

**AGTM 150A1: AGRICULTURE IN SOCIETY**  
**DEVELOPING A PROPOSAL FOR A TIER ONE**  
**INDIVIDUAL AND SOCIETIES COURSE**

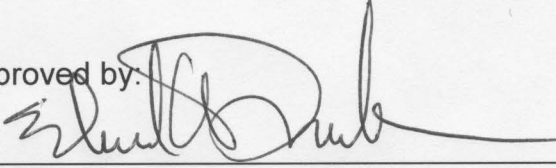
By  
MARISA LA FAYE LESTER

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An Honors Capstone Submitted to The Honors College  
In Partial Fulfillment of the Bachelors of Science Degree  
With Honors in  
Agriculture Technology Management

**THE UNIVERSITY OF ARIZONA**  
**May 2011**

Approved by:

  
\_\_\_\_\_  
Dr. Edward Franklin  
Department of Agricultural Education

  
\_\_\_\_\_  
Date

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## **ABSTRACT**

Developing a new general education course at The University of Arizona requires a proposal process following strict guidelines set forth by the Arizona Board of Regents. This project provides an overview of how to go about this process, including where to find the guidelines, the process for submitting the proposal, a sample course syllabus with a list of topics to be taught in a Tier One Individuals & Societies course about the role of agriculture in society, descriptions of possible assignments, and grading rubrics for the assignments.

## **STATEMENT OF WHAT HAS BEEN LEARNED**

During the course of this project, I have learned about the process of developing a general education course. This process is very detailed and requires following of strict guidelines set forth by the Arizona Board of Regents, The University of Arizona, the college of Agriculture and Life Sciences and the Department of Agricultural Education. Depending on the type of course being proposed the requirements change including requirements for teaching honors student, writing and assignment components, who is approved to teach the course and whether or not the course is taught during a summer session. I have also learned how to create a syllabus and assignment rubrics. All of these learned skills will benefit me in my future career as a community college instructor, in which I will be required to develop, propose and submit courses for approval.

## **DESCRIPTION OF METHODS EMPLOYED**

In order to start this project I spoke with my project advisor, Dr. Edward Franklin, about establishing a rationale for developing an Individuals & Societies general education course for the Department of Agricultural Education. I then proceeded to use the *General*

*Education Course Guidelines and Policies* webpage at:

<http://gened.oia.arizona.edu/content/general-education-course-guidelines-and-policies> in

order to outline my project. This webpage pointed me in the right direction in order to begin

to develop a course syllabus, calendar, possible assignments and grading rubrics. I also

used other resources from the Department of Agriculture Education, including the Lesson

Plan Template and Rubric Template designed by Dr. Foor. In order to compile a list of

possible topics to be covered in the course I reviewed a compilation of similar course syllabi

from the *Agriculture, Food, and Society Syllabi and course materials collection, 2000 Edition*

(Bentley, A. 2000). After reviewing these resources, I began to develop a list of topics, a

syllabus, assignments with brief descriptions, and assignment rubrics.

## **ASSESSMENT OF PROJECT SUCCESS**

Due to the nature of this project, I was only required to develop a course syllabus,

possible assignments and grading rubrics along with a summary of the next steps of

submitting a new course proposal. If I was actually able to submit a completed proposal to

the UWGEC New Course Subcommittee for a new general education course for approval, I

would be able to give a more accurate assessment of project success. Included in the

following pages are all of the components I developed as part of a new Tier One Individuals

& Societies general education course proposal.

## **Rationale**

With increasing budget cuts across campus, a growing number of colleges and departments are seeking to find opportunities in which to secure additional funding sources. A solution that can bring in additional funding to departments is through the development and instruction of general education course, such as Individuals & Societies, Natural Sciences and Traditions & Cultures.

As of date the Agricultural Education Department within the College of Agriculture and Life Sciences, only offers a few general education courses. By developing a proposal for an Individuals & Societies general education course, the hope is to bring in additional funding to the offering department, while exposing agriculture and non-agriculture majors to how agriculture affects daily life, from to what we eat and wear to how agriculture influences policy and global markets.

## Sample Syllabus

# College of Agriculture and Life Sciences

THE UNIVERSITY OF ARIZONA

## SUGGESTED COURSE SYLLABUS CONTENT AND FORMAT

### AGTM 150A1: Agriculture in Society

#### Description of Course

This course reviews many aspects of agriculture throughout society, starting with a brief history of important dates in the U.S. to what the future holds. Each week will consist of a new topic of how agriculture and society are tied together. The overall goal is to introduce both agriculture and non-agriculture majors with the historical and present day role of agriculture in society, by providing food and fiber to communities, the state, the nation and the world and how agriculture plays a role in the economy.

#### Locations and Times – To Be Determined

Suggested meeting times for this course are Monday & Wednesday or Tuesday & Thursday for two 50-minute lectures every week. The classroom location will need to have access to a computer and a projector.

#### Instructor Information – To Be Determined

Name

Office Location

Telephone number

E-mail address

Office Hours/"Open Door Policy"

Teaching assistants (if applicable)

Web information including course homepage and instructor homepage, such as [d2l.arizona.edu](http://d2l.arizona.edu)

#### Course Objectives and Expected Learning Outcomes

- Examine the origins of agriculture from hunter-gathers to present.
- Review plant and animal domestication past to present.
- Learn the important dates for agricultural development in the United States.
- Review the development of land grant institutions in the United States.
- Understand the scope of the food and fiber industries in the state, nation, and world and in the commodities markets.
- Examine the various agriculture programs such as FFA and 4-H.
- Identify the challenges of rural and agriculture planning.
- Identify the importance of ethics in agriculture.
- Investigate global food systems and food taboos.
- Discuss current sustainable agriculture methods and what the future may bring.

## Topics

1. The Origins of agriculture from hunter-gathers to present.
2. Plant and animal domestication past to present.
3. Important dates for agricultural development in the United States.
4. The development and current role of land grant institutions in the United States.
5. Agriculture programs for youth, such as FFA and 4-H.
6. The challenges of rural and agriculture planning.
7. Agriculture Ethics and Policies.
8. Commodities Markets.
9. Global Food Systems.
10. The US food and fiber systems.
11. Food Taboos.
12. Non-Traditional Agriculture in the United States and world
13. Sustainable Agriculture and the future.

## Teaching Format

This course will meet twice a week for a 50-minute lecture. Additional readings, quizzes, and assignments will be posted on the Desire 2 Learn website: [d2l.arizona.edu](http://d2l.arizona.edu).

## Required Texts – To Be Determined

Class Notes Packet

Additional readings will be posted on Desire 2 Learn website

## Required or Special Materials

Students will need access to a computer and the internet.

## Required/Recommended Knowledge

No previous knowledge of agriculture is required. However, students should have basic English language speaking, reading, and writing skills in order to be successful in this course.

## Grading Policy

The standard University grading scheme will be used for this course. Note the course work in the course calendar with due dates in the section below.

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
E	≤ 59%

Reflections 10 @ 10 pts. apiece	100 pts.
Exams 2 @ 100 pts. apiece	200 pts.
Paper @ 50 pts.	50 pts.
Presentation @ 50 pts.	50 pts.
Final Exam @ 100 pts.	100 pts.
<hr/> Total for Course	500 pts.

Grading Rubrics and Study Guides will be available on Desire 2 Learn.



## **Attendance Policy**

Students are expected to attend every class periods. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored; however students remain accountable for all assignments and deadlines.

In the event of a necessary absence (i.e. sickness), it is the student's responsibility to inform the instructor before class by emailing \_\_\_\_\_ or calling \_\_\_\_\_ and leaving a message. You may also email the graduate teaching assistant at - \_\_\_\_\_.

If it is not possible to contact the instructor prior to class, reasons for the absence(s) should be established prior to the start of class upon the first day the student returned to class.

## **Course Calendar with Due Dates**

Week 1 – Course Introduction & Important dates for agricultural development in the US.

Readings: Please see D2L – week 1 readings

Assignments: Course Contract due on 2nd day class meets.

Week 2 - The Origins of agriculture from hunter-gathers to present.

Readings: Please see D2L – week 2 readings

Assignments: Reflection #1 – Friday by noon.

Week 3 - Plant and animal domestication past to present.

Readings: Please see D2L – week 3 readings

Assignments: Reflection #2 – Friday by noon.

Week 4 - Development and current role of land grant institutions in the United States.

Readings: Please see D2L – week 4 readings

Assignments: Reflection #3 – Friday by noon.

Week 5 - Agriculture programs for youth, such as FFA and 4-H.

Readings: Please see D2L – week 5 readings

Assignments: Reflection #4 – Friday by noon.

Week 6- Exam 1 and the challenges of rural and agriculture planning.

Readings: Please see D2L – week 6 readings

Week 7 - The challenges of rural and agriculture planning & Agriculture Ethics and Policies.

Readings: Please see D2L – week 7 readings

Assignments: Reflection #5 – Friday by noon.

Week 8 - Commodities Markets.

Readings: Please see D2L – week 8 readings

Assignments: Reflection #6 – Friday by noon.

Week 9 - Global Food Systems.

Readings: Please see D2L – week 9 readings

Assignments: Reflection #7 – Friday by noon.

Week 10 - The US food and fiber systems.

Readings: Please see D2L – week 10 readings

Assignments: Reflection #8 – Friday by noon.

Week 11 - Food Taboos.

Readings: Please see D2L – week 11 readings

Assignments: Reflection #9 – Friday by noon.

Week 12 - Non-Traditional Agriculture in the United States and world.

Readings: Please see D2L – week 12 readings

Assignments: Reflection #10 – Friday by noon.

Week 13 - Sustainable Agriculture and the future and Exam 2.

Readings: Please see D2L – week 12 readings

Week 14 - Student Presentations

Assignments: Paper and Presentations, sign-up sheet for presentation will be outside my office door. Papers will be due on the day you present.

Week 15 – Student Presentations and Review for Final Exam.

Week 16 – Final Exam.

### **Assignment Format**

Reflections – students will reflect on course topics by answering the writing prompts on D2L. These need to be typed, single spaced, 12 pt. font, 2 pages max.

Paper – 5 to 7 pages in length, typed, double-spaced, 12 pt. font. Students will choose a course topic in which to research deeper. Grading rubric will be posted on D2L.

Presentation – Students will give a 5 to 7 minute presentation on the same topic from the paper. Grading rubric will be posted on D2L.

Exams – Students will take two exams. These will be non-cumulative exams. They will include short answer and essay questions. Study guides will be posted on D2L.

Final Exam – will consist of five essay question of which the student will choose and write about three. Study guide will be posted on D2L.

### **Classroom Behavior**

Please turn off cell phones during lecture. The Arizona Board of Regents' Student Code of Conduct <http://web.arizona.edu/~policy/threatening.pdf> , ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.web.arizona.edu/~policy/threaten.shtml>.

**Special Needs and Accommodations Statement**

Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu), <http://drc.arizona.edu/>. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may affect your ability to fully participate. *The need for accommodations must be documented by the appropriate office.*

**Student Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>

**Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

**Subject to Change Statement**

Information contained in the course syllabus may be subject to change with advance notice, as deemed appropriate by the instructor.

Maintained by College of Agriculture and Life Sciences, Office of Academic Programs, Forbes room 201, 621-3613.

## Further Research & Development

In order for this course to receive approval, guidelines from the *General Education Course Guidelines and Policies* webpage: <http://gened.oia.arizona.edu/content/general-education-course-guidelines-and-policies>, should be strictly followed. This webpage has links related to developing a syllabus, lesson plans etc. Each topic's lesson plan will need to be developed. Components needed for the lesson plan include objectives, resources, realia, bell work, an interest approach, transition, content, an activity and a method for evaluating student comprehension (Department of Agricultural Education, 2011).

Each week the student is required to complete a set of related readings, which will have to be compiled. A list of readings and texts related to the chosen topics can be found in *Agriculture, Food, and Society Syllabi and course materials collection, 2000 Edition* (Bentley, A. 2000). Other topics not included in the materials collection will need to have additional sources found, reviewed and implemented for the required readings.

The reflection assignments, paper, and presentation need to be built around the grading rubrics. Please see attached grading rubrics at the end of the paper.

A beneficial tool for developing this course would be to conduct a survey of other institutions, which offer similar courses. This survey should include sections about topics covered, texts and in class readings, and assignments.

Another important consideration is which instructor will teach the course. It is plausible that a graduate student could teach the course under the supervision of the offering department. Having multiple guest lecturers present each topic, while having a graduate student grade the course work is another possibility. The university policy regarding who can teach courses can be found at:

<http://gened.oia.arizona.edu/content/regarding-who-can-teach-general-education-courses>.

## Final Review & Submission

Once the course is fully developed, survey completed, lesson plans created, assignments built, readings and texts compiled, who will instruct the course, it can be submitted to the college for approval.

Procedures for submitting a proposal for a general education course can be found at *Instructions for Submitting All General Education Course Proposals*:

<http://gened.oia.arizona.edu/content/instructions-all-general-education-course-proposals>.

If the Faculty from the UWGEC New Course Subcommittee approves the course, it will be added to the Course Catalog for the following academic year. Then the course room can be scheduled for the approved semester through [Room and Course Scheduling](#). Any questions regarding this process should be directed to the Office of Instruction and Assessment using the online form at: <http://oia.arizona.edu/contact>.

## References

- Arizona Board of Regents & The University of Arizona. (2010). *General education course guidelines and policies*. Retrieved from <http://gened.oia.arizona.edu/content/general-education-course-guidelines-and-policies>.
- Bentley, A, Davis, N, & Myhre, D. (2000). *Agriculture, food, and society syllabi and course materials collection, 2000 edition*. Retrieved from [www.utexas.edu/courses/stross/ant393b\\_files/ARTICLES/syllabi.pdf](http://www.utexas.edu/courses/stross/ant393b_files/ARTICLES/syllabi.pdf).
- Department of Agricultural Education. (2011). *Lesson plan template*.  
College of Agriculture and Life Sciences, The University of Arizona, Tucson, AZ.
- Foor, R. (2010). *Rubric template*. Department of Agriculture Education,  
The University of Arizona, Tucson, AZ.
- Office of Academic Programs. (2009). *Suggested course syllabus content and format*.  
College of Agriculture and Life Sciences, The University of Arizona, Tucson, AZ.

Rubric for Assessment of Reflections

Student Name \_\_\_\_\_

Responses to Writing Prompts				
<b>UNACCEPTABLE</b> [0]	[6]	[7]	[8]	<b>TARGET</b> [10]
Does not provide responses to the writing prompt(s).	Goes beyond the criterion of 0, but does not meet the criterion of 7.	An outline is attached that demonstrates thoughtful planning for the presentation.	Goes beyond the criterion of 7, but does not meet the criterion of 10.	Provides rich, substantive responses to the writing prompt(s).

Writing Mechanics				
<b>UNACCEPTABLE</b> [0]	[6]	[7]	[8]	<b>TARGET</b> [10]
Not all writing prompts are addressed; not written with complete sentences; poor use of English grammar, syntax, and punctuation; responses are not coherent AND/OR not written legibly.	Goes beyond the criterion of 0, but does not meet the criterion of 7.	All writing prompts are addressed AND written in complete sentences, with correct English grammar, syntax, and punctuation with few errors AND coherent and well thought out AND written legibly or typed.	Goes beyond the criterion of 7, but does not meet the criterion of 10.	All writing prompts are addressed AND responses are written in complete sentences, with correct English grammar, syntax, and punctuation with virtually no errors AND are coherent and well thought out AND written legibly or typed.

	A	B	C	D	E	TOTAL
Responses to Writing Prompts	10	8	7	6	0	
Writing Mechanics	10	8	7	6	0	
					<b>TOTAL</b>	
					<b>TOTAL divided by 2</b>	

Rubric for Assessment of Presentation

Student Name \_\_\_\_\_

Preparation				
<b>UNACCEPTABLE</b> [0]	[1]	[2]	[3]	<b>TARGET</b> [4]
No outline is attached.	Goes beyond the criterion of 0, but does not meet the criterion of 2.	An outline is attached that demonstrates thoughtful planning for the presentation.	Goes beyond the criterion of 2, but does not meet the criterion of 4.	An outline is attached that demonstrates thoughtful planning for the presentation; the outline includes all aspects of the presentation (introduction, body, conclusion), has evidence of content, mention of audience interaction, and use of presentation software, and the outline is typed.

Presentation Mechanics				
<b>UNACCEPTABLE</b> [0]	[2]	[4]	[6]	<b>TARGET</b> [8]
One or more of the following is missing from the presentation: identifiable introduction, body, or conclusion OR audience interaction.	Goes beyond the criterion of 0, but does not meet the criterion of 4.	The presentation includes an identifiable introduction, body, and conclusion AND includes audience interaction AND takes place within the 5 to 7 minute time limit.	Goes beyond the criterion of 4, but does not meet the criterion of 8.	The presentation includes an identifiable introduction, body, and conclusion AND includes substantive audience interaction AND discretely takes place within the 5 to 7 minute time limit AND presenter is enthusiastic.



Rubric for Assessment of Presentation

Presentation Content				
UNACCEPTABLE [0]	[1]	[2]	[3]	TARGET [4]
The content of the presentation does not relate to any of the topics covered in this course.	Goes beyond the criterion of 0, but does not meet the criterion of 2.	The content of the presentation relates to the topics covered in this course.	Goes beyond the criterion of 2, but does not meet the criterion of 4.	The content of the presentation relates to the topics covered in this course AND the content and scope of the presentation would likely fit within a 5 to 7 minute time frame AND is logically presented.

Presentation Software Use				
UNACCEPTABLE [0]	[2]	[4]	[6]	TARGET [8]
The presentation software did not complement the presentation, rather the presenter complemented the presentation software.	Goes beyond the criterion of 0, but does not meet the criterion of 4.	The presentation software complemented the presentation by stimulating the audience members' thinking about the topic or through a kinesthetic activity OR by supporting the content presented by the presenter.	Goes beyond the criterion of 4, but does not meet the criterion of 8.	The presentation software complemented the presentation by stimulating the audience members' thinking about the topic OR through a kinesthetic activity AND by supporting the content presented by the presenter; the presentation software is not the sole source of content for the presentation.

Rubric for Assessment of Presentation

	A	B	C	D	E	TOTAL
Preparation	4	3	2	1	0	
Presentation Mechanics	8	6	4	2	0	
Presentation Content	4	3	2	1	0	
Presentation Software Use	8	6	4	2	0	
					TOTAL	
					TOTAL divided by 6	

Rubric for Assessment of Research Paper

Student Name \_\_\_\_\_

Introduction				
UNACCEPTABLE [0]	[1]	[2]	[3]	TARGET [4]
No introduction is included.	Goes beyond the criterion of 0, but does not meet the criterion of 2.	An introduction is included that presents a need for the paper or a statement of the situation AND an overview of what the reader will expect by reading the document.	Goes beyond the criterion of 2, but does not meet the criterion of 4.	An introduction is included that presents a need for the paper or a statement of the situation AND an overview of what the reader will expect by reading the document.

Body				
UNACCEPTABLE [0]	[2]	[4]	[6]	TARGET [8]
The body of the paper does not include at least 3 issues relating to the topic chosen and does not include a statement of the author's opinion of the topic.	Goes beyond the criterion of 0, but does not meet the criterion of 4.	The body of the paper includes at least 3 issues relating to the topic chosen and includes a statement of the author's opinion of the topic AND the minimum 3 key points are presented in a logical and coherent sequence.	Goes beyond the criterion of 4, but does not meet the criterion of 8.	The body of the paper includes at least 3 issues relating to the topic chosen and includes a statement of the author's opinion of the topic AND the minimum 3 key points are presented in a logical and coherent sequence AND the minimum 3 key points are tied to the student's major or program area.

Rubric for Assessment of Research Paper

Summary/Conclusions				
UNACCEPTABLE [0]	[2]	[4]	[6]	TARGET [8]
No summary/conclusions section is included.	Goes beyond the criterion of 0, but does not meet the criterion of 4.	The paper includes a summary/conclusions section that synthesizes the key points, ideas, beliefs, or attitudes regarding the topic chosen AND the student clearly states her/his position about the topic.	Goes beyond the criterion of 4, but does not meet the criterion of 8.	The paper includes a summary/conclusions section that synthesizes the key points, ideas, beliefs, or attitudes regarding the topic chosen AND includes implications or recommendations for the topic and the issues at hand AND the student clearly states her/his position on the topic selected.

Document Mechanics				
UNACCEPTABLE [0]	[1]	[2]	[3]	TARGET [4]
Not all 3 sections of the position paper are included; the document is not clearly written, is not well structured, makes limited use of appropriate word choices, makes limited use of accurate terminology AND/OR the document has significant spelling and grammar errors.	Goes beyond the criterion of 0, but does not meet the criterion of 2.	All 3 sections of the position paper are included AND the documents is clearly written, is well structured, uses appropriate word choices, uses accurate terminology, BUT has several spelling and grammar errors.	Goes beyond the criterion of 2, but does not meet the criterion of 4.	All 3 sections of the position paper are included AND the document is clearly written, is well structured, uses appropriate word choices, uses accurate terminology, and is virtually free of spelling and grammar errors AND includes citations when appropriate, in APA style.

Rubric for Assessment of Research Paper

	A	B	C	D	E	TOTAL
Introduction	4	3	2	1	0	
Body	8	6	4	2	0	
Summary/Conclusions	8	6	4	2	0	
Document Mechanics	4	3	2	1	0	
					TOTAL	
					TOTAL divided by 6	