

AG 597—Water Issues & Ethics
Course Syllabus
Winter-Mini 2015

Dr. Bob Williams
903-886-5350
Bob.Williams@tamuc.edu

Text:

There is no textbook for this class. However, the materials used in the class will be available online through designated hyperlinks in the eCollege online course management tool. You may access eCollege through your myleo account. Access to a printer for your computer is essential for success in this course due to the need to print reference materials for various assignments and online class discussions.

Course Objectives/Student Learning Outcomes:

Upon completion of the course the student will be able to:

1. Discuss water issues and ethics in informed and civil discourse.
2. Interpret water laws and policies in context of landowner, farmer, and consumer.
3. Identify key factors contributing to water use, quality, and distribution.
4. Apply economic and social theories to water planning and development.
5. Utilize maps and data to compare geographic availability and uses of water.
6. Analyze abstracts/executive summaries UN water policy statements and proposals.
7. Compare water laws and conservation practices in the United States.
8. Recognize agencies and organizations involved in Texas water planning and protection.
9. Consider the economic and ecological factors associated with regional water planning in Texas.
10. Compose position papers, policy abstracts, and or reflective essays related to:
 - a. water as a human right,
 - b. Water as an economic good,
 - c. Water as a private property right,
 - d. Water for recreation,
 - e. Water for industrial, agricultural, and/or commercial use.
11. Distinguish between scientific, emotional, and philosophical promotional media.
12. Develop a personal policy statement on water use, conservation, and ownership.

Grade Determination:

	<i>Possible Points</i>
Online interaction and discussion participation	240
Reflective essay regarding water as human or property right	100
Written report over water protection or conservation initiative/technology	100
Poster presentation over a proposed regional water development project	100
Summary report over a teacher resource/professional development	60

$$\text{Your Grade (\%)} = \frac{\text{Points Earned}}{600}$$

Online Interaction and Participation in Discussions

Students are expected to discuss experiences and observations, as well as ask questions. By discussing issues and asking questions online, you will reinforce learning through a multi-sensory approach. The instruction evaluation tools on *eCollege* allows the instructor to monitor time spent online.

Reflective Essay over Water as a *Human or Property Right*

Students will submit an essay reflecting on issues, ideas, and ethical considerations presented in class in context of their personal experiences, observations, and philosophies which will be submitted to the *Assignment Dropbox* in *eCollege*.

Written Report over a Water Protection or Conservation Initiative

Students will compose a “term paper” that describes in 2-3 pages a water protection or conservation initiative or project. This can be a media campaign, pollution prevention project, or conservation project. This may be a local, regional, national, or international initiative. It is expected that there will be a *minimum of three sources* of information upon which the paper is based. An abstract summarizing key points of the paper is also required. Completed assignment should be submitted to the *Assignment Dropbox* in *eCollege*.

Poster Presentation over a Proposed Regional Water Development Project

Students will be provided a Texas Regional Water Development Plan that contains detailed descriptions of several proposed projects such as pipelines, dams, lakes, desalinization plants, etc. Each student will select one proposed project from the plan and use the *Innovative Idea* poster concept from American Association for Agricultural Education to develop one-page, conference-type poster that conveys relevant information about the proposed project. The poster will be developed using a PowerPoint slide template and will be submitted to the *Assignment Dropbox* as well as posted in DocShare for other students to review.

Description of an Instructional Resource or Professional Development Opportunity

Each student will submit a 1-2 paragraph description about an instructional resource or professional development opportunity available for teachers. The report should be in MS Word or PDF and be submitted to the *Assignment Dropbox* as well as posted in DocShare for other students to review.

Class Syllabus Addendum, Winter Mini 2015

Professionalism

Student participation in class discussion and instructional activities should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. Failure to comply with instructor's guidelines may result in suspension from remaining online discussions/modules of instruction. Repeat offenses may result in additional consequences.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

Office Hours

This is a virtual (web-based) course and is designed to eliminate the need to come to class. I may be reached via email or via cell phone at **903.348.1386**. I will be in the office the week of December 16 and January 5. However, you need to call and make an appointment if you require face-to-face consultation.

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following two sources:

The Online Writing Lab at Purdue University
<http://owl.english.purdue.edu/owl/resource/560/01/>

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators <http://www.wpacouncil.org/node/9>) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

In other words, do not cut and paste from other sources and claim it as your own. Any direct quotes must include page number and all work of others must be cited in text.

Assessment activities in this course are designed to help prepare you for the comprehensive written exam for non-thesis students. Please take advantage of this opportunity.

The professor reserves the right to modify this syllabus during the semester, if needed. The professor also reserves the right to extend credit for alternative assignments, projects, or presentations.