple views on complex issues.

Course Materials, Fees and Technologies

Required Materials

- CarmenCanvas readings will be available to students.
- While additional readings are outlined and linked in the course scheduled, some example readings will include:
 - [Changing the consumer perception of farming](#)
 - [Perceptions of Agriculture and Food Corporate Social Responsibility](#)
 - [Writing a case study analysis](#)
 - [What is the food supply chain?](#)
 - [The future of livestock farming](#)
 - [Smart controlled environment agriculture methods: a holistic review](#)
 - [GMO is out, 'bioengineered is in, as new U.S. food labeling rules take effect](#)

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](https://go.osu.edu/student-tech-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](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (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](https://go.osu.edu/add-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](https://go.osu.edu/install-duo) (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 \(HELP\)](tel:614-688-4357) 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](https://go.osu.edu/canvasstudent) (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
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Issue reflections (individual)	10%
Issue briefs (individual)	10%
Case Study assignments	
<ul style="list-style-type: none"> Data collection and analysis 	15%
<ul style="list-style-type: none"> Expert interviews (individual) 	10%
<ul style="list-style-type: none"> Problem/solution/barriers peer review and group submission 	10%
<ul style="list-style-type: none"> Issues summit participation (group) <ul style="list-style-type: none"> Prepared opening statement and outcome Evidence and supporting materials Closing statement 	20%
<ul style="list-style-type: none"> Issues summit reflection (individual) 	10%
Participation and professionalism	15%
Total	100%

Descriptions of Major Course Assignments

Written Assignments

Issue Reflections: Following discussion of each topic and interview, you will reflect on the issue in regard to discussions, content, and research conducted in a reflection. Each of the 10 total reflections should not only include content that you 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 issues 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, 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.

Data Collection and Analysis: By following case study procedures, students will be empowered to more fully understand an entire issue in its whole environment. Students will identify a research problem, write research objectives, and design a research study. Additional elements of this assignment will include:

- Develop interview protocol(s) for later expert interviews
- Write reflexive memos
- Conduct an audit trail
- Implement peer debriefing and member checking

Students will apply multiple data collection techniques and analyze multiple sources of data such as social media posts, news articles, videos and more.

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 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 \(HELP\)](tel:614-688-4357) 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**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (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.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this class.

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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](http://studentconduct.osu.edu) (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](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (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.

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

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.



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's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care with students enrolled in CFAES. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening. Students in other colleges who seek assistance with mental health may call the phone number listed above and may be matched with another counselor.

Accessibility Accommodations for Students with Disabilities



Statement about disability services

The University strives to make all learning experiences as accessible as possible. 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. 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. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 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](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Issue Descriptions – What to Expect

Below you will find additional information on the issues that will be covered in this course.

Environment and sustainability

- We will discuss the role of political ideologies in creating tension on specific human/environmental actions such as water use and quality, and climate change and renewable energy. Personal values are significant factors in attitude and opinion formation, and often drive political ideology. Students will explore the role of political ideology in most issues given the role of policy and political involvement at hand. (ELO 4.3)
- For topics like technology in agriculture and the environment, the Diffusion of Innovation (DOI) theory can help explain the varying viewpoints. DOI seeks to explain how, why, and at what rate new ideas and technology are spread. Students will work to determine where groups of individuals fall along the scale of adoption to more clearly grasp varying views about this issue (ELO 4.3).
- We will also explore human impacts on the environment from an agricultural perspective and consider the role agriculture plays in impacting the land, water, and other natural resources presently and historically (ELO 3.1, ELO 3.2). We will also discuss perceptions of agriculture's role in protecting the natural environment (ELO 4.2).

Food access and security

- The issue of food access and food security is likely influenced by social beliefs and values. Here we will explore how certain political ideologies and views about the world impact food access and security and discuss potential solutions (ELO 4.1).
- We will review food access and security issues such as the agricultural supply chain, and food access and nutrition programs. These issues are riddled with varying opinions that can sometimes be difficult to discuss. **The Spiral of Silence** is a theory that argues when issues are controversial, those perceived to hold the view in the majority are more likely to express their opinions, while those who believe they are in the minority, they are silent. Given the charged nature of topics like food access and nutrition programs, the theory may explain some opinion and attitudes about the issue (ELO 4.1, ELO 4.3)

Production practices and scale

- Modern livestock production and animal health is an issue that does not happen over a period of hours or days, but often years or decades. Over time, the overall number of livestock operations have declined, and fewer operations are larger and more specialized. These changes have had implications in regard to economic efficiency, final product prices, food safety, and water and air pollution. Students will compare and contrast issues in livestock production from a historical lens and consider future implications stemming from this issue (ELO 3.2).
- Organic and sustainable production practices involve both agricultural and environmental practices that are influenced by a variety of personal, professional, and social conventions. When ways of doing clash, there is great potential for conflict. However, when a thorough understanding of values and perspectives about the issue are achieved. Viewpoints and perspectives vary on the issue – conventional farmers regard the use of nutrients and inputs as acceptable practices when growing food, while



organic farmers believe in little to no additional inputs when growing food and using land. Often, these views collide and result in heated arguments because of deeply-held beliefs and conventions about food production. (ELO 4.3).

- This issue is also impacted by media framing, or the ways in which the media communicates about the issue. Consumer perceptions of agriculture are the result of experience, media choices, personal values, and more. These factors have created an environment of confusion, misunderstanding, and concern for many (ELO 3.1). Many consumers likely have little direct experience with farming, so they use mental cues, frameworks, or organizing principles to categorize, label, interpret and evaluate information (ELO 4.2). For this issue, framing theory will be discussed and used to explain how certain ways of presenting information influence perceptions, understandings, and views (ELO 4.3).

Rural / Urban interface

- In week nine, rural/urban interface will be explored through specific topics such as urban agriculture and the evolution and future of Ohio land use. Here we have the opportunity to address issues across space in terms of urban agriculture, inequities across communities, and potential divides amongst rural and urban populations and places (ELO 3.2).
- Not all audiences will place the same amount of importance on an issue. Situational theory is useful for helping understand why and when publics are likely to communicate based on their recognition of the problem, constraint, and involvement. Some issues discussed in this course, like those associated with the use urban and rural spaces, may have varying opinions due in part to the individual situations (ELO 4.3).

Technology and Ag in the Environment

- To better explore technology and agriculture in the environment, we will closely examine issues associated with GMOs, gene editing, and food labels, and robotics in agriculture.
- Many of these issues have been unfolding over time, giving individuals time and exposure to form opinions and beliefs about the issues and what they mean (ELO 3.2). When issues are not new, an additional barrier to resolving issues involve selectivity processes (ELO 4.3). People consciously and unconsciously work to preserve their existing views by exposing themselves to selective communication, interpret messages in line with pre-existing attitudes and beliefs and retaining those messages that are consistent with their attitudes and beliefs. Not only will the understanding of selectivity processes aid students in researching stakeholder perspectives of issues, but this understanding and awareness will also benefit them as they explore their own views in regard to the issues.
- To resolve issues in the environment, all individuals will need to be involved. For issues in need of action, the theory of planned behavior can be used to investigate relationships between beliefs and attitudes by measuring for perceived behavioral



control, which is a good predictor of behavior (ELO 4.3). When the topic of environment and sustainability is explored, students will consider this theory as they consider steps to take in addressing the issue.

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
		<p>Topic: Consumer Perceptions of Agriculture</p> <p>Readings:</p> <ul style="list-style-type: none"> • <u>Changing the consumer perception of farming</u> • <u>Perceptions of Agriculture and Food Corporate social Responsibility</u> • <u>Writing a case study analysis</u>
1		<ul style="list-style-type: none"> • Lecture: Perception formation; Theory – Selectivity Processes • Lab: Exploring alternative perspectives
2		<ul style="list-style-type: none"> • Lecture: The communication process • Lab: Understanding barriers to communication • Assignment: Issue Reflection • Assignment: Issue Brief – Consumer Perceptions
		<p>Topic: Environment and Sustainability</p> <p>Readings:</p> <ul style="list-style-type: none"> • <u>About H2Ohio</u> • <u>Energy Farms</u> • <u>Writing Interview Protocols and Conducting Interviews</u>
3		<ul style="list-style-type: none"> • Lecture: Climate change and renewable energy; <ul style="list-style-type: none"> • Theory – Theory of Planned Behavior; • <u>Ohio Farm Energy Management</u> – We will explore the impacts of rising energy prices, opportunities in energy efficiency, the need for energy and ways to address the costs associated with becoming more energy efficient. If farmers want to generate more efficient energy, is it affordable to do so? • Lab: Issues Summit groups and topics assigned. Students will begin familiarizing themselves with their topics. • Assignment: Issue Reflection
4		<ul style="list-style-type: none"> • Lecture: Water quality / H2Ohio • Lab: Designing a Qualitative Research Study <ul style="list-style-type: none"> ○ Activity: The Research Problem and Developing Research questions and hypotheses ○ Lab submission / assignment: research questions, objectives, and/or hypotheses

		<ul style="list-style-type: none"> • Assignment: Issue Reflection • Assignment: Issue Brief – Environment and Sustainability • Assignment: List of experts for interviews
		<p>Topic: Food Access and Security</p> <p>Readings:</p> <ul style="list-style-type: none"> • <u>What is the food supply chain?</u> • <u>The food supply chain</u> • <u>Farm to school</u>
5		<ul style="list-style-type: none"> • Lecture: The agricultural supply chain • Lab: Developing interview questions and protocols • Assignment: Issue Reflection • Assignment: Interview protocol(s)
6		<ul style="list-style-type: none"> • Lecture: Food access and nutrition programs; Theory - Framing • Lab: Interview techniques <ul style="list-style-type: none"> ○ Guest speaker to be interviewed about Ohio Farm to School, food deserts, and/or SNAP-Ed Interview techniques • Assignment: Issue Reflection • Assignment: Issue Brief – Nutrition and Food Security
		<p>Topic: Production Practices and Scale</p> <p>Readings:</p> <ul style="list-style-type: none"> • <u>Livestock Production Practices</u> • <u>The future of livestock farming</u> • <u>Organic FAQs</u> • <u>What is organic farming?</u>
7		<ul style="list-style-type: none"> • <u>Lecture</u>: Modern livestock production and animal health; Theory – Situational Theory • Lab: Research Design work session <ul style="list-style-type: none"> ○ Activity: Interview summary peer reviews and group work session ○ Activity: Discussing contentious topics • Assignment: Issue Reflection • Assignment: Expert Interview summary due
8		<ul style="list-style-type: none"> • Lecture: Organic and sustainable production practices • Lecture: Guest speaker from Ohio Ecological Food and Farm Association Initiatives • Lab: Making sense of qualitative data <ul style="list-style-type: none"> • Activity – analyze example qualitative dataset

		<ul style="list-style-type: none"> • Assignment: Issue Reflection • Assignment: Issue Brief: Production Practices and Scale
		<p>Topic: Rural/Urban Interface</p> <p>Readings:</p> <ul style="list-style-type: none"> • <u>The new rural-urban interface: Lessons for higher education</u> • <u>The rural-urban interface: New patterns of spatial interdependence and inequality in America</u>
9		<ul style="list-style-type: none"> • Lecture: Urban agriculture; Theory – Spiral of Silence • Lab: Field trip to Explore Ohio City Farm or Franklinton Farms • Assignment: Issue Reflection
10		<ul style="list-style-type: none"> • Lecture: Land Use • Lab: Guest panel to discuss Evolution and future of Ohio land use • Assignment: Issue Reflection • Assignment: Issue Brief: Rural/Urban Interface
		<p>Topic: Technology in Ag and Environment</p> <p>Readings:</p> <ul style="list-style-type: none"> • <u>Smart controlled environment 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		<ul style="list-style-type: none"> • Lecture: GMOs, gene editing, and food labels; Theory – Diffusion of Innovation • Lecture: Regulatory vs. voluntary food labels OR Ohio production of GMO crops • Lab: Reporting findings <ul style="list-style-type: none"> ○ Activity: Visualizing evidence for the Issues Brief • Assignment: Issue Reflection • Assignment: Problem/Solutions/Barriers paper
12		<ul style="list-style-type: none"> • Lecture: Robotics in Agriculture / Robotics as a solution to agriculture labor challenges • Lab: Writing conclusions and recommendations based on data • Assignment: Issue Reflection • Assignment: Issues Brief: Tech in Ag and Environment
		<p>Issues Summit</p>
13		<ul style="list-style-type: none"> • Lecture: Issues Summit preparation • Lab: Issues Summit preparation • Assignment: Group materials due before presentation (opening statement, outcome, evidence and supporting materials)



14		<ul style="list-style-type: none">• Lecture: Issues Summit preparation• Lab: Issues Summit presentations
		Course Wrap-up and Evaluation
15		<ul style="list-style-type: none">• Assignment: Issues Summit reflection due

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 1

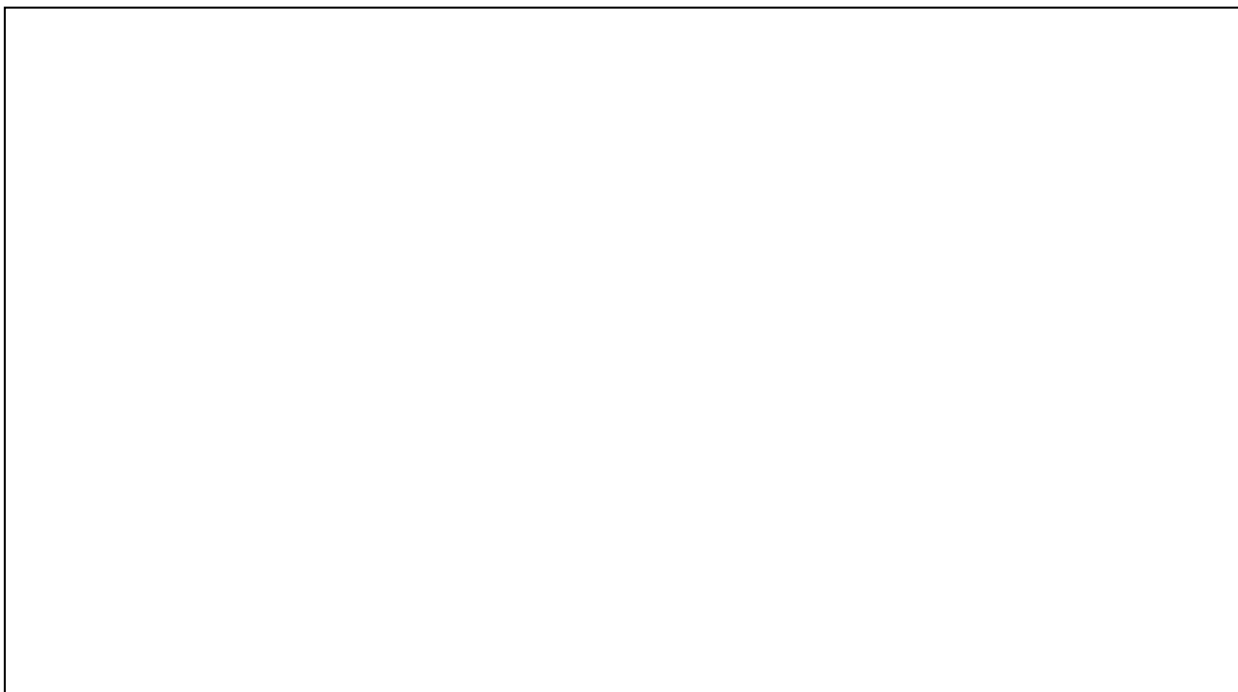
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

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)

Course subject & number

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)



Research & Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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.

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Pedagogical Practices for Research & Creative Inquiry

Course subject & number

Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work) Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Clear plan to market this course to get a wider enrollment of typically underserved populations.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)