

AGRI 180 - THE UNIVERSITY EXPERIENCE: Spring, 2009

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Required Text

- 2007-09 University Catalog

Course Background

AGRI 180 is a 1-unit student success course for freshmen or transfer students majoring in Agriculture or Agricultural Business. The grading in this course is *Credit/No Credit*. Students must earn at least 75% of all possible points to receive credit for the course.

Class Attendance (*30% of your grade*):

Learning is a cooperative process—both teacher-student and student-student—thus, all are expected to be participants in the course. Your enrollment in this course indicates a commitment to regular attendance. Three or more unexcused absences will result in *No Credit*.

Homework (*20% of your grade*):

Each week you are expected to read selections from your text and to complete written assignments. All papers must be typed. These assignments will often be shared with classmates; thus, completing your homework in a timely manner and bringing it with you to class will be expected from all participants.

Special Assignments (*20% of your grade*):

You will be required to complete activities outside the class and to turn in a brief, report describing (summarizing) your experience. This includes tours of the library and the University Farm and attending a student club meeting and a cultural event.

Exams (*30% of your grade*):

There will be one midterm examination and one final examination. The exams will assess your comprehension of basic course concepts presented in the text and the classroom. The midterm and the final are each worth 15%.

Class **Tentative Topic**

- 1 Introductions. Course expectations.

Homework: review your syllabi, bring one of your syllabi to class with a question.
- 2 How to read a syllabus;

Homework: take a library tour and write two paragraphs in response to the following question: "I never knew that I could...in a library." Due week #4.
- 3 Academic Honesty Policy. Resources for agriculture majors (faculty advisors, University Farm, dept. activities, recruiters, etc.)

Homework: read sections in catalog for your major. Get an email account.
- 4 What is General Education (GE)? Academic expectations.

Homework: Take a tour of the University Farm. Write a two-paragraph summary of your experience, focusing on something new you learned at the Farm. Send the paper to me via email.
- 5 Effective ways to manage your time. Learning resources (Meriam Library, Student Learning Center, SOS in catalog, department tutorials, etc.)
Presentation by Billie Jackson - Student Learning Center.
- 6 Preparing for midterms. Study strategies that work. Developing an academic plan.
- 7 University 1A (what a Dean and Chair are, the difference between a B.S. and a B.A. degree, College vs. School, what a Ph.D. is and what to call an instructor; major, minor, option, pattern, etc.) **Midterm**
- 8 Taking University tests (the different kinds of tests, helpful test taking strategies, required test materials ---scantrons, blue books, etc.). Finish discussion on GE and major requirements.

Homework: Preparing a graduation plan. Read graduation requirements, general education section, and academic policies section of the catalog.
- 9 National and International Exchange Programs for CSUC students.

- 10 Getting connected (campus cultural events, the meaning of culture and the value of trying new things)
- Homework:* Choose a University cultural event in consultation with your professor and submit a 2 paragraph write-up describing your experience.
- 11 Meeting faculty (office hours, approaching faculty, adjusting your learning style to faculty teaching style, asking for help). **Mandatory Advising.**
- Homework:* Schedule an appointment with your academic advisor.
- 12 Academic planning. **Mandatory Advising.**
- Homework:* write 10 final exam questions and be prepared to share with the class.
- 13 Academic Planning.
- 14 What is Academic Probation? How do we calculate GPA?
- 15 Wrap up and course evaluation. **Final Exam**

This is a tentative outline of activities. Presenters and course assignments and due dates are subject to change.

Academic Rigor and High Expectations

Philosophical Statement

Academic rigor consists of dedication on the part of students and faculty to the pursuit of academic excellence, including discipline of mind and disciplined behavior, intellectual honesty, decorum and civility. It is exemplified by the attainment of the highest standards as defined by and in each discipline. It also includes transmitting, sustaining, evaluating, and enhancing the continuity of recognized intellectual achievements in each discipline. A passion for learning and high expectations should pervade the atmosphere of the University. The quality of education and the degrees and certificates offered by the University will only have value insofar as the administration, faculty, and students view themselves as custodians of the University's reputation.

Expectations for a Learning Community

Expectations of Faculty

Faculty are role models for the behavior and accomplishments of students. They inspire in students an excitement about learning through a high level of professionalism and commitment to their discipline.

Rigorous faculty

- demonstrate high expectations of the course through a demanding syllabus, well-prepared classes, staying current through research and professional activities;
- offer conscientious advising and predictable availability;
- fully involve students in the learning experience by providing prompt, frequent feedback and developing rigorous testing methods;
- develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability;
- seek to eliminate opportunities to engage in academic dishonesty;
- actively contribute to their disciplines.

Expectations of Students

An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. College is a fundamental asset in building a student's character, citizenship, and employment future.

Rigorous students

- set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time;
- make the most of faculty advising and mentoring;
- treat fellow students and the classroom environment with complete respect; give each class full attention and participation; do not miss class, arrive late, or leave early;
- accept responsibility for learning and grades earned;
- approach each class in a professional manner;
- recognize that a full-course load is equivalent to full time work and spend no less time on it;
- demonstrate complete honesty and integrity.

Expectations of the University

University policies, procedures and programs are intrinsic to the ability of students and faculty to operate in an atmosphere that is conducive to learning and high standards. It is the responsibility of campus administration to ensure that instruction takes place in an environment that promotes, honors, and supports academic rigor.

A rigorous university

- provides the atmosphere, the means, and the time for faculty to sustain efforts for creative work, consulting, grant-getting, scholarship and publications;
- expects that faculty continuously uphold their expertise via a full range of professional and creative output;
- sets minimum qualifications for training and supervision of anyone who instructs students in a classroom setting;
- enforces academic policies consistently;
- maintains and rewards a highly qualified, professional support staff
- provides sufficient high quality equipment and technological infrastructure;
- provides adequate library hours, services, and access to materials;
- provides adequate study space for students;
- provides informal gathering places where students and faculty can interact.