

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:	216
Title:	Subsectors of U.S. Food and Agriculture		Units:
			3

Course description:

Is this a cross-listed course? Yes If yes, please identify course(s): AGB 216/SOS 216

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; 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>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 prompt 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; 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>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>	<p>Syllabus Student presentation assignment prompt Final paper prompt Rubrics</p>
<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;">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>	<p>Syllabus Schedule of assignments Rubrics</p>
<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;">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	216	Subsectors 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	The student presentation makes up 30% of the grade and the final paper makes up 30% of the grade, for a total of 60% of the total grade	See syllabus under “grade components”
C-3	The student presentation requires students to read, analyze, and present information, while connecting back to the broader themes of the class. The final paper requires synthesis of all the course material from the semester to be used as evidence for a future-thinking prompt – to design the “sustainable plate” of food in 2050.	See syllabus under “grade components” descriptions of assignments See final paper prompt See rubrics for student presentation and final paper
C-4	Students are required to present on a research subject using a variety of source materials. This presentation is given in-class (for ground classes) or as a recorded video presentation (for o/i courses). The presentations must be well organized and presented, with a thorough use of source material and analytical assessments of how the topic relates to the broader course themes. The Final Paper also asks students to synthesize material and create a	See student presentation prompt and final paper prompt See rubrics for student presentation and final paper

	thoughtful and creative, evidence based proposal for a meal in 2050 based in sustainable practices.	
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

Course Description

Subsectors of U.S. Food and Agriculture

Course Description: Introductory food course explores agriculture by subsectors, such as livestock, grains and fruits and vegetables. Students learn how dietary choices affect health, the environment, and the people who produce and process food.

****NOTE:** As of Spring 2022, this course title will be “SFS 216 The Sustainable Plate” ******





Readings & Textbook:

The core text for this course is *The Third Plate* by Dan Barber. Students read the entire 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.

Copyrighted Material

C O N T E N T S

INTRODUCTION 1

PART I SOIL  23	PART II LAND  101
PART III SEA  199	PART IV SEED  321

EPILOGUE 424
ACKNOWLEDGMENTS 449
NOTES 453
FURTHER READING 468

Additional readings:

Reports & Peer-reviewed articles

Section 1 in [Rural Development Hubs Report: Strengthening America's Rural Innovation Infrastructure](#)
[Twice Invisible: Understanding Rural Native America](#)

[Global diets link environmental sustainability and human health](#)

[Organic Production Enhances Milk Nutritional Quality by Shifting Fatty Acid Composition: A United States–Wide, 18-Month Study](#)

Read Ch 1: [Ceres report, Feeding Ourselves Thirsty](#)

[Designing a Sustainable Diet, Merrigan et. al, 2015 Science](#)

[Union of Concerned Scientists 2020 Dietary Guidelines Response](#)

[Live | Dan Barber and Kathleen Merrigan on the Power of Deliciousness](#)

Book Chapters

Ch. 1, 7 and 8 in [Salt, Sugar Fat: How the Food Giants Hooked Us](#)

Introduction, Shrimp, and Conclusion in [American catch: the fight for our local seafood](#)

News articles

Healy, J. (2019). [Farm country feeds America. But just try buying groceries there.](#)

[How the Rural-Urban Divide Became America's Political Fault Line](#)

[Corn Ethanol: the Rise and Fall of a Political Force](#)

[The sugar that saturates the American diet has a barbaric history as the 'white gold' that fueled slavery](#)

[FDA and USDA will jointly regulate cell-cultured meat](#)
[The Goat Gap](#)
[Water, Water Everywhere—in Bottles](#)
[Hydration and nutrition - Swette Center Faculty Affiliate Profile](#)
[Vitamin C - Swette Center Faculty Affiliate Profile](#)

Government Publications

Review the [USDA Economic Research Service Chart Gallery](#)
Parts 1, 3, and 4 in [Pulses: nutritious seeds for a sustainable future](#)
[Bt Insect Resistant Technology](#)
[Milk Production Continues Shifting to Large-Scale Farms](#)
[Organic Dairy Sector Evolves To Meet Changing Demand](#)
[Meat Consumption \(FAO\)](#)
[Meat Consumption \(OECD\)](#)
[Bees](#)
[ARS Honey Bee Health](#)
[15 Facts About Our National Mammal: The American Bison](#)
Read: Pages 1- 16: [USDA Know Your Farmer, Know Your Food](#)

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

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.

Topic 1: Tomatoes and Potatoes

- Joanne Guthrie and Biing-Hwan Lin, [Healthy Vegetables Undermined by the Company They Keep](#) (Links to an external site.), Amber Waves, May 2014
- Mary Clare Jalonick, Associated Press, [Panel reverses, says white potatoes should be included in WIC benefits](#) (Links to an external site.) , Feb. 3, 2015
- USDA ERS, [Potatoes and tomatoes are the most commonly consumed vegetables](#) (Links to an external site.) Oct. 11, 2016 USDA ERS, , Oct. 19, 2016
- [Commodity Profile: Tomatoes, fresh market](#) (Links to an external site.)

Topic 2: Alternative grains: KAMUT, Hayden Flour Milling - past vs. present, Amaranth

- KAMUT Khorasan Wheat - Ancient Grain for Future Farming (38:01) video
- Hayden Flour Mill History (7:32) video
- An Abridged History of Mill Avenue: The Hayden Flour Mill, <https://www.statepress.com/article/2015/09/an-abridged-history-of-mill-avenue-the-hayden-flour-mill> (Links to an external site.)
- [Amaranth: Another Ancient Wonder Food, But Who Will Eat It?](#) (Links to an external site.) (National Geographic, 2013)

Topic 3: Palm Oil & Coconut Oil

- [Coconut Oil: A nutty idea?](#) (Links to an external site.)
- [Coconut oil and palm oil's role in nutrition, health and national development: A review](#) (Links to an external site.)

- [Yes, Coconut Oil Is Still Healthy. It's Always Been Healthy.](#) (Links to an external site.)
- [Coconut oil isn't healthy. It's never been healthy](#) (Links to an external site.)
- [Smithsonian-- Giving up palm oil might actually be bad for the environment](#) (Links to an external site.)
- [Roundtable on Sustainable Palm Oil website](#)

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 Prompt (30% of final grade) C-2, C-3, C-4

- This paper does not require research beyond the materials assigned in class.
- The paper should be typed, using Times New Roman 12 point font (as on this page).
- Spacing should be 1.5
- Length should be no more than 10 pages, excluding endnotes.

Dan writes, in the Epilogue of The Third Plate:

“In a nod to the Mennonite belief that you begin raising a child long before its born, I set out to create a menu that Blue Hill will serve a generation from now. ...a playbook for a new cuisine, one designed to create demand for soil-improving crops and enlarge our sense of what is delicious.”

He goes on to provide his ideas as to what the Third Plate – the menu for 2050 -- looks like.

Your challenge: Design a single plate for 2050 that embodies what you’ve learned in this course so far. I am not interested in detailed recipes, but rather, I want to know the main foods found on the plate and the reason(s) you have chosen them (using both nutritional and environmental rationale). Also, tell me what you have deliberately chosen NOT to include on the plate and why. Do not include multiple courses of a meal. Focus on your main entrée and describe it and its rationale in detail. You may choose to include discussion of sides and a drink but do not get involved in describing other courses (e.g., appetizer, dessert). **C-3/C-4**




Be creative but also provide endnotes with page numbers in Dan’s book, as well as other class readings to support your choices. I encourage you to make use of the ASU writing center before you submit your paper. The writing center can assist you with grammar, building an argument, and the use of sources and citations. I want to see evidence that you have read and understood class assignments. Good luck!

A reminder to make use of the [ASU Writing Center!](#)

Resources

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

Rubric

"Final Paper" Rubric   				
Criteria	Ratings			Pts
Appropriate Topic, Depth, & Detail	40 to >30.0 pts High Performance Student directly addressed assigned topic throughout assignment in detail with examples to illustrate salient points.	30 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 >30.0 pts High Performance Student synthesized source material and drew conclusions that drew from multiple sources (readings, videos, lectures, etc.)	30 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
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 >6.0 pts Intermediate Performance Student's response lacked appropriate format or with several grammar or spelling errors.	6 to >0 pts Low Performance Student's response lacked an appropriate format and contained several grammar and spelling errors.	20 pts
				Total Points: 100

SFS 216: Fundamentals of US Food and Agriculture

Class Number: 216

Credit Hours: 3

Spring 2021 (1/11 – 3/2)

Pre-requisite: **ENG 101, 105, or 107 (or ENG 102, 105, or 108) C-1**. This course is complementary to SFS 215 Fundamentals of US Food and Agriculture

Co-requisite: None

Instructors

Name: Ariel Kagan and Dr. Kathleen Merrigan

Email: akagan2@asu.edu;
 kathleen.merrigan@asu.edu

Office Hours: By apt

Teaching Assistants (TA)

n/a

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

In this class, students will be introduced to the subsectors of agricultural production. The course will focus on how our dietary choices affect not only our health but the environment and those involved in the production of food. In this class we will explore the US food and agriculture from an interdisciplinary perspective. Food is a topic which can be explored from a variety of fields, from policy to public health and business to international affairs. We will begin by investigating the USDA MyPlate recommendations for daily nutrition, and from there develop a discussion about the future of food and how to create a sustainable food system.

Learning Outcomes

After completing this course, students will be able to:

- Assess the impact of food production terms of natural resources, labor, and inputs.
- Master tools and be aware of key resources for research on the food and agriculture sector
- Understand and describe the basic facts of the most important subsectors of agricultural production and policy controversies challenging the subsectors.
- Define sustainable food systems from an interdisciplinary perspective.
- **Conduct research and evaluate materials from a variety of sources.C-3**
- Understand food production methods and the sustainability issues related to different types of production.

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.

Course Textbook and Materials

The primary text for this course is The Third Plate: Field Notes on the Future of Food (2014) by Dan Barber. Students are expected to have access to the text throughout this course. Other course materials will be available on Canvas for use. Please check the weekly folders 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	20%
Reading Journals	20%
Research video C-4	30%
Final paper C-2	30%
Total	100%

- Quizzes (20%)

Each module will contain a quiz covering the readings and video content. These will make up 20% of your final grade.

- Reading Journals (20%)

In this course, we will read the book The Third Plate by Dan Barber in its entirety. It is a beautifully written book and we hope you enjoy reading it both for the content and also for its cadence. The themes of the book align with the class as a whole but the specific assigned chapters may not align with the week's module topic. Students will respond to a prompt that will relate the week's assigned reading to the broader themes of the course. These responses will be evaluated for understanding of the material, connection to the broader class themes, and the quality of the writing. Each journal is worth 10 points.

- Research video (30%) 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 (30%) C-2/C-3/C-4

Students will write a ten page paper on a food group (e.g. meat, dairy, grain) and farm-driven cuisine as articulated by Dan Barber in *The Third Plate*. Students should draw from the lectures, readings, and resources to provide citations for the papers. The papers have no required citation format, but should be consistent throughout (i.e. APA, MLA).

Communicating with the Instructor

Students may schedule appointments with the professor and teaching assistants via the email function on 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 \(links to an external site\)](#) 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 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	Intro, the sustainable plate, and rural & urban production	Student intro (on Canvas) Readings, Videos, Reading Journal, Quiz
Week 2	Grains & pulses, fiber	Readings, Videos, Reading Journal, Quiz
Week 3	Oil, fat & sugar Fruits and vegetables	Readings, Videos, Student Presentation assignment due
Week 4	Dairy, livestock	Readings, Videos, Reading Journal, Quiz
Week 5	Seafood and alternative proteins	Readings, Videos, Reading Journal, Quiz
Week 6	Production (commodity, local, conventional, organic)	Readings, Videos, Quiz, Final paper due
Week 7	Water & tying it all together.	Readings, Videos, Reading Journal, Quiz

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 216 The Sustainable Plate 3**Originator:** Charlene Becher **Status:** In Process **Department:** Sustainability**Date Created:** 05/13/2021 **Submitted:** 05/13/2021 **Updated:** 05/13/2021 **Completed:****College/School:** Global Futures**Requested effective term:** - 2227: Fall 2022**Course:** SFS 216 The Sustainable Plate **Units:** 3**Course description:** Introductory food course explores agriculture by subsectors, such as livestock, grains and fruits and vegetables. Students learn how dietary choices affect health, the environment, and the people who produce and process food.**Enrollment requirements:** None**Repeatable for credit:** No**General Studies:** No**Offered by:** School of Sustainability**SUN:** No **SUN Course:****Crosslisting:** Yes SOS 216, AGB 216**Fees:** No**Required for a degree program:** Yes**Program name and plan code:** Sustainable Food Systems, BS SUSFOSYSBS**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 216 "Subsectors of U.S. Food and Agriculture", which is cross listed with AGB 216 "Subsectors 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