Professor Chuck Levitan
CORE 101 Section 3, CRN 10111

TCES 205 Spring 2014
Monday/Wednesday 9:00 to 11:15 a.m.

SNC 101: THE SNC EXPERIENCE
Topic: Food, Nutrition, Agriculture & Humanity

COURSE DESCRIPTION

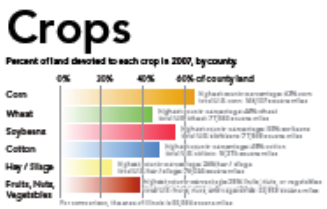
CORE 101 has the twin missions of introducing the new SNC student to an interdisciplinary study of some facet of the social sciences, while also leading the student to learn the tools of active learning, innovation, group study skills, oral communication, integration, and scholarly research. In pursuit of the first goal, it may treat with story-telling, agriculture and humanity, visual literacy, or human economies. The second goal is achieved through application of such study techniques as brainstorming, team-building, team-management, calendar management, use of scholarly databases, assessment of the quality of academic sources, and repeated presentations of student work in a variety of formats.

TOPIC DESCRIPTION

Humans are distinct species in how we have modified our environment to produce food. In turn, we as a species have become modified to match the opportunities and challenges of this new environment. 'Food' comes to us as complex nutrition, imbued with cultural values and biochemical possibilities and threats. In this course we examine how and why humans have created agricultural systems, how agriculture has shaped humanity, how we actually do the practice of agriculture, how we can modify agriculture to improve its impact on humans and the environment, and how we can plan the use of agriculture to improve our own welfare. These lessons are then applied to the benefit of our newly adopted community.

(Scientific American 9/2013 p. 56)

SNC MISSION STATEMENT: Sierra Nevada College graduates will be educated to be scholars of and contributors to a **sustainable world**. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and **environmental, social, economic and educational sustainability**.



(Food an eAtlas p. 13)

COURSE EXPECTATIONS

1. **Community**. In this class, we focus on building a strong community of learners which requires respect and understanding of each other. When your peers are speaking, you give them your attention. You don't speak, nor look at your phone or laptop. Giving your peers your attention allows you to give valuable feedback.
2. **Quality**. In this class, respecting your peers also requires you to come to class prepared. All assignments must be posted to Moodle prior to 9:00am on the due date of the assignment unless otherwise noted. When we do group work, a lack of preparation negatively impacts your peers.
3. **Engagement**. You may notice that points are given for in class and out of class assignments so attendance and participation are key factors in your success.

STUDENT OUTCOMES:

1. Students will develop strong oral communication skills and proficiency with a variety of presentation formats. (Liberal Arts)
2. Students will learn to identify complimentary team members, form effective teams and accomplish tasks in a team environment. (Professional Preparedness)
3. Students will develop strong visual literacy skills that can be expressed in a variety of mediums. Students will be able to both communicate visually and interpret the visual communication of others. (Liberal Arts)
4. Students will be able to use basic information literacy skills, including identification of sources, evaluation of sources and application of data, to support their projects. (Liberal Arts)
5. Students will have basic field investigation skills including identification of appropriate real-world sources of information, interview skills and field note creation. (Liberal Arts)
6. Students will develop the tools to support creativity and innovation as applied to problem solving in real world environments, including brainstorming, solution generation and solution validation. (Entrepreneurial Thinking)
7. Students will be comfortable both giving and receiving peer feedback and will demonstrate the ability to adapt their existing work based on this feedback. (Professional Preparedness)
8. Students will understand the evolutionary, historical and psychological roots of storytelling. (Social Sustainability) **(Content Objective)**
9. Students will be able to tell an effective story to inform, persuade or influence others. (Professional Preparedness, Entrepreneurial Thinking) **(Content Objective)**

ASSESSMENT OF OUTCOMES

Student outcomes will be assessed through class participation and grades earned on the various exercises, challenges and oral presentations outlined below.

ASSIGNMENTS AND ASSESSMENT: 1000 POINTS POSSIBLE

	CLASS SECTION	IN-CLASS	HOMEWORK	PRESENTATION	TOTAL
1	COMMUNITY CHALLENGE	9 * 8 = 72	74	150	296
2	INNOVATIVE IDEA	9 * 5 = 45	46	150	241
3	INTEGRATIVE THINKING	9 * 5 = 45	46	150	241
4	RESEARCH ON FOOD & AG	9 * 4 = 36	36		72
5	COMMUNITY APPLICATION			150	150
	TOTAL	9*22 = 198	202	600	1000

Community Challenge *Group Presentation* (150 points): Students are introduced to a challenge posed by the leader of a local community organization, Project MANA. Over the first six weeks, students will work in a 3-4 person team to research the problem and develop potential solutions to this challenge. Students are expected to do field research and interviews as well as academic research. Teams will present their solutions to the class and the community leader for feedback. Presentations will include a PowerPoint or Prezi that follows principles of visual literacy. (Outcome 1, 2, 3, 4, 5, 6)

Innovative Idea *Individual PechaKucha* (150 points): This Innovation Challenge asks students to identify their own topic and develop their own solution to a pressing issue locally, nationally or internationally that relates to the topic of the course. There is an expectation for both field and academic research, including interviews. The Innovation Challenge culminates in an individual presentation in PechaKucha format delivered in front of all the class sections. The PechaKucha will be accompanied by an informative, visually meaningful handout or giveaway that will be distributed to members of the class. (Outcome 1, 3, 4, 5,6)

Integrative Thinking Challenge *Pair Poster Presentation* (150 points): In module three students will team with a student from another class section on a different topic. Team members will meet each other through a networking event where students have to approach each other to learn more about their innovative ideas and identify a potential partner. Once they have found each other, students will work together to develop a new innovation that solves a joint problem that touches both of their original topic areas. The solution is expected to integrate ideas from the individual innovations presented by the students at the end of module two. The point in module three is to stress interdisciplinary thinking, integration of diverse ideas, networking and collaboration. This module will culminate in a campus-wide symposium event where students will present their ideas through a poster presentation. (Outcome 1, 2, 3, 4, 5, 6)

In Class Activities (198 points) – Some of your most important learning opportunities will arise during open, respectful discussion with your peers and through in-class activities. For this reason, it is essential for you to attend and participate in class sessions. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. These include:

Notes from the Field Presentations: (Outcome 5)
Brainstorming Exercises: (Outcome 6)
Integrative Thinking Prototyping: (Outcome 6)
Networking Event Challenge: (Outcome 2)
Info Literacy Challenge: (Outcome 4)
Peer Feedback Exercises: (Outcome 7)
National Assessments: (Outcome 6)
Food, Agriculture, and Nutrition Studies: (Outcome 8 and 9)

Out of Class Activities (202 points) – In an active learning environment, it is important to prepare to fully participate and engage in each class session. Homework is an essential aspect of your learning. To encourage growth and risk taking, most of these assignments will be graded pass/fail. Examples of assignments include:

Info Literacy Homework: (Outcome 4)
Community Challenge PowerPoint or Prezi Draft: (Outcome 3)
Innovation Challenge Write Up: (Outcome 6)
Innovation Challenge Source Check: (Outcome 4)
Integrative Thinking Challenge Source Check: (Outcome 4)
Integrative Thinking Poster Draft: (Outcome 3)
Networking Event Symbol Design: (Outcome 3)
Food, Agriculture, and Nutrition Studies: (Outcome 8 and 9)

Agriculture Community Service (150)
Due 5/12/14 at 11:59pm
Assignment description will be posted on Moodle

INSTRUCTIONAL STRATEGIES
This course will use group activities, individual study, modeled oral presentations, brainstorming types, calculation, on-line and book-based research, and creation of projects requiring organization, esthetics, and critical thought.

POLICY ON LATE ASSIGNMENTS
All assignments must be uploaded to Moodle before the start of class on the due date posted unless otherwise noted. Unless special arrangements are made to the contrary, late assignments will only be accepted at the discretion of the professor for half credit.

GRADING POLICY
Grading will be based upon the assignments outlined, plus Improvement throughout the semester:

Grade	Total Points Earned
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

MATERIALS – Please bring your laptop and the book we are currently reading to every class session
Required:
The New Green History of the World, C. Ponting, 2007. ISBN 978-0143038986
Scientific American September 2013 The Food issue (downloaded)
Food: An e-Atlas, 2013 (downloaded)

CONTACT INFORMATION
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Office hours: MW 11:30-12:30, TTh 3:00-4:00, Th 12:00-1:00

CONSEQUENCES FOR VIOLATING THE FACULTY/STUDENT HONOR CODE:
SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the

Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

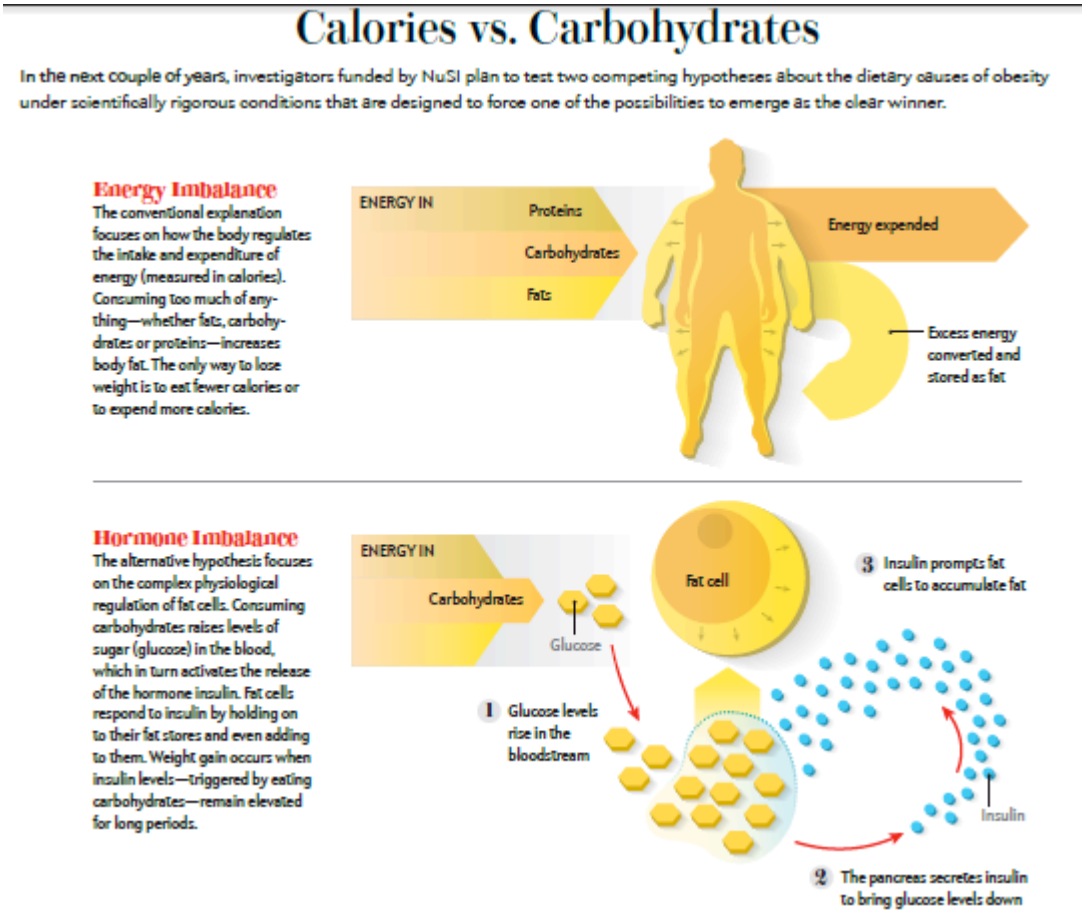
SNC's Disciplinary Sanctions for Honor Code Violations:

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ACADEMIC ACCOMMODATIONS (ADA): Academic Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Coordinator of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the Academic Support Services offices on the 3rd floor of Prim Library, within the first week of the semester.



(Scientific American 9/2013 p. 72)

COURSE OUTLINE (POINTS)

Module	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Mod 1	20-Jan	No class – MLK	No class – MLK	No class – MLK	No class – MLK
Mod 1 Res	22-Jan	Starts in TCES 139/141	Intro to Class, Intro to Topic	Shared Intro Brainstorming	
Mod 1 Res	27-Jan	Regular Room	Content Day, Building Community.	(9)	
Mod 1	29-Jan	Regular Room	Introduction to Problem (45 min Outside Speaker), followed by Team Creation	(9)	Type Problem Statement Development Due 2/3 (9)
Mod 1	3-Feb	Starts in TCES 139/141	Info Literacy Challenge followed with Team Contract and Problem Statement Workshop (split presentation)	Info Literacy CRAAP Test Challenge (9)	Team Contract Development. Signed contract due 2/5 (9)
Mod 1	5-Feb	Regular Room	Using Team Contracts; Field Research Preparation - Interview Etiquette, etc.	(9)	MLA Format, Typed Annotated Bibliography Due 2/10 (9)
Mod 1	10-Feb	Regular Room	Field Research In Class and Individual Project Consultations	(9)	Notes from the Field Posters Due 2/12 (20)
Mod 1	12-Feb	Regular Room	Notes from the field/twitchy brainstorming. The importance of Peer Feedback	(9)	Who, What, Where, When Why Due 2/19 (9)
Mod 1	17-Feb	No class – President's Day	No class – President's Day	No class – President's Day	Who, What, Where,When Why Due 2/19 (9)
Mod 1	19-Feb	Regular Room	Solution Generation for Peer Feedback and Individual Project Consultations	(9)	Powerpoint Presentation 1st Draft Due 2/24 (9)
Mod 1	24-Feb	Starts in TCES 139/141	Visual Literacy joint lesson followed by workshops of presentation drafts and oral com prep	Visual Literacy Presentation and Presentation Refinement (9)	Powerpoint Presentation 2nd Draft Due 2/26 (9)
Mod 1	26-Feb	Regular Room	Presentation Draft Day		Final presentations due 3/3
Mod 1	3-Mar	Regular Room	PRESENTATION DAY: Presenting to Outside Consultants	Presentations to External Organizations(150)	
Mod 2 Res	5-Mar	Regular Room	30 minute intro to Innovation Challenge/Content Day	(9)	Due 3/10 (9)
Mod 2 Res	10-Mar	Regular Room	Content Day/Brainstorming IC Ideas	(9)	Final IC Idea Due 3/12 (9)
Res	12-Mar	Regular Room	Content Day	(9)	Annotated Bibliography for IC Idea Due 3/24 (9)
Mod 2	17-Mar		No Class – Spring Break		
Mod 2	19-Mar		No Class – Spring Break		

Mod 2	24-Mar	Regular Room then 139/141	Review of Information Research/Prep for Field Research with Individual Project Consultations	Research Databases Presentation (9)	Due 3/26 (9)
Res	26-Mar	Regular Room	Content Day	(9)	Notes from the Field Posters due 3/31 (20)
Mod 2	31-Mar	Regular Room	Notes from the field w/ Group Twitchy Brainstorming. Intro to Collateral	(9)	Due 4/2 (9)
Res	2-Apr	Regular Room	Content Day	(9)	Content Due 4/7 (9)
Res	7-Apr	Regular Room	Content Day	(9)	Draft Pecha Kucha Due 4/9
Mod 2	9-Apr	Regular Room	Pecha Kucha Drafts w/ Collateral	(9)	Final Pecha Kucha Due 4/14
Mod 2	14-Apr	Classroom Reassignment	PRESENTATION DAY: PechaKucha presentation of Innovation Challenge	PechaKucha Presentation (150)	
Mod 3	16-Apr	TCES 139/141	Interdisciplinary Integrative Thinking	Integrative Thinking Challenge	Bring Collateral Piece for Networking Challenge 4/21 (9)
Mod 3	21-Apr	TCES 139/141	Networking/Collaboration	Networking Challenge (9)	Brainstorm ideas w/partner. Finalize before 4/23 (9)
Mod 3	23-Apr	New Classroom	Problem Statement Development with Individual Project Consultations	(9)	Annotated Bibliography Due 4/28 (9)
Mod 3	28-Apr	New Classroom	Field Research and Info Research in Class	(9)	Who What Where When Why due 4/30 (9)
Mod 3	30-Apr	New Classroom	Poster Prep with Individual Project Consultations	(9)	Poster Drafts Due 5/5 (9)
Mod 3	5-May	New Classroom	Peer and Faculty evaluation and refinement of posters/handouts	(9)	Final Posters Due 5/7 for printing
Mod 3	12-May 8-11am	TCES 139/141	Symposium	Poster Presentations (150)	Poster Presentation Day
App	TBA			Completion of community project (150)	Project Delivery