

Course Title: PSSC 392 – World Food and Fiber

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Office Hours: Tuesday 10am-12noon

Course Description:

Are you concerned about the quality of your food, where it comes from, and how it is produced? Are you concerned about your impact on this planet and how you can maintain a healthier and more sustainable lifestyle? Are you interested in understanding more about the science underlying lifestyle choices? Then, get geared up for a stimulating experience! By the end of the semester, you will have read, heard, and discussed critical challenges facing food producers and consumers. You will learn about how societies have adapted food production systems to environments around the world, and you will understand how agriculture has evolved into the intensive, mechanized production systems of the United States. **Most importantly, you will be better able to evaluate choices in your life and make informed decisions affecting your own resource use and food supply.**

PSSC 390 is an upper division course and approved General Education course in theme G, *Cross-Cultural Exploration*. The course is in the area B (Natural Science) and fulfills the Non-Western course requirement. This GE course will have an aggregate student writing requirement of 1500 words minimum over multiple class meetings and assignments.

Course Goals:

1. Explore how to live in a manner that sustains the resources and ecological systems upon which all life depends.
2. Explore the dynamics of natural ecosystems and the influence of humans on their characteristics.
3. Compare the cultural and environmental context of agricultural systems in different parts of the world.
4. Explore factors that influence the viability and sustainability of agricultural production systems.
5. Provide a forum for the sharing of ideas and information about challenges of human survival and maintaining a healthy planet.
6. Improve ability to think critically about ecological issues as they relate to food production and life style decisions.

Course Outcomes

If you are creating or maintaining a *Professional Development Portfolio*, you can expect to enhance your credentials in several important areas. With diligence, each student can acquire the following long-term benefits from this course:

1. An understanding of the ecological basis of food production and consumption.
2. An understanding of the relationship and role of humans in the ecosystems in which they live.
3. An understanding of sustainability as it applies to one's own life choices and the local, national, and global impacts of those choices.

4. Knowledge and sensitivity to a wide range of environmental issues and problems.
5. Effective written communication skills.
6. Skills in group dynamics.
7. Skills in decision making and problem solving.

Textbook:

All readings are available online this semester. Check out the [Readings](#) page. You may read them online or print them out as you like.

Many of the readings are PDF files that require the Adobe Acrobat Reader. If you do not already have this on your computer, it is freely available from: <http://get.adobe.com/reader/>

Course Format: The course is divided into units available through your Vista account. Each week you are responsible for reading the assignment, completing the homework and any online quizzes. There may be videos associated with the module for that week. Class will meet once a week in class on Tuesday.

Quizzes: All quizzes will be focused on the weekly assignments/readings. Complete the readings and then take the online quiz. Each quiz is timed, and may be taken 1 additional time for grade improvement. *Quizzes will be due before class that week.*

Assignments: Assignments are planned according to the calendar. Go through each unit and complete the reading according to the deadline. Assignments will tell you if it needs to be presented in class or online.

Case Report: This will involve answering preliminary questions, turning in a draft, critiquing other students' drafts, and then submitting the final version. Because of the large number of students in the class, turn-around time for getting back the graded reports is usually 3 weeks from the due date. If you have a complaint or concern about how your paper was graded, you should put it in writing in an email to the instructor within **two weeks** after receiving your graded paper. Paper due times will be Sunday 11:59pm.

Exams: Exams will be administered in class. There are four types of exam questions: multiple choice, true-false, matching and short answer questions. The final will be cumulative, so it will be helpful to review study guides in the modules and the previous exams.

Important:

- Your membership in a group is indicated in the *Discussions* Board. It will be the only group in which you will have membership. It will be indicated by something like "Group1" or "Group 12," etc. Your group number is also indicated in your "Assignment Scores" inside the "Course Tools." Groups will be assigned by the end of the first week of class.
- It is your responsibility to post assignments in the proper place, as indicated in the instructions. *If you post them somewhere else, you may not receive credit.*
- For any assignment, each person is responsible for submitting the results of her/his **own** work. Each person is also responsible to see that her/his work is not used or submitted by another unless expressly permitted (by the instructor) and is appropriately acknowledged.

- It is recommended that students keep a copy of all submitted assignments.

Group work and participation: Students are expected to participate in group discussion. Contribution of individuals to the group effort is very important. Part of that group work grade will come in the form of making two weekly postings to your group discussion board, on the course material. For a total of 30 required postings.

Response to study guide questions: These are not required to be turned in, however students are strongly urged to answer the study guide questions to focus their attention on key concepts and to prepare for exams!

Late work: Late work will not be accepted. Talk to me **before the due date** if you have a problem.

Readings: Assigned as in the modules. Readings for which there are study guide questions are the most important for exam study. The other readings are to help you with general understanding of course concepts.

Students with learning Disabilities: We are committed to accommodate any student with learning disabilities. Please contact Disability Support Service (<http://www.csuchico.edu/dss/index.shtml>) on the campus (University Center, Tel: (530) 898-5959) and contact us about accommodating your needs.

Extra credit: There are extra credit assignments available. However, they are not intended as substitutes for the regular assignments. *You will not be eligible for extra credit if you have missed more than two assignments or reports.* All extra credit is due before the end of the semester as indicated in the assignment schedule.

Plagiarism and Academic Integrity

It is expected that all of your work for this class will be your original writing. *You may not submit papers that you have written for this class in previous semesters without the instructor's permission.*

Be certain that you understand the Academic Honesty Policy at Chico State. The policy applies to all work done for this class - including homework, exams, and the project. California State University, Chico is committed to a campus culture that takes pride in fostering an environment of academic integrity, academic freedom, and high-quality learning environments. These efforts are guided by the following statement:

“ The students, faculty, administrators, and staff of CSU, Chico are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create. ”

For any assignment, even if you work with a partner or a study group, each person is responsible for submitting the results of her/his own work. Each person is also responsible to see that her/his work is not used or submitted by another unless expressly permitted (by the instructor) and is appropriately acknowledged. For more information, see the [Executive Memorandum 04-36](#) and [page 51 in the current CSUC catalog](#).

If there is evidence that you have been involved in any form of academic dishonesty, you will

receive an "F" grade for the course, and a report will be provided to Student Judicial Affairs for further action.

NOTE: You will submit your two case reports to the [Turnitin](#) website. It will provide reports indicating any text from other sources that may be improperly used or referenced. If you submit your papers before the due date, you will have the opportunity to [revise and resubmit](#) your papers before your papers are graded.

STANDARD PROTOCOL FOR REPORTS

The case report for this class should be written according to the following guidelines:

- Double spacing
- 1" margins (max.)
- Title page (Report title; Student name; Name of course; Section number; Date)
- Be sure your report meets the minimum page length requirements (usually 5 pages).

Also, if you use references, be sure that:

1. they are from scholarly articles (credit will not generally be given for other sources), and
2. they are cited correctly using either APA or MLA style.

Quotations:

Quotes do not take the place of your own writing. If you use quotations, I still expect you to meet the minimum length with your *own* writing! Generally, in research papers, quotations are only used for occasional emphasis where an author's words are particularly significant. Otherwise, you should synthesize the ideas in your own words and cite the source!

General Writing Rubric:

Here are the general guidelines by which papers are graded

California State University, Chico
College of Agriculture (Adopted from the College of Business and College of Engineering)
Writing Rubric- Guidelines for Assessment

Writing Trait	Unacceptable (1)	Acceptable (2)	Superior (3)
Organization of Ideas and Content	Writing is not concise and has a tendency to ramble. Lack of focus and organization interfere with communication and understanding. <u>If appropriate:</u> Lacks a clear introduction and conclusion. <i>Needs work.</i>	Writing could be more concise. Focus and direction of writing is acceptable, but could use some work. Organization doesn't interfere with communication and understanding. <u>If appropriate:</u> Introduction and conclusion are acceptable, but could use a little work.	Writing is concise. Information is presented in a manner which makes it extremely easy for the reader to understand. Ideas are clearly stated. Focus and direction of the writing are extremely clear. <u>If appropriate:</u> Compelling introduction, informative body with details, and effective conclusion.
Sentence Structure	Sentences don't express ideas well and are poorly developed. Sentence structure is sometimes so poor that it makes reading and understanding difficult. Sentences would sound strange if read out loud. <i>Needs work.</i>	Sentences usually flow well while at other times lack conciseness and/or appropriate structure. Overall, most sentences clearly express ideas.	Extremely well developed sentences. Sentences flow well. Sentences clearly express ideas. Sentences are concise.
Paragraph Structure	Sentences within a paragraph are unrelated. No clear direction within the paragraph.	Similar to Superior, but a few paragraphs need improvements. Most sentences within a paragraph	Organization of paragraphs enhances readability. Sentences within paragraph all build upon or

	Connections between paragraphs are confusing. <i>Needs work.</i>	build upon or relate to a single issue. A few paragraphs may not have strong lead-in or transitional sentences.	relate to a single issue. Good lead-in sentence for each paragraph. Good transition between paragraphs.
Word Choice and Tone	Writer struggles to use appropriate vocabulary. Words are used incorrectly. Tone and word choice are inappropriate for intended audience. Inappropriate use of slang and clichés. <i>Needs work.</i>	Writer uses familiar words well and occasionally makes more sophisticated word choices. Tone and word choice are appropriate for the intended audience.	Sophisticated and appropriate use of vocabulary. Word choice adds to quality of the writing and enhances overall meaning. Tone and word choice are appropriate for the intended audience.
Grammar, Punctuation, and Spelling	Writing contains numerous and/or significant errors which interfere with comprehension and distract from the message. For example, three or more errors on a page, or for longer papers, more than five errors in the whole paper. <i>Needs work.</i>	Writing contains a few insignificant errors that don't interfere with comprehension or distract from the message. For example, two minor errors on a page, or for longer papers, five or fewer minor errors throughout the paper.	Writing is nearly error free. For example, paper has no more than one error on any given page, or for longer papers, no more than four errors throughout paper.
Professional Format and Use of Conventions	Document has numerous and significant printing and/or formatting problems. Aesthetic qualities of the paper would be an embarrassment to an organization. Doesn't follow basic formatting conventions (e.g., citations and documentation). <i>Needs work.</i>	Document is reasonably neat and professional looking. Document has a few minor formatting or convention problems (e.g., citations and documentation).	Document is extremely neat and professional looking. Everything formatted correctly. Proper use of any necessary conventions (e.g., citations and documentation).
Professionalism	The reader (e.g., student, instructor, coworker, client, supervisor) of this document would view it as unprofessionally written.	The reader (e.g., student, instructor, coworker, client, supervisor) of this document would view it to be adequate, but not extremely professional.	The reader (e.g., student, instructor, coworker, client, supervisor) of this document would view it as extremely professional.
Length	More than 20% too long or too short.	10 to 20% too long or too short	Appropriate length

Grading:

ITEM	% of total grade
Midterm exam 1	10
Midterm exam 2	10
Final exam	15
Assignments and group work*	20
Quizzes	10
Case 1 report	15
Case 2 report	20
TOTAL	100

* Includes discussion assignments, drafts, consensus statements, and other homework.

A = 92-100
A- = 90-91
B+ = 88-89
B = 82-87
B- = 80-81
C+ = 78-79
C = 72-77
C- = 70-71
D+ = 78-79
D = 60-67
F = <60

For an aide in calculating your current standing during the semester a grade calculator will be available for use.

Technical Support

If you need assistance with your internet account, if you have questions about hardware or software, or just need some advice on using the web, Student Computing is the place to go! There are also free workshops and online tutorials available.

Click here [Student Computing](#)

Click Here [Online Conduct](#)

Click Here [Rules of the Road](#)

Besides email to the instructor, as you complete each module, we would appreciate your responses to the online surveys. They are short, anonymous, and give us important feedback on how you are getting along!

**Fall 2012 Schedule
PSSC 392**

Week 1 –January 24

Assignment: Introduce yourself Due August 30

Assignment: Post Globalization Definition Due August 30

Week 2 –January 31

Week 3 –February 7

Assignment: Bring Answers for Case 1 to Class

Week 4 –February 14

Week 5 –February 21

Assignment: Bring Rough Draft to Class

Week 6 –February 28

Exam 1 Week 1 through 5

Week 7 –March 6

Assignment: Post Case 1 To Turnitin.com ***Copy and Paste Grading Rubric at End March 11**

Week 8 –March 13

Assignment: Bring Answers for Case 2 to Class

Spring Break March 20

Week 9 –March 27

Week 10 –April 3

Assignment: Bring Rough Draft to Class

Week 11 –April 10

Week 12 –April 17

Exam 2 Week 6 through 11

Assignment: Post Case 1 To Turnitin.com ***Copy and Paste Grading Rubric at End April 22**

Week 13 –April 24

Week 14 –May 1

Week 15 – May 8

Week 16 – Final is on Week 12 through 15

Section 1 – 8:00am: **Final Time Tuesday, May 15, 10:00-11:50am**

Section 2 – 3:30pm: **Final Time Thursday, May 17, 2:00-3:50pm**

College of Ag Course Policies

All faculty in the College of Agriculture adhere to the policies listed or referenced below:

University Policies

(Including Student Rights, Academic Honesty, Student with Disabilities, and Use of Computing and Communications Technology)

See: <http://www.csuchico.edu/catalog/cat07/08EndMaterials/02UniversityPolicies.html>

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/sja.shtml>

Academic Rigor

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University--teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Learning

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- 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 continuing responsibility for learning and for grades earned.
- Approach each class in a professional manner, as if the class were real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.

Rigorous Teaching

Rigorous faculty are role models for the behaviors and accomplishments the University seeks to promote. They demonstrate a high level of professionalism and commitment to the University and to their discipline and inspire in students an excitement about learning. Guiding students toward excellence, they

- Communicate high expectations and demonstrate them through a demanding syllabus and well-prepared classes.
- Encourage student-faculty contact in and out of class and offer conscientious advising and consistent availability.

- Encourage collaboration and active learning, fully involving students in the learning experience.
- Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
- Emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.
- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.
- Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

Policies Regarding Personal Conduct

• It is the student's responsibility to meet all appropriate deadlines for adding, withdrawing, etc. These deadlines can be found on the University web site at:

<http://www.csuchico.edu/schedule/>

- All class participants are expected to exhibit respectful behavior to other students and the instructor.
- All students have the right and privilege to learn in the class, free from harassment and disruption.
- Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul language.

Student Computing

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1st floor of the Meriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301. Additional labs that may be available to students in your department/college.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/5.-studentservices.html>.

University Writing Center

The CSU, Chico writing center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the University Writing Center. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center information can be found online at <http://www.csuchico.edu/uwc>.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc/>.