Text:

There is no specific textbook for this course. Material will come from a variety of sources including scientific and professional journals, publications from governmental agencies, information from agricultural organizations, and guest presenters. Other documents/handouts will be provided through your university eCollege account.

Student Learning Outcomes:

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

a. **Learning Outcome 1:** Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems) in context of food production, processing, distribution, and consumption.

b. **Learning Outcome 2:** Students will be able to apply knowledge of the interconnectedness of global dynamics as evidenced through course related activities and assignments.

c. **Learning Outcome 3:** Students will be able to view themselves as engaged citizens within an interconnected and diverse world as reflected in the final *Issues in Retrospect* essay.

The following instructional objectives will guide course content to achieve these outcomes.

1. Recognize historical and contemporary issues of ethical concern in agriculture and food systems as well as in renewable resource utilization and conservation.
2. Identify, analyze, and utilize various sources/types of information and:
   a. Discuss relevance to her/his profession.
   b. Distinguish between facts, values, and beliefs.
   c. Determine the credibility of the source.
   d. Recognize limitations of the information.
3. Evaluate the pros (advantages) and cons (disadvantages) of contemporary issues in food, agriculture, and renewable natural resources.
4. Present contrasting viewpoints in a civil and effective manner.
5. Compose informative and persuasive essays on controversial topics.
6. Collaborate with team members of varied backgrounds, beliefs, and values.
7. Develop and deliver an informative or persuasive speech on an issue relevant to agriculture, food, and/or natural resources.
8. Participate in the peer review assessment process.
9. Engage in public debate and discussion in a civil manner.
10. Identify sources of influence in the development of regulations and policies affecting the production, distribution, and management of food, agriculture, and natural resources systems.

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AG 392 Applied Ethics: U.S. & World Agriculture  
Course Syllabus  
Spring 2015  

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Grade Determination:

<table>
<thead>
<tr>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Class attendance and participation in class/online discussion</td>
</tr>
<tr>
<td>Report on student selected/instructor approved activity</td>
</tr>
<tr>
<td>Prepared note-card speech (2 minutes) over student selected topic</td>
</tr>
<tr>
<td>Team presentation over instructor assigned agricultural or food issue</td>
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<tr>
<td>Position research brief over team presentation topic</td>
</tr>
<tr>
<td>Issues in Retrospect Essay (in lieu of final exam)</td>
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</tbody>
</table>

Your Grade (%) = Points Earned \times \frac{100}{600}

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = below 60%

Class Attendance and Participation in Discussions

Students are expected to discuss experiences and observations, as well as ask questions. Being in attendance is only part of the learning process. By discussing issues and asking questions, you will reinforce learning through a multi-sensory approach. Your attendance and effective listening is also necessary for participation in the peer review of the team presentations and individual speeches. Some discussions will be online.

Report over Instructor-Approved Activity (Activity Report)

Each student will compose a report consisting of 600-800 words reflecting over an experience outside of class but related to course content. Examples of activities will be discussed in class. Some suggestions include:

- Visit to the state or federal capital or ag/food/environmental related agency  
- Viewing at least 2 documentaries related to global food/agricultural issues  
- Reading a book over an ethical issue related to food or agriculture  
- Delivering an approved class presentation to a middle or high school audience

Prepared Informative or Persuasive Speech

Each student will develop a 2-minute speech on an instructor-approved topic. The student may use the rules for Texas FFA Extemporaneous Public Speaking or Texas University Interscholastic League (UIL) Persuasive or Informative Speaking guidelines as a suggested format.

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Team Presentation and Research Brief

Students will be organized into teams of 4 by a random selection process. Teams will draw for a topic from a pre-determined set of issues relevant to the course. Each team member will conduct background research on the topic and prepare a 3-5 page Position Research Brief (term paper).

Each team member’s brief will be used to collectively create an issue poster presentation that presents the pros (advantages) and cons (disadvantages) of the issue.

Issues in Retrospect Essay

Each student will compose an in-class essay that synthesizes the key elements of issues discussed, facts presented, and opinions shared during the course. The professor will provide 5-6 prompts from which the student will respond to 4. At least one of the four prompts will focus on a global issue. Essays will be hand-written in a Blue Book during the last regular class meeting.

Written Assignments and Format

The Position Research Brief, presentation, and essays should be written in a format compatible with the American Psychological Association (APA) Manual for Publication, 6th or latest edition. A synopsis and tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (http://owl.english.purdue.edu/). Personal face-to-face assistance with editing and format suggestions is available from the on-campus Writing Center at TAMU-Commerce.
Professionalism

Students are expected to attend class and/or laboratory as scheduled. Their participation in class discussion and instructional activities should follow the basic principles of common courtesy and decency. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. The use of tobacco products in the classroom, laboratory, or field trip sites is prohibited. Inappropriate conduct will not be tolerated. Failure to comply with instructor’s guidelines may result in suspension from class for the remainder of the day’s instruction. Repeat offenses may result in additional consequences.

Reasonable Accommodations/Non-Discrimination

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835. Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Office Hours

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

- Monday: 9:00-11:00 a.m. or by appointment
- Tuesday: 4:00-5:00 p.m. by appointment
- Wednesday: 9:00-11:00 a.m.
- Thursday: by appointment
- Friday: by appointment

Course-Related Communication

University email will be the primary medium for communication related to class activities, date changes, and opportunities. The student is responsible for checking and responding to course-related communication in a prompt manner. Mass emailing will most frequently be done through the email function of eCollege, the university course management platform.

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