

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School	College of Global Futures	Department/School	School of Sustainability
Prefix:	SFS	Number:	215
Title:	Fundamentals of U.S. Food and Agriculture		Units:
			3

Course description:

Is this a cross-listed course? Yes If yes, please identify course(s): AGB 215/SOS 215

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**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Literacy and Critical Inquiry - L

Mandatory Review: (Choose one)

*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 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area 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. 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.

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

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Ariel Kagan E-mail Ariel.kagan@asu.edu Phone 651.470.2768

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kathleen Merrigan Date: 10/4/2021

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 October 2020

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: Per policy, students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.</p>	<p>Copy of Modify Course Form in Curriculum ChangeMaker</p>
<p>1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: 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>	<p>Syllabus "Grade Components"</p>
<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; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">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>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Syllabus Paper prompts Rubrics</p>
<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; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">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>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: 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>	Syllabus Rubrics
<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; margin: 10px 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>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 5: 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>	Syllabus Schedule of assignments Rubrics Example feedback (screenshots)
<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: 10px 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-5".</p> </div> <p>C-5</p>			

Course Prefix	Number	Title	General Studies Designation
SFS	215	Fundamentals of U.S. Food and Agriculture	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	This course has submitted a curriculum changemaker request to add Eng 101, 105 or 107 (or Eng 102, 105, or 108) as a prerequisite	See first page of syllabus, with prerequisites listed See copy of curriculum changemaker request to add prerequisite
C-2	Two papers (one shorter, one longer) and a student presentation make up 60% of the total grade.	See syllabus under “grade components”
C-3	The papers and presentation require students to use the readings, lectures, and publicly available data sources to evaluate and analyze a problem.	See syllabus under “grade components” descriptions of assignments See Paper 1 prompt, Paper 2 prompt, and Student Presentation Prompt See rubrics for papers and presentations
C-4	The two papers require substantial depth and quality that engage with the class material. Students are asked to research, describe, and assess topics in their two papers that reflect a synthesis of material and a handle on the complex issues of sustainable food systems. In the student presentation, students are asked to synthesize different sources related to a topic, present the information, and relate it back to broader themes of the course related to food systems and sustainability.	See Paper 1 prompt, Paper 2 prompt, and Student Presentation Prompt See rubrics for papers and presentations

C-5	Students receive thorough feedback on each assignment before the next assignment is due. Students have opportunities to meet with the professor or TA to discuss the feedback. Rubrics provide clear expectations of how the paper will be graded.	See syllabus under “course schedule” for the due dates of papers. See instructor feedback in screenshots
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Course Description

Fundamentals of U.S. Food and Agriculture

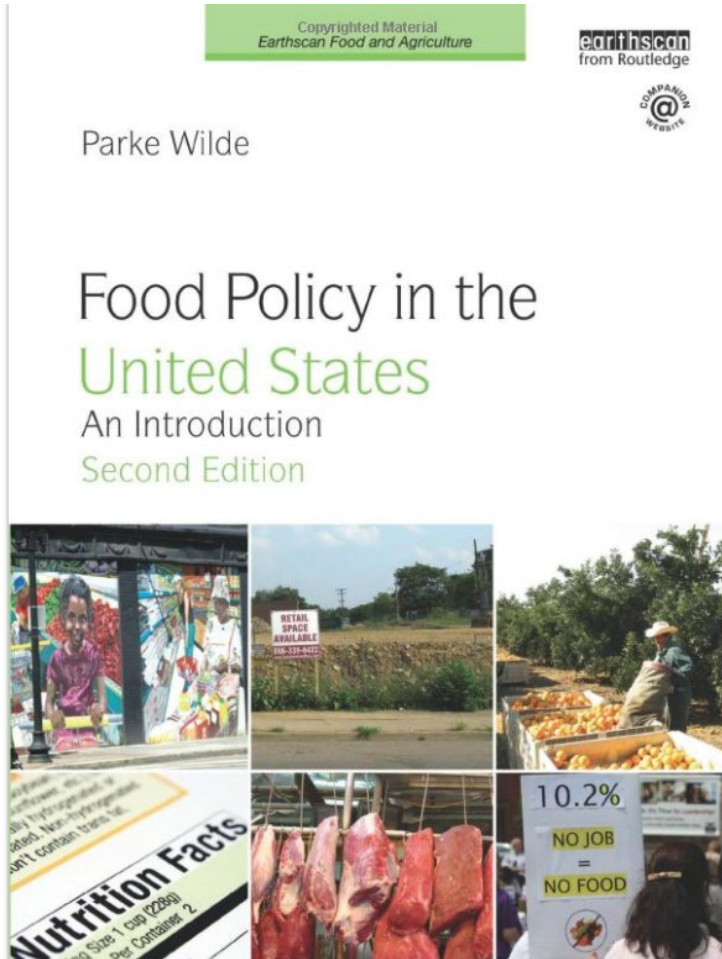
Course Description:

Introductory food course provides students with a panoramic understanding of American agriculture. Explores American-grown food through history, policy, society, business innovation, and environmental sustainability.

**NOTE: As of Fall 2022, this course title will be “SFS 215 Fundamentals of Sustainable Food Systems” **

Readings & Textbook:

The core text for this course is *Food Policy in the United States* by Parke Wilde. Students read most of the book through the course of the class, and are expected to use the text as a reference in their written work. In addition, students are provided a number of readings on Canvas that supplement the core text, including newspaper articles, journal (peer-reviewed articles) and book chapters.



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Required readings:

Food Policy in the United States (required book):

“Introduction” in in [Food Policy in the United States](#)

Ch. 1 "Making Food Policy in the United States" in [Food Policy in the United States](#)

Ch. 2 "Agriculture" Sections 2.3 -2.6 in [Food Policy in the United States](#)

Ch. 4 "Food and Agricultural Trade" in [Food Policy in the United States](#)

Ch. 5 "Food Manufacturing" in [Food Policy in the United States](#)

Ch. 6 "Food Retailing and Restaurants" in [Food Policy in the United States](#)

Ch. 7 "Food Safety" Section 7.7 in [Food Policy in the United States](#)

Ch. 8 "Dietary Guidance and Health," in [Food Policy in the United States](#)

Ch. 10 "Hunger and Food Insecurity" in [Food Policy in the United States](#)

Additional required readings:

Peer reviewed articles

[Racial, ethnic and gender inequities in farmland ownership and farming in the U.S.](#)

[Fisheries: Does catch reflect abundance?](#)

Newspaper articles

[Here's How America Uses Its Land](#)

[The 20th century transformation of U.S. agriculture and Farm policy](#)

Literacy and Critical Inquiry [L]

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[Soul Fire Farm's Leah Penniman Explains Why Food Sovereignty Is Central in the Fight for Racial Justice](#)

[Karen Washington: It's Not a Food Desert, It's Food Apartheid](#)

[One-third of our greenhouse gas emissions come from agriculture](#)

[How will climate change affect agriculture?](#)

Reports

[Our Food System Is Very Much Modeled on Plantation Economics](#)

[Understanding the Connections: Food Insecurity and Obesity](#)

[Leveling the Fields](#)

[The Role of Fish in Global Food Security](#)

[Agricultural practices and carbon sequestration fact sheet](#)

[Food Dive - "6 trends to impact food industry"](#)

[Bringing Change to the Food System with Blockchain](#)

[6 trends to impact the food industry in 2019](#)

Book Chapters

The [Source_Ch5_WaterWars.pdf](#)

[Greenberg "American Catch" Introduction](#)

[Intellectual Traditions in Black Agriculture](#) Freedom Famers

Government Publications

[United States Department of Agriculture FY 2019 Budget Summary](#)

[SARE Building Soils for Better Crops](#) (*Read the introduction, and then choose one section to read from Parts 1, 2, and 3.)

[2017 Report to Congress on the Status of U.S. Fisheries](#)

[Farm Labor](#)

[Overview for renewable fuel standard](#)

Short Paper Assignment #1

Short Paper 1: Inside USDA [C-3, C-4] 10% of grade [C-2]

Instructions

In this assignment you will write a short paper exploring the institution that most directly affects US food systems: the United States Department of Agriculture. Choose 1 USDA agency to research in more detail using [USDA.gov](#), any relevant class materials, and additional resources as needed. summarize the purpose, function, and one key service the agency provides to the US agriculture system. Based on what you learn, is this agency working to promote sustainable food systems? How? You should draw from the lectures, readings, and online resources to provide citations for the papers. Connect what we've learned thus far in class to the agency within USDA that you select. [C-3, C-4]

Support your paper with APA formatted in-text citations, and provide an APA formatted reference page. This does not count as part of the paper word count.

Writing Guidelines

Canvas will only accept the following file types: doc, docx, pdf

Use Times New Roman or Arial font, size 12

Use 1.5 spacing for your document

Resources

[Writing and Citation Resources](#)

[Turnitin Information](#)

Rubric for Short Paper #1 [C-4]

"Short Paper" Rubric				
Criteria	Ratings			Pts
Appropriate Topic, Depth, & Detail view longer description	40 to >25 pts High Performance Student directly addressed assigned topic throughout assignment in detail with examples to illustrate salient points.	25 to >15 pts Intermediate Performance Student somewhat addressed assigned topic and used some detail in assignment.	15 to >0 pts Low Performance Student did not address the assigned topic and did not apply depth and detail in assignment.	<input type="text"/> / 40 pts <input type="text"/>
Synthesis & Understanding view longer description	40 to >25 pts High Performance Student synthesized and cited 2 or more provided resources and/or outside sources (readings, videos, lectures, etc.) to formulate a complete assignment.	25 to >15 pts Intermediate Performance Student cited only 1 of the weekly resources or outside resources (readings, videos, lectures, articles, etc.) to support assignment.	15 to >0 pts Low Performance Student did not use or cite any outside resources to support assignment	<input type="text"/> / 40 pts <input type="text"/>
Grammar & Formatting view longer description	20 to >15 pts High Performance Student wrote compelling response in an appropriate format with proper grammar and no spelling errors.	15 to >7 pts Intermediate Performance Student's response lacked appropriate format or with several grammar or spelling errors	7 to >0 pts Low Performance Student's response lacked an appropriate format and contained several grammar and spelling errors.	<input type="text"/> / 20 pts <input type="text"/>
Total Points: 0 out of 100				

Example feedback [C-5]

Within the United States Department of Agriculture there is a variety of agencies that each have their own purpose. Among this long list of agencies is the National Institute of Food and Agriculture, or NIFA for short. The vision of this agency is geared towards "catalyzing transformative discoveries, improving education, and engaging the public to address agricultural challenges." (NIFA). This agency addresses contemporary agricultural changes by connecting with the public to enhance education and engagement along with performing research in countless areas. They have programs that align with their vision in areas such as animal and plant breeding, sustainable agriculture, natural resource economics, biotechnology and much more. The National Institute of Food and Technology also allows farmers or researchers to apply for grants. This agency may not be focused on one particular area or function but the broadness of it allows the agency to effectively pursue their particular vision.

This agency provides services to everyone from small farmers to federal research laboratories all in an attempt to increase unity within the agricultural system. This ensures that all farmers--no matter how small their farms--have equal access to the United States Department of Agriculture's services and programs. This provides a key service to the United States agricultural system because small farms are vital to the economy. According to the Economic Research Service of the United States Department of Agriculture, "Since 1900, the number of farms has fallen by 63 percent, while the average farm size has risen 67 percent" (Dimitri, Page 2). This means that large corporate farming is bulldozing small farmers however NIFA works to ensure that the profits, production and confidence in small farm communities is maintained.

(variety is the adjective for the plural noun, agencies)

Ariel Kagan

In formal writing you can put the acronym in parenthesis rather than saying "for short"

Ariel Kagan

Watch your punctuation -- you have two periods here, it should be a comma and then a period. Check with a style guide if you're unsure.

Ariel Kagan

Good description of the agency

Ariel Kagan

This is a different organization -- make sure to proof read your paper

Ariel Kagan

This statement needs to be supported by more evidence. What are the average farm sizes that NIFA funding goes to?

Student presentation: 25% of grade

Student Presentation Prompt (30% of grade) C-4

Literacy and Critical Inquiry [L]

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Choose one of the topics below to make a short (5-10 minute) video that summarizes the topic, details the resources provided, and offers some analysis of the issue, based on what you have learned in the class thus far.

Students should draw from the lectures, readings, and resources provided in the course to develop their presentation. Students will be assessed based on the quality of the research, the quality of the presentation, and the depth of understanding of the topic. **C-4**

Students may record their video on zoom, webcam, or on their phone, and may use b-roll, powerpoint slides, or props to supplement their production. Videos should be uploaded as .mp4 files. Students have access to Screen-cast-o-matic and the Adobe Creative Suite for video production.

Land Use	Treaties and Tribal sovereignty	Why Treaties Matter Feeding Ourselves (pgs 18-40)
US Ag History	Farmerettes in WWI & Victory Gardens	Smithsonian Magazine National Women's History Museum Victory Garden at the Natural History Museum
Food security/Hunger	GusNip/Produce Plus programs	Overview of GusNip Produce Plus (Washington DC) Produce Prescriptions

Rubric

"Video Presentation" Rubric   				
Criteria	Ratings			Pts
Appropriate Topic, Depth, & Detail	40 to >25.0 pts High Performance Student directly addressed assigned topic throughout assignment in detail with examples to illustrate salient points.	25 to >15.0 pts Intermediate Performance Student somewhat addressed assigned topic and used some detail in assignment.	15 to >0 pts Low Performance Student did not address the assigned topic and did not apply depth and detail in assignment.	40 pts
Synthesis & Understanding	40 to >25.0 pts High Performance Student synthesized source material and drew conclusions that drew from multiple sources (readings, videos, lectures, etc.)	25 to >15.0 pts Intermediate Performance Student described source material and provided analysis of sources individually but did not draw connections between sources.	15 to >0 pts Low Performance Student did not use or cite any outside resources to support assignment.	40 pts
Quality of the Video Production	20 to >12.0 pts High Performance Student took care with video production including lighting, framing, use of b-roll or props, and had an outline or script which kept the video engaging.	12 to >6.0 pts Intermediate Performance Student produced a video without considerations of production quality but had a well thought out script or outline.	6 to >0 pts Low Performance Student's video showed neither production quality nor scripted/outlined components.	20 pts
Total Points: 100				

Final Paper 25% of grade [C-2]

Instructions [C-3, C-4]

Select one of the following peer-reviewed articles as the basis for your paper:

- ["Being stewards of land is our legacy" Exploring the lived experiences of young black farmers](#)
- [Enhancing Indigenous food sovereignty: A five-year collaborative tribal-university research and extension project in California and Oregon.](#)
- [Global agriculture and carbon trade-offs](#)
- [Valuing invisible catches: Estimating the global contribution by women to small-scale marine capture fisheries production](#)
- [Do minimum wage laws affect those who are not covered? Evidence from agricultural and non-agricultural workers.](#)

In this assignment, you will choose one of the peer-reviewed journal articles from the list above and write a summary and analysis of the paper. Peer-reviewed articles are the foundation of academic literature, and many policy makers look to this literature to inform policy and programs.

Students will write one longer paper on a topic related to the central themes of the course to close out the semester. In the final assignment, students will select one peer-reviewed journal article from a list provided by the instructor. The journal articles are drawn from important food systems related journals including the Journal of Agriculture, Food Systems, and Community Development, The Journal of Marine Fisheries, and the Journal of American Agricultural Economics. Students will read the article and summarize the research question, methodology, findings, and limitation. Students must then relate the findings to the broader coursework from the semester, pulling in additional information from readings and lectures. The core question for students to understand through this assignment is how we know what we know about food systems. Understanding the research methods behind food systems studies is an important competency for food systems professionals. Constructing criticism, identifying further research questions, and pulling insights for other use-cases are outcomes of this assignment. Students should draw from the lectures, readings, and resources to provide citations for the papers. The papers are required to use APA format. The paper should be approximately 2000 words and should clearly answer the prompt and provide evidence. These are opportunities for the professor to ensure students are understanding the coursework throughout the term, and for students to engage more deeply with the content.

Read one of the articles closely and think about the following questions. Write a 2000 word paper in which you address the following [C-3, C-4]:

- Describe the research question. What are the authors trying to find out?
- What approach did the researchers take to answer the research question? Did they use data sets, interviews, other literature? Describe their methodology. It's okay if you don't understand all of it, but do your best to describe their approach.
- What are the findings of their research?
- What are the limitations to their findings?
- What do you think the researchers could have or should have done differently?
- What are the implications of this research? Are there any new research questions you can think of based on these findings or methods?
- How does this paper relate to food systems and sustainability? Does it make you think differently about any of the topics we've covered?
- Relate this paper to the themes of the class. Identify connections to the other readings or lectures from this semester that relate to this topic.

Support your paper with APA formatted in-text citations, and provide an APA formatted reference page. This does not count as part of the paper word count.

Writing Guidelines




Canvas will only accept the following file types: doc, docx, pdf

- Use Times New Roman or Arial font, size 12
- Use 1.5 spacing for your document

Resources

- [Writing and Citation Resources](#)
- [Turnitin Information](#)

Final Paper Rubric [C-4]

"Final Paper" Rubric   

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings				Pts
Appropriate Topic, Depth & Detail	40 to >30.0 pts High Performance Student demonstrated clear understanding of the journal article throughout assignment with examples to illustrate salient points.	30 to >20.0 pts Intermediate Performance Student demonstrated some understanding of the journal article throughout assignment with at least one example to illustrate salient points.	20 to >10.0 pts Low Performance Student did not demonstrate understanding or did not address the assigned topic and did not apply depth and detail in assignment.	10 to >0 pts Unacceptable	40 pts
Synthesis & Understanding	40 to >30.0 pts High Performance Student demonstrated critical thinking skills by making several connections to other course materials and/or outside sources (readings, videos, lectures, etc.). Student demonstrated clear understanding of the broader implications of the research.	30 to >20.0 pts Intermediate Performance Student demonstrated critical thinking skills by making at least one connection to other course materials and/or outside sources (readings, videos, lectures, etc.). Student demonstrated some understanding of the broader implications of the research.	20 to >10.0 pts Low Performance Student did not make any connections to other course materials or outside resources. Student did not demonstrate any understanding of the broader research implications.	10 to >0 pts Unacceptable	40 pts
Grammar & Formatting	20 to >15.0 pts High Performance Student wrote compelling response in an appropriate format with proper grammar and no spelling errors.	15 to >10.0 pts Intermediate Performance Student's response lacked appropriate format or contained several grammar or spelling errors.	10 to >5.0 pts Low Performance Student's response lacked an appropriate format and contained many grammar and spelling errors.	5 to >0 pts Unacceptable	20 pts

Example Feedback [C-5]

Assignment Comments



Very nice paper! It is clear you carefully read and understood the journal article, did some of your own research, and were thinking critically about both the topic and the research methodology! Excellent job. X

Sarah Lemon, Oct 12, 2020 at 1:49pm

Add a Comment

Assignment Comments



Your paper lacks in critical analysis and connection to the course material. You also didn't seem to pick up on some of the specificity of the article. Be careful in your sentence structure, and use the ASU writing center if you're unsure. X

Ariel Kagan, Oct 12, 2020 at 4:20pm

Add a Comment

SFS 215: Fundamentals of US Food and Agriculture

Class Number: 215

Credit Hours: 3

Fall 202X

Pre-requisite: **ENG 101, 105, or 107 (or ENG 102, 105, or 108) [C-1]**. This course is complementary to SFS 216 Subsectors of US Food and Agriculture

Co-requisite: None

Instructor

Name: Dr. Kathleen Merrigan

Email: kathleen.merrigan@asu.edu

Office Hours: By apt

Teaching Assistants (TA)

Name: Ariel Kagan

Email: akagan2@asu.edu

Office Hours: By apt

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes. Please check your ASU email and the Announcements on the course site often.

Course Description

This course provides a panoramic introduction to American food and agriculture. As the foundational coursework for the BS in Sustainable Food Systems, this course gives an orientation to help students situate their learnings in this course and others. The course explores American food and agriculture through history, policy, society, and environmental lenses. **Throughout the course, students will be asked to think critically about environmental, social, and political systems that shape our food systems. [C-3]**

Learning Outcomes

After completing this course, students will be able to:

- Provide a big picture description of the US food and agriculture sector at a skill level that is early intermediate
- Articulate the background and implications of several issues fundamental to how the sector functions
- **Use and apply important research tools, such as the U.S. Census of Agriculture and the USDA Food Environment Atlas, to obtain data necessary to answer questions related to food systems [C-3]**
- **Analyze complex problems related to food and agriculture from an interdisciplinary perspective including social equity, environmental concerns, trade, and economic impacts. [C-3]**
- **Evaluate information from multiple sources, understanding biases and assumptions from source material [C-3]**

- Integrate multiple frameworks of sustainability to describe our current food systems and propose new ideas to improve food systems. [C-3]

Course Delivery and Access

This course is entirely asynchronous and online. Course content will be delivered through recorded video lectures, textbooks, videos, and assessments. All course content and assignments will be accessed online in Canvas, which can be accessed by my.asu.edu. To facilitate class discussion and camaraderie we will also be hosting live Zoom calls, but these are entirely optional and participation will not impact your final grade.

Course Textbook and Materials

The primary text for this course is Food Policy in the United States (2nd Edition) by Parke Wilde, which is available online through the ASU library. Students are expected to have access to the text throughout this course.

Additional course materials will be assigned and available on Canvas for use. Please check the module pages for specific readings.

Grading Scale

%	Grade
97 - 100%	A+
93 - 96%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
70 - 76%	C
60 - 69%	D
59% or <	E
-	EN - Failing for Not Participating
-	XE - Academic Dishonesty

Grade components

Assessment	% of Grade
Quizzes	10%
YellowDig Participation	30%
1 short paper C-2	10%

Student Presentation	25%
1 Long Paper C-2	25%
Total	100%

- Quizzes (10%)

Each module will contain a short quiz covering the readings and video content. These will make up 10% of your final grade.

- YellowDig Participation (30%)

This semester we will be using the YellowDig application to facilitate the participation/discussion portions of the class. Each week students will be responsible for posting high quality content and interacting with other students on the module board. You will be required to achieve 100 points over the course of the semester, with a maximum of 20 points available each week. This participation makes up 30% of your grade. More information and community expectations will be provided on the first YellowDig board.

- Short paper: Inside USDA (10% of grade) [C-2, C-3, C-4]

Students will write a short paper exploring the institution that most directly affects US food systems: the United States Department of Agriculture. Through research, students will explore the history, mission, and program areas of one of the 17 agencies that make up the Department. Students will relate the Agency's role to the broader concepts of food systems and sustainability by critiquing, questioning, and assessing information. Students should draw from the lectures, readings, and online resources to provide citations for the papers. The paper should be between 500-1000 words and must clearly answer the prompt and provide evidence. Students are required to use APA format for citations.

- Student Presentation (25% of grade) [C-2/C-4]

Students will research a topic, provided in a prompt, and prepare a short video presentation on the subject. Students should draw from the lectures, readings, and resources provided in the course to develop their presentation. Videos should be between 5 to 10 minutes and should clearly answer the prompt and provide evidence. Students will be assessed based on the quality of the research, the quality of the presentation, and the depth of understanding of the topic.

- Final Paper: How do we know what we know? Understanding research and peer-reviewed literature for food systems studies (25%) [C-2, C-3, C-4]

Students will write one longer paper on a topic related to the central themes of the course to close out the semester. In the final assignment, students will select one peer-reviewed journal article from a list provided by the instructor. The journal articles are drawn from important food systems related journals including the Journal of Agriculture, Food Systems, and Community Development, The Journal of Marine Fisheries, and the Journal of American Agricultural Economics. Students will read the article and summarize the research question, methodology, findings, and limitation. Students must then relate the findings to the broader coursework from the semester, pulling in additional information from readings and lectures. The core question for students to understand through this assignment is how we know what we know about food systems. Understanding the research methods behind food systems studies is an important competency for food systems professionals. Constructing criticism, identifying further research

questions, and pulling insights for other use-cases are outcomes of this assignment. Students should draw from the lectures, readings, and resources to provide citations for the papers. The papers are required to use APA format. The paper should be approximately 2000 words and should clearly answer the prompt and provide evidence. These are opportunities for the professor to ensure students are understanding the coursework throughout the term, and for students to engage more deeply with the content.

All writing, including discussion boards, must demonstrate appropriate professional quality. Writing should be substantive, cohesive, and have proper paragraph structure, grammar, spelling, and other writing conventions. The ASU Online Writing Center is recommended for assistance with all writing assignments and requirements. **[C-2] This reflects the quality of writing expected in this class**

All writing assignments must:

- Follow a sensible organization and follow assignment instruction organization
- Have near-perfect spelling and grammar - as a general rule, time spent proofreading should equal time spent writing
- Clearly communicate ideas and utilize appropriate terminology
- Utilize appropriate APA citation and paper formatting style
- Critically analyze factors that influence food systems sustainability to include social, cultural, economic, political, and environmental factors

Communicating with the Instructor

Students may schedule appointments with the professor and teaching assistants via messages through canvas.

Submitting Assignments

All time frames used in class follow Arizona Mountain Standard Time (MST). Arizona does not observe daylight saving time (DST) from March through November; therefore, the time in Arizona will not align with other places that are on MST for half the year. Use a [Time Converter](#) to ensure you account for the difference in Time Zones. If you are located in time zone other than Arizona MST, go to your account on the Global Canvas Navigation bar (black background) and edit your settings to reflect your actual time zone. This will adjust the due dates and times in your courses (here is [more information](#) about this).

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email (unless asked to do so).

Late or Missed Assignments Policy

If you have a legitimate reason for missing an exam, or handing in the paper assignment later than the deadline, we are happy to accommodate you, provided you submit a doctor's note, or some other documentation. This is the only way late work will be excused.

Assignments without an excused absence will be marked down $\frac{1}{3}$ of a grade for each day past the due date (e.g. An assignment with a grade of B would be marked down to a B- one day after the due date, and C+ two days after the due date etc.).

Course Schedule *(subject to change: see syllabus disclaimer)*

Module	Topics	Assignments Due C-5
Week 1	Introduction to Food Systems Thinking, Exploring US Agricultural Land Use, US History and Agriculture	Student intro (on Canvas) Readings, Videos, YellowDig
Week 2	Food Security in the US, The Link Between Hunger and Diabetes	Readings, Videos, YellowDig
Week 3	Inside the United States Department of Agriculture, Introduction to Scientists and Regulators	Readings, Videos, YellowDig Short Paper: Inside USDA (details on Canvas) [C-5] First paper is due with time for instructor to give comments before the next paper is due.
Week 4	Soils and Water (Fresh and Oceans)	Readings, Videos, YellowDig
Week 5	Energy and Climate, Forests	Readings, Videos, YellowDig Student Presentation (details on Canvas)
Week 6	The People Behind Food Systems (Farmers, Ranchers, Farmworkers, Fishers, Processors, and Manufacturers)	Readings, Videos, YellowDig
Week 7	The Food Supply Chain, Imports and Exports	Readings, Videos, YellowDig Final Paper: Peer Reviewed Journal Article (details on Canvas) [C-5] Final paper gives time for students to incorporate the feedback from the two previous assignments in terms of research, analysis, and writing quality.

Course Evaluations

Students are expected to complete the course evaluation. Feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available and students can access it through myASU as well. See [Student FAQs](#) for more information.

Students with Disabilities

ASU's Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, [contact the DRC](#) to establish your eligibility and make sure they can provide you with the services you will need for this course. Students with disabilities must meet the same standards, deadlines, etc. as any other student in the course.

Student Code of Conduct and Academic Integrity

Students have the responsibility to understand and follow ASU's [Student Code of Conduct](#) and [Academic Integrity Policy](#). You may face ethical decisions during your time as a student. If you're not sure whether or not something is permitted, it is your responsibility to ask questions or find out by doing more research using the links above. Any violations in this course are subject to sanctions and will be reported to the School of Sustainability and the college or school of your major.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Academic Integrity (also known as cheating, copying others' work, or even reusing your own work) falls under the Student Code of Conduct. Possible sanctions for violations include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), suspension, and expulsion.

Beware that some websites promote themselves as tutoring and educational resource sites, but may actually be sites that put you at risk for an academic integrity violation if you are using the services to submit work that is not your own or gain knowledge of what to expect on a quiz or exam.

Important: Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

Disruptive Student Behavior

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational

process per the [SSM 201-10 Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#) and [SSM 104-02 Handling Disruptive, Threatening, or Violent Individuals on Campus](#) policies.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

Prohibition of Commercial Note Taking Services

Course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06 Commercial Note Taking Services](#) for more information).

Discrimination, Harassment, and Retaliation

[ACD-401 Prohibition against Discrimination, Harassment, and Retaliation](#), prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities at (480) 965-6547, if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion at (480) 965-5057 if you feel an ASU employee is harassing you based on any of the factors above.

ASU continues to implement U.S. Department of Education guidance regarding sexual assaults under Title IX 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 on ASU's [Sexual Violence Awareness](#) page.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) are available if you wish discuss any concerns confidentially and privately.

Add/Drop/Withdrawals Deadline

ASU's [Academic Calendar](#) contains important dates by which you can add or drop this course without penalty called "Last Day to Drop/Add Without College Approval". After this date, if you choose to withdraw from the course, you may do so by the "Course Withdrawal Deadline", but will receive a 'W' on your

official transcript. Consult with your advisor and notify your instructor if you have questions about [Drop/Add and Withdrawal](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School of Sustainability per the [University Policy for Student Appeal Procedures on Grades](#). See additional instructions for [undergraduate SOS courses](#) and [graduate SOS courses](#) (under Grade Appeal).

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- A webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365](#) is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream video

Email and Internet

You must have an active ASU email account and access to the Internet. ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.*

Technical Support Contact Information

If you are experiencing technical issues, visit the [My ASU](#) “Service Center” tab for immediate support, to review answers to frequently asked questions, or to submit a request for service.

The number for immediate assistance is **1-855-278-5080** with staff available 24 hours/day, 7 days/week to help direct your call. Also see [ASU's Contact Us](#) page. Known issues and system outages will be shared on [ASU's System Health](#) site.

Students also have access to several [computing sites](#).

Power and System Outages

In the event of a power outage or other event affecting the ability of the University to deliver ground and online classes, any decision to cancel classes will be announced using the ASU emergency notification system for ground campus students. Ground campus students should register with the [ASU LiveSafe](#) mobile app. Additionally, ground campus and online students can learn about power and system outages on the [ASU System Health](#) site.

Additional Information and Resources

- [School of Sustainability](#) – this course is offered through the School of Sustainability at Arizona State University. Questions about the course should first be addressed with the instructor. If necessary, you can also contact the school at (480) 727-6963 or schoolofsustainability@asu.edu.
- [Career Services](#) – offers assistance to students in choosing their major, setting career goals, interviewing and job hunting strategies. Students pursuing a degree program through the School of Sustainability also have access to a [sustainability career advisor](#).
- [Counseling Services](#) – professional counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. Support is available 24/7 between campus locations and EMPACT's 24-hour ASU-dedicated crisis hotline.
- [Financial Aid and Scholarship Services](#) – offers information and applications for student funding such as grants, loans, scholarships and student employment.
- [GPA Calculator](#) – students can use this calculator to project their GPA.
- [Health Services](#) – provides non-emergency medical health care to all ground campus ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc.,
- [Libraries](#) - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.
- [ASU Online Students](#) – students pursuing fully online programs have access to success coaches and additional tips for success.
- [Sun Devil Fitness](#) – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based.
- [Tutoring and Writing Centers](#) – provides students with academic support services such as tutoring, peer advising, computer assisted instruction, writing support, and supplemental instruction
- [Contact Arizona State University](#) – provides frequently asked question resources and contact information for new questions.

SFS 215 Fundamentals of Sustainable Food Systems 3

Originator: Charlene Becher **Status:** In Process **Department:** Sustainability

Date Created: 05/12/2021 **Submitted:** 05/12/2021 **Updated:** 05/13/2021 **Completed:**

College/School: Global Futures

Requested effective term: - 2227: Fall 2022

Course: SFS 215 Fundamentals of Sustainable Food Systems **Units:** 3

Course description: Introductory food course provides students with a panoramic understanding of American agriculture. Explores American-grown food through history, policy, society, business innovation, and environmental sustainability.

Enrollment requirements: None

Repeatable for credit: No

General Studies: No

Offered by: School of Sustainability SUSFOSYSBS

SUN: No **SUN Course:**

Crosslisting: Yes SOS 215, AGB 215

Fees: No

Required for a degree program: Yes

Program name and plan code: Sustainable Food Systems, BS

Community College Transfer Implications: No

No

Related courses: None

Justification: Students in SFS 215/216 will need to have strong reading and writing skills to succeed in this class. Over 50% of the grade is drawn from writing assignments. The department will also be submitting the course for the literacy general studies designation.

Communication plan:

:---REQUESTED CHANGE(S)---

Subject: Number: Title: Units:

Abbreviated title:

Updated course description:

Changing enrollment requirements: Yes

Prerequisite(s): ENG 101, 105, or 107 (or Eng 102, 105, 108)

Corequisite(s): N/A

To the Committee:

My name is Troy Schmitz, Director and Professor in W. P. Carey's Morrison School of Agribusiness. I am writing in support of the proposal to add the Literacy & Critical Inquiry general education designation to SFS 215 "Fundamentals of U.S. Food and Agriculture", which is cross listed with AGB 215 "Fundamentals of U.S. Food and Agriculture." The course provides students with a strong foundation to assess and evaluate food and agriculture in a systems framework, and relies heavily on reading and writing to accomplish these outcomes.

By submitting this letter of support, I agree to ensure that all faculty teaching the course are aware of the General Studies designation and will teach the course in a manner that meets the criteria for each approved designation.

Our students benefit from taking this course because the content aligns well with the rest of their studies and provides further insights into issues of sustainability, policy, and social equity. The ability to engage with these issues with literacy and critical inquiry is a skill that will benefit students for their entire lives.

Please reach out with any questions or clarifications.



_____5/14/2021_____

Troy Schmitz, Ph.D.
Director and Professor
Morrison School of Agribusiness
W. P. Carey School of Business

Date