



**College of Agriculture,
Food and Environment**

GEN 100 Instructor Guide

Table of Contents

Overview 3

Canvas Shell Guide 4

UK Core Citizenship Learning Outcomes 5

Key Contact Information..... 6

Peer Mentors Roles and Duties 8

Films & Field Trip Suggestions 9

Supplemental Readings 10

The REO Track Project..... 12

Example “Common” Syllabus 13

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

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

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

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

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

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

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

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

Thank you,

Alissa Rossi

Alissa.rossi@uky.edu

859-257-7575 or 859-619-5274

GEN100 Canvas Common Shell

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

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

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

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

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

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

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

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

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

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

GEN 100 Contact Information

For procard purchases and reimbursement

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

For ordering buses for field trips

Emily Bretzel, Administrative Support Associate
N24C Agricultural Science Center
859-257-3468 | emily.brenzel@uky.edu

To set up an Orienting to College session

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

To set up a Diversity session

Quentin Tyler, Assistant Dean and Director for Diversity
quentin.tyler@uky.edu
(859) 257-3482
305 Charles Barnhart Bldg

To set up Information Literacy sessions

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

Library Graduate Assistant, to add as "librarian" to your Canvas shell

Erin Weber
Linkblue: emwe236 or email: erin.weber2@uky.edu.
Agricultural Information Center
(931) 572-8275

For issues relating to peer mentors

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

To set up a field trip to the Horticultural Research Farm (South Farm)

Kristi Durbin, Horticulturist Senior, CSA Manager
(859) 272-5513
kristi.durbin@uky.edu

To set up a field trip to the Meat Lab

Gregg Rentfrow, Associate Professor
Gregg.Rentfrow@uky.edu

GEN 100 New Instructor Guide

(859) 257-7550
Department of Animal & Food Sciences
205 W.P. Garrigus Building

To set up a field trip to the Greenhouses by Ag North
Shari Dutton, Staff Horticulturist
(859) 257-4209
sdutton@uky.edu

To refer students to with help choosing/changing majors
Lesli Hall, Exploratory and Pre-Professional Advisor
N24C Agricultural Science Center
859-218-0432 | lesli.hall2@uky.edu

For academic-related issues and conflicts (i.e. violations of academic integrity)
Joseph McGillis, Academic Ombud
109 Bradley Hall
(859) 257-3737
ombud@uky.edu

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

To set up a visit from Writing Center staff
Judy Gatton Prats, Director of the Writing Center
judithgprats@uky.edu
<https://wrd.as.uky.edu/information-instructors>

For all other issues (REO track project, general advice, etc.)
Alissa Rossi, GEN100 Coordinator
703 Garrigus Building
(859)257-7575 or (859)619-5274
Alissa.Rossi@uky.edu

GEN100 Peer Mentor Responsibilities

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

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

GEN100 Films & Field Trips

Field Trips

Meat Lab (Gregg Rentfrow)

Horticultural Research Farm (Kristi Dubin)

Greenhouses (Shari Dutton)

UK Solar House & Campus Sustainability (Shane Tedder)

Food Chain (Rebecca Self)

Films - The Gleaners, At the Fork, Fresh, Flow, The Power of Community, Killowatt Ours

<https://foodtank.com/news/2016/08/nineteen-food-films-to-inform-and-inspire/>

Other interesting ideas/opportunities:

Food Connection cooking class at the 90 (limited availability)

Virtual class discussion board on Canvas (made space for quieter students, on energy conservation & renewables, coal jobs, Trump policies on energy etc, gave them 6 articles & four open ended questions)

GEN100 Supplemental Readings

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

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

Reading: July 2011 USDA International Food Security Assessment.

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

Global Consequences of Land Use:

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

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

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

Structure and Finances of US Farms, 2010 Edition:

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

Brochure Handout: “A Guide to Food Terms”

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

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

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

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

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

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

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

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

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

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

Climate change impacts on global ag:

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

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

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

11 facts sheets on various aspects of agricultural animal welfare:

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

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

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

NPR story about chicken welfare and odd

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

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

Food marketing:

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

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

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

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

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

EXAMPLE Syllabus - Fall ____ Issues in Agriculture, Food, and Environment
GEN 100 – Section ____

Class time & location:

Instructor:

Office location & hours:

Phone & email:

Peer Mentor & contact information:

Introduction:

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

Learning Objectives:

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

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

Required Class Materials:

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

Involvement:

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

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

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

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

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

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

Excused Absences

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

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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

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

Verification of Absences

Students will be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when

students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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

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

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

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

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

Accommodations due to disability

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

Assignments:

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

Quizzes

Daily quizzes must be submitted on Canvas before coming to class. This will form the base for your involvement points.

Expert Speaker Seminar critique

You should attend at least one Expert Speaker Series seminar, take excellent notes, and compose a 2-3 page paper (1) summarizing & critiquing the content and (2) summarizing & critiquing the delivery & approach. You may earn 5 bonus involvement points for a second seminar critique. Paper is due two class periods following your chosen seminar. You must “buy” a free ticket through Eventbrite to reserve your seat.

Group Documentary Film critique

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

Agriculture, Food, and/or Environment in the News

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

Citizenship Paper

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

Potluck

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

Informative speech

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

Final reflection

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

Grading Summary:

<u>Assignments</u>	<u>points*</u>
ESS Seminar critique	25
Info Lit Annotated Bibliography	25
Group Documentary Film Critique	50
Agriculture in the news	25
Citizenship paper rough draft	15
Citizenship paper peer review	25
Citizenship paper final draft	85
Potluck	25
Informative speech	75

Involvement	
5 pts/class X 44 classes	220
Final exam	30
Total points	600

Letter Grades will be earned according to the following scores.

A = 540 to 600

B = 480 to 539

C = 420 to 479

D = 360 to 419

E = < 360

Need help? Get help!!

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

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

Make an appointment with me, or your advisor.

Emergency Preparedness:

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

GEN 100 New Instructor Guide

GEN100 Schedule **Example				
Week	Notes	Dates	Topics	Assignments**
Week 1	Aug 23 first day of class	August 23-25	Introduction, Foodways	Ch 1
Week 2	August 29 Last Day to Add a Class	August 28-September 1	Food identity, Spectacle	Chs 2 & 3
Week 3	Labor Day, no Classes	September 4-8	Introduce to REO topic, land grant, Info Lit	Info Lit Wksheet
Week 4		September 11-15	REO Info Lit, Diversity	Additional readings
Week 5		September 18-22	REO outreach project	Additional readings
Week 6		September 25-29	Nutrition, REO group work	Ch 4
Week 7		October 2-6	REO Presentations	Supportive discussion on peers' presentations
Week 8	Midterm October 9-20	October 9-13	Citizenship Paper Guidelines, Marketing, Orienting to College with JD	Daily Quizzes, Ch 5
Week 9		October 16-20	Industrialization, Plagiarism tutorial	Ch 6
Week 10		October 23-27	Meat Lab visit, Global Food	Ch7, Citizenship Rough Draft, Peer Review
Week 11		October 30 - November 3	Citizenship Paper Presentations	Citizenship Paper final draft & Mini-Presentations
Week 12	Nov 10 Last Day to Withdraw	November 6-10	Global Access, Food & Social Change	Ch8, 9
Week 13		November 13-17	Public Speaking, Environmental Issues	Additional readings
Week 14	November 22 - 25 Thanksgiving Holiday	November 20-24	Potluck, KY Proud	Potluck
Week 15		November 27-December 1	Informative Speeches	Informative Speech
Week 16	Dec 8 Last Day of Classes	December 4-8	Informative Speeches	Informative Speech
Week 17	Dec 11 - 15 Finals	December 11-15		Final Exam
				**Not including seminar critique, daily quizzes & ag in the News

