

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School New College of Interdisciplinary Arts and Sciences Department/School School of Mathematical and Natural Sciences
 Prefix: PLB Number: 302 Title: Plants and Civilization Units: 3

Course description: **Plants and plant products used by people throughout the world. Cultivation, processing, and uses in modern life (beverages, fibers, foods, medicinals, and perfumes).**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Ken G. Sweat E-mail kengsweat@asu.edu Phone 602.543.6938

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Lara Ferry, Director Date: Jan 30, 2018

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		See syllabus parts marked C-1.
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		See descriptions of assignments.
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		See descriptions of assignments and grading rubric.
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left; margin-left: 20px;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	See syllabus.
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
PLB	302	Plants and Civilization	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	Students are assessed in the course by a combination of three research papers, short in class writing assignments and classroom discussion. The three papers account for 70% of the total course grade.	The description of the weights of each assignment in calculating the final grade are found at the bottom of the first page of the syllabus.
C-2	The three research papers require students to research and describe an existing relationship between human civilization and plants. The papers then must report the student's assessment of how sustainable the relationship is, and where appropriate suggestions to improve the sustainability of the human interaction with the plant.	The description of the requirements for the research papers is listed in the research paper topics handout included in this package.
C-3	Th three research papers require a subatantial examination of a human use for a plant species or group of species and assessment if the sustainability of this use. To support the student's assessment they are required to cite at least 5 sources that are either peer reviewed scientific research articles or books authored by scientists.	The description of the requirements for the research papers is listed in the research paper topics handout included in this package. The rubric for grading the research papers also describes how students efforts are assessed when writing the research papers.
C-4	The research papers are assigned throughout the semester, with the first one being due to the instructor about one-third of the way through the semester. Students are returned graded papers before the next one is due to be reviewed by their peers, which occurs before the final draft of the paper is turned in to the instructor for grading.	The schedule for when papers are due is given on page 2 of the syllabus. The papers are also anonymously reviewed by three of the student's class peers, to further help each student develop a strong report and to expose the studnets to the ideas of their peers to increase the breadth of knowledge they receive from the course.

FALL 2017 SYLLABUS: PLANTS AND CIVILIZATION (PLB 302)

Instructor: Dr. Ken G. Sweat Email: KenGSweat@asu.edu

Office location: CLCC 217D Phone: 602-543-6938

Office Hours: M 11 am – 12 pm; Tue 9 – 10:30 am; W 10 am – 12 pm.

Lecture: Tue/Thur 10:30 – 11:45 am. CLCC 113

Course Description: Plants and plant products used by people throughout the world. Cultivation, processing, and uses in modern life (beverages, fibers, foods, medicinals, and perfumes). This class will examine in detail the relationship between human civilization and plants. Basic plant biology, agriculture and modern molecular manipulations of plant species will be reviewed.

Commented [KS1]: This is the ASU catalog course description.

Course Goals and Learning Outcomes: The goal of this course is to give students a deeper understanding of the relationship human civilization has with the plant clade. Upon completion of the course, students should be able to describe the basics strategies and weaknesses of human agricultural systems, human uses of plants for both practical and aesthetic applications and the evolutionary outcomes that the human plant relationship has had on both humans and plants.

Attendance: Attendance at all lecture periods is essential to performing well in this course. It is the student's responsibility to obtain information from missed lectures. Make up exams are not given. If you absolutely must miss a lecture period, inform the instructor at least one week in advance so that other arrangements can be made if possible. Tardiness to lecture will not be tolerated. It disrupts the lesson, and can be especially disruptive of class discussions. If tardiness is unavoidable, please inform the instructor in advance. Reasonable accommodations will be made in cases of religious holidays or emergency situations. It is the student's responsibility to provide the instructor with documentation of holidays and or emergencies and a plan to cover the missed course material.

Course Materials:

The Triumph of the Fungi: A Rotten History. Nicholas P. Money. 2007. Oxford Press

The Botany of Desire. Michael Pollan. 2001. Random House, Inc.

Cell Phones: Any use of a cell phone during the lecture is strictly prohibited. Students whose phones interrupt the lecture may be asked to leave and receive a penalty to their final course grade of 10% or one full letter of the final grade per infraction.

Computer Access: Many of the documents necessary for this course will be posted on the course's Blackboard web site. Students can access this from their myASU account (<https://my.asu.edu>). Computers for student use can be found in West Computing Commons in the basement of Fletcher library.

Assignments and Grading: Assessment of learning in this course will be through a student oral presentation, three research papers, in class written assignments and classroom discussions. Calculation of the final grade will use the following weights:

Research papers (3 at 20% each): 60% Classroom discussion 10%

Student Presentations: 20% In class written assignments 10%

Commented [KS2]: C-1. Written assignments account for 70% of the course grade.

Grading Scale. The grading scale that will be used for the course is:

97% ≤ A+ 87% ≤ B+ < 90% 77% ≤ C+ < 80% E < 60%

93% ≤ A < 97% 83% ≤ B < 87% 70% ≤ C < 77%

90% ≤ A- < 93% 80% ≤ B- < 83% 60% ≤ D < 70%

Course schedule (subject to change with notice). Lecture meets in Sands 113

Dates:	Classroom Topic:	Assignment
Aug 17	Introduction to course	
Aug 22	Gopen & Swann 1990; Purugganan 2008	
Aug 24	"The Botany of Desire" Intro & Chapter 1	
Aug 29	"The Botany of Desire" Chapter 2	
Aug 31	"The Botany of Desire" Chapter 3	First paper topic due.
Sept 5	"The Botany of Desire" Chapter 4 & Epilogue	
Sept 7	"The Triumph of the Fungi" Preface & Chapter 1	First paper due to peers
Sept 12	"The Triumph of the Fungi" Chapter 2	
Sept 14	"The Triumph of the Fungi" Chapter 3	First paper edited and returned to author
Sept 19	"The Triumph of the Fungi" Chapter 4	
Sept 21	"The Triumph of the Fungi" Chapter 5	First paper due to instructor
Sept 26	"The Triumph of the Fungi" Chapter 6	
Sept 28	"The Triumph of the Fungi" Chapter 7	
Oct 3	"The Triumph of the Fungi" Chapter 8	Second paper topic due.
Oct 5	Abbot 2017; Abbot 2015a; Abbot 2015b; Elbeaino et al 2014; Nigro et al, 2013	
Oct 12	Badgley et al. 2006 Seufert et al. 2012	Second paper due to peers
Oct 17	Peters et al. 2007	
Oct 19	Benbrook 2012	Second paper edited and returned to author
Oct 24	Crowther et al, 2015	
Oct 26	Norby et al. 2005	Second paper due to instructor
Oct 31	Tollefson 2017	
Nov 2	Padmavathiamma et al. 2007 Eapen et al. 2007	
Nov 7	Zhang et al. 2006	Third paper topic due.
Nov 9	Price & Hoeitt, 2014; Lin et al., 2014	
Nov 14	Servick, 2017;	Third paper due to peers
Nov 16	Independent work-no class.	
Nov 21	Student presentations	Third paper edited and returned to author
Nov 28	Student presentations	
Nov 30	Student presentations	
Dec 5	Final Exam Period.	Third paper due by 11:40 am.

Commented [KS3]: C-4. Papers are graded and returned to students before their next paper draft is due to their peers. Further feedback to the students is provided by having each paper draft reviewed anonymously by three of their class peers before the final copy is due to the instructor.

Classroom Discussion. Students will be expected to prepare for class by reading the assignment. During the class time, students will be expected answer questions regarding the assigned readings.

Research Paper Format: For the research papers in this course, the following format guidelines will be strictly enforced. Failure to follow guidelines can result in a 10% penalty per violation. Papers will be typed, double spaced, in 12 point Times, Times New Roman or Arial font, on 22 x 28 cm (8.5 x 11 in.) white paper. Margins will be 2.54 cm (1 inch) top, bottom and both sides. The papers will each be at least four pages in length. The research paper topics will be discussed in class and in a separate handout. At least five citations are required for each paper, and the majority of citations must be from legitimate scientific sources (e.g. peer reviewed journal articles, books authored by scientists, etc.). Citations should be formatted using Council of Science Editors name, year format.

Peer Review of Student Papers: For each of the research papers, students are expected to turn in electronically a draft of the paper two weeks before the actual due date (paper due to peers on the course schedule). The instructor will anonymize the papers and send a copy of each paper to three other students. Each student will receive a copy of three of their peers' papers, and has one week to review and give comments (electronically) on the drafts and return them to the instructor. The instructor will then forward the three anonymous reviews of each paper to the student authors so that they may use the comments to revise the paper before handing it in.

Student Presentations: During the semester each student will give a five to ten minute presentation on a research article in plant biology of their choosing. The presentation will cover the research question and hypothesis, the significance of the project and its relevance to the human relationship with plants. Student presentations will be assessed by both the instructor and the student's peers.

In class written assignments: During class period, various short response papers will be assigned and collected at the end of class or the beginning of the next class.

The ASU Writing Centers across all campuses

The ASU Writing Centers offer free tutoring for all enrolled ASU students. Tutors from a wide range of majors help students hone writing skills and gain confidence at any stage of the writing process. The ASU Writing Centers are located at the West, Downtown Phoenix, Tempe, Thunderbird, and Polytechnic campuses. Online tutoring is also available.

All writers can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas
- organize and structure a paper
- integrate and cite sources
- engage in writing and revision
- discuss editing and proofreading strategies
- find a place to write

For more information about the ASU Writing Centers, please visit their website at <https://tutoring.asu.edu/writing-centers>.

The ASU West Writing Center

The ASU West Writing Center is located on the lower level of Fletcher Library. In the Writing Center, tutors from a wide range of majors help students hone writing skills and gain confidence at any stage of the writing process. Appointments are 30 minutes long, and you can schedule an appointment online, in person, or over the phone with a receptionist. If you have any questions, please call the Writing Center at (602) 543-6169.

The ASU West Writing Center

- Open Monday and Thursday, 10am – 5pm
- Open Tuesday and Wednesday, 10am – 7pm
- Open Friday 10am – 3pm

- Closed for Labor Day (Monday, September 4)
- Closed for Fall Break (Monday, October 9 – Tuesday, October 10)
- Closed for Veteran's Day (Friday, November 10)
- Closed for Thanksgiving (Thursday, November 23 – Friday, November 24)

For more information about the ASU Writing Centers, please visit their website at <https://tutoring.asu.edu/writing-centers>.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "**NCIAS Course/Instructor Evaluation**" in the subject heading. The email will be sent to your official ASU e-mail address.

Withdrawals: The instructor will **NOT** withdraw students for any reason. Specifically, students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. **It is the student's responsibility to be aware of their registration status.**

Please note the following dates:

Session C: 08/17/2017 – 12/01/2017. Final Exams: 12/4/2017 – 12/09/2017	
Classes Begin	August 17, 2017
Drop/Add Deadline (w/out College approval)	August 23, 2017
Tuition & Fees 100% Refund Deadline	August 30, 2017
Labor Day – University Closed	September 4, 2017
Academic Status Report #1	September 25 – Oct. 2, 2017
University 21st Day	September 6, 2017
Tuition Fee Payment Deadline (registration from 8/19 through 9/18/2017)	September 25, 2017
Deadline to Apply for Graduation	October 2, 2017
Course Withdrawal Deadline	November 1, 2017
Complete Session Withdrawal Deadline*	December 1, 2017
Fall Break - Classes Excused	October 7-10, 2017
Academic Status Report #2	October 25-30, 2017
Tuition Fee Payment Deadline (registration from 9/19-10/18/2017)	October 25, 2017
Veteran's Day Observed – University Closed	November 10, 2017
Thanksgiving Holiday Observed – University Closed	November 23-24, 2017
Classes End/Last Day to Process transactions	December 1, 2017
Study Days	December 2-3, 2017

Final Exams	December 4-9, 2017
Final Grades Due	December 4-11, 2017
Commencement	December 11, 2017
Degree Conferral Date	December 11, 2017
Grade Replacement/Academic Standing Processing	December 12-13, 2017

Any withdrawal transaction must be completed by the deadline date in accordance to the appropriate session at the registrar's office. If not, you will still be officially enrolled and you will receive a grade based on your work completed.

*As part of a complete session withdrawal a student must withdraw from all classes in a session. Beginning the first day of classes, undergraduate students are required to work with a Student Retention Coordinator to facilitate the withdrawal process. Please refer to <http://students.asu.edu/StudentRetention>

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

Students are responsible for their registration status!

The Grade of Incomplete: A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. **A grade of incomplete will NOT be awarded unless there is documented evidence of extreme personal or immediate family hardship.** Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The Director of the School of Mathematical and Natural Sciences must approve all incomplete grade requests.

Assessments: Please be aware that student scores on exams or other graded work may be used for assessment of program goals of degrees offered by the School of Mathematical and Natural Sciences.

Reasonable Accommodations for Students with Disabilities: The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

Academic Integrity and Code of Conduct:

As defined in the *ASU Student Academic Integrity Policy*: <http://provost.asu.edu/academicintegrity>.

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. A student may be found to have violated this obligation and to have engaged in academic dishonesty if during or in connection with any academic evaluation, he or she:

- Engages in any form of academic deceit;

- Refers to materials or sources or employs devices (e.g., audio recorders, crib sheets, calculators, solution manuals, or commercial research services) not authorized by the instructor for use during the academic evaluation;
- Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used for academic evaluation in advance of its administration;
- Acts as a substitute for another person in any academic evaluation;
- Uses a substitute in any academic evaluation;
- Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the instructor;
- Provides inappropriate aid to another person, knowing or having good reason to believe the aid is not authorized by the instructor;
- Engages in plagiarism;
- Permits his or her work to be submitted by another person without the instructor's authorization; or
- Attempts to influence or change any academic evaluation or record for reasons having no relevance to class achievement.

General Biology I (BIO 181) follows the ASU Academic Integrity Policy in the administration of all course examinations and assignments. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that the implementation of any of these penalties for violations of the academic integrity policy be reported to the Dean's office. The Integrity Policy defines the process to be used if the student wishes to appeal this action.

In General Biology I (BIO 181) you are expected to follow the *ASU Student Code of Conduct* (<http://students.asu.edu/srr/code>) especially when communicating with your peers, instructors, and teaching assistants. Violations of the student code of conduct may result in withdrawal from the class.

Absence Policies: In addition to the instructor's general policy on absences and missed work, excused absences and conditions for making up work include "Accommodation of Religious Practices" (<https://www.asu.edu/aad/manuals/acd/acd304-04.html>) and "Missed Classes Due to University-Sanctioned Activities" (<https://www.asu.edu/aad/manuals/acd/acd304-02.html>). Students must notify their instructors of these absences as early as possible in the semester.

Missed Work/Exam Make-up Policy: Due dates for assignments and exam dates are not flexible. Late work will not be accepted, and missed exams cannot be made up, without prior approval of the instructor and without appropriate documentation of a medical or other emergency. The instructor has the right to deduct 10% of the value of the assignment, per day, for any late work or exams that are accepted. The instructor also may add additional provisions to this policy as dictated by course requirements.

Final Exam Make-up Policy: The final exam schedule listed in the Schedule of Classes will be strictly followed. Exceptions to the schedule and requests for make-up examinations can be granted only by the director of the School of Mathematical and Natural Sciences for one of the following reasons:

- 1) religious observances
- 2) the student has more than three exams scheduled on the same day
- 3) two finals are scheduled to occur at the same time

Make-up exams will **NOT** be given for reasons of non refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed "Request for Grade of Incomplete" must be submitted by the student and approved by the student's instructor and the Director of the School of Mathematical and Natural Sciences.

Please be aware that student scores on exams or other graded work may be used for assessment of program goals of degrees offered by the School of Mathematical and Natural Sciences.

The instructor reserves the right to make changes to this syllabus as needed.

If you find it necessary to leave a note for this instructor, please contact the administrative reception desk of the School of Mathematical and Natural Sciences located at CLCC II 265

Title IX:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

Policy against Threatening Behavior:

In the classroom and out students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

Potentially Offensive Content:

If you find any of the content of his class offensive, please bring your concerns to the instructor immediately.

Power Outage:

In the event of a campus power outage or other event affecting the ability of the University to deliver classes, any decision to cancel classes will be announced using the ASU emergency notification system. For this reason, it is imperative that students register with the ASU emergency notification system at: <https://cfo.asu.edu/emergency-alert>. In cases in which a limited number of buildings are affected, students should check the university website and/or call the School office at (602) 543-6050.

Emergency Evacuation Plan:

Students should be aware of the evacuation route posted on the exit door of each classroom. Students who cannot walk down stairs should notify the instructor as early in the course as possible so the instructor can provide information regarding the location of the designated meeting area on each upper floor of the building (marked with a blue sign that states Emergency Evacuation Response Area).

Plants and Civilization (PLB 302)
Fall 2017

Research paper topics:

Paper 1: The first research paper should examine in detail the nature of the relationship between humans and one species or a closely related group of plants that are used for food. The relationship between humans and the plants being written about should have begun at least two thousand years ago. The paper should describe the history and nature of the relationship between humans and the plants, and attempt to determine if this use is sustainable and what changes should be made to make the relationship sustainable.

Paper 2: The first research paper should examine in detail the nature of the relationship between humans and one species or a closely related group of plants that are used for something that is not food. The relationship between humans and the plants being written about should have begun at least two thousand years ago. The paper should describe the history and nature of the relationship between humans and the plants, and attempt to determine if this use is sustainable and what changes should be made to make the relationship sustainable.

Paper 3. The third research paper should examine in detail a modern use of plants that has been developed with in the last forty years. The relationship should involve modern transgenic techniques such as genetic modifications. The paper should describe the nature of the processes that allow the relationship to work, and how this relationship is a unique interaction as compared to older human uses of plants. The final aspect of the paper should be to assess the sustainability of the relationship, and suggest changes to the relationship to make it sustainable.

Papers should be at least five pages, single spaced, 2.5cm margins on top, bottom left and right and be 12 point Arial or Times New Roman font. At least five citations are required for each paper, and the majority of them must be from legitimate scientific sources (e.g. peer reviewed journal articles, books authored by scientists, etc.).

Commented [KS1]: C-2. Paper assignments require gathering information on the uses of plants by human civilization and analysis of the sustainability of the uses. C-3. The assignment descriptions note the responsibility of the student to both describe the human and plant relationship and to develop their own assessment of the sustainability of that relationship.

Plants and Civilization. Fall 2017
Grading sheet for papers.

Does the student describe the history of the human and plant relationship? 35%

Does the student assess the current and future sustainability of the relationship? 30%

Grammar, punctuation and spelling: 15%

Is the paper body and are the citations formatted correctly? 15%

Does the paper reach the required length (at least 5 pages)? 5%

C-3. This rubric is used for all three papers assigned in the course. Papers are scored based on their analysis of the subject and the student's assessment of the sustainability of the plant/human relationship.

Table of Contents-“Botany of Desire” by Michael Pollan

CONTENTS

Acknowledgments xi

Introduction The Human Bumblebee xiii

Chapter 1 *Desire: Sweetness / Plant: The Apple* 1

Chapter 2 *Desire: Beauty / Plant: The Tulip* 59

Chapter 3 *Desire: Intoxication / Plant: Marijuana* 111

Chapter 4 *Desire: Control / Plant: The Potato* 181

Epilogue 239

Sources 247

Index 257

Table of Contents-“The Triumph of the Fungi” by Nicholas P. Money

Contents

CHAPTER 1	Landscape Architect	1
CHAPTER 2	A Farewell to Elms	25
CHAPTER 3	The Decaffeinator	45
CHAPTER 4	Chocaholic Mushroom	65
CHAPTER 5	Rubber Eraser	83
CHAPTER 6	Cereal Killers	101
CHAPTER 7	Potato Soup	119
CHAPTER 8	Blights, Rusts, and Rots Never Sleep: A Look at Forestry and Agriculture, Biological Warfare, and the Global Impact of Fungal Disease	137
	Notes	161
	Index	191