

FDSC 497-Food Systems: Farm to Fork
Course Syllabus
Spring 2018

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Course Description: This course will introduce students to the concept of *food* systems at the local, regional, and global levels. Students will examine and reflect on critical issues influencing food production, processing, distribution, and consumption. Scientific and technical publications, multimedia presentations, field experiences, observations, informal interviews, and class discussions will be used to promote student understanding.

Text:

Chase, L. & Grubinger, V. (2014), *Food, farms, and community: Exploring food systems*. Lebanon, NH: University of New Hampshire Press.

Other course material will come from a variety of sources including scientific and professional journals, publications from governmental agencies, information from agricultural organizations, multimedia presentations, and personal field experiences. Some of the handouts used (with permission) are from the *Teaching the Food System* curriculum initiative at Johns Hopkins School of Public Health (foodspanlearning.org), a project which the professor participated in field testing of the original materials and provided review for revision. A complete curriculum for teaching mostly middle and high school students is available from this source. Documents/handouts/media will be provided through your university eCollege account. Access to the Internet and a printer are essential.

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 issues, processes, trends, and systems in context of food production, processing, and distribution..
- b. **Learning Outcome 2:** Students will be able to *apply* knowledge about issues, processes, trends, and systems in context of local/regional food production and processing through course discussions and assignments.
- c. **Learning Outcome 3:** Students will be able to *evaluate* conditions for establishing and maintaining local/regional food production or processing enterprises.
- d. **Learning Outcome 4:** Students will be able to *synthesize* observations, discussions, interview results, and other course activities in a final exam or *Reflective Essay* supported with properly cited references and examples.

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

1. Define the phrase *food systems* and contextualize within a local, regional, and global perspective.
2. Communicate issues related to food systems using accurate terms, definitions, and descriptions.
3. Interpret research, technical, and trade publications related to food systems.
4. Discuss the concepts of local, regional, global, and community food systems.
5. Determine regulatory influences on food production, distribution, and consumption.
6. Examine economic factors affecting food production, distribution, and consumption.
7. Review ecological and environmental factors associated with food systems.
8. Compare food processing for local, regional, and global food systems.
9. Analyze criticism of animal agriculture as a component of food systems.

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10. Explore issues related to food safety and hygiene.
11. Appreciate the impact of labor and technology used in farming and food processing.
12. Recognize the diversity of products and production methods in food systems.
13. Participate in activities designed to promote career awareness and development in food systems.
14. Engage in farm-based activities that contribute to local or regional food systems.
15. Synthesize course topics, resources, activities, and perspective into an essay regarding food systems.

Grade Determination:

	<i>Possible Points</i>
Online discussions (10 Modules @ 20 per module)	200
Assignment #1 Poster on food item production, processing, and distribution	100
Service Learning/Career Awareness & Development Engagement (2@50)	100
Assignment #1 Review of Food-Related Documentary	100
Farm-Based Experiential Learning Activities	100
Final Exam or Essay	100
Your Grade (%) = $\frac{\text{Points Earned} \times 100}{700}$ (A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = below 60%)	

Class Engagement for All Course Activities

This is a “flipped” or web-enhanced course, where most media-related activities and handouts are available online for review outside of class. There are related online discussion prompts for each module that serve as formative assessments for each module. There will be 10 online modules (or units) for this course which are opened and closed following a schedule. Additionally, there will be weekly lecture/discussion with outside of class-time farm-based experiential learning activities and designated service learning projects from which you can choose.

Attendance and Participation in Class/Online Discussions

You are expected to attend each class period ready to participate in discussion and other class activities. Participation in face to face class activities will enhance your understanding and perspectives related to the various aspects of food systems. Each module will have 2-3 online discussion prompts related to the reading assignments, multimedia presentations, and other course activities. Replies to the discussions will be due by 11:59 p.m. the first Sunday following when the module is posted/opened. In order to get full credit for online discussion, a reply to each prompt must be posted.

Assignment #1

Each student will create and share a poster presentation with the professor and classmates addressing the production, processing, and distribution of one *non-commodity* food item. Prior approval from the professor is required to eliminate duplication and assure that the food item is relevant to course content. The poster presentation will consist of one PowerPoint slide with information presented with title, subtitles, text, graphics, and references. This project is similar in design to a 2-3 page term paper but presented in a one-page format.

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Service Learning/Career Awareness & Development Engagement

Each student is expected to engage in at least one *service-learning* activity related to food systems. Pre-approved examples include:

- Five hour volunteer service to an organization that provides food assistance to those in need,
- Five hour volunteer service in “dirt therapy” such as community or school garden,
- Train or assist in training of youth in food preparation through 4-H or FCCLA activities/events,
- Plan, organize, and host an Agriculture/Food related science and/or history fair

Each student is also *required* to assist with the Area V & VI FFA Career Development Event on **Tuesday, April 17**. This is an *all-day* event and will count as an official university excused absence. There will be a variety of events in Commerce and Sulphur Springs for you to choose from to participate.

Assignment #2 Farm to Fork Meal Preparation and Sharing

Students will prepare and share a meal using local ingredients that they have selected. Meal preparation and serving will be conducted during the last two weeks of the semester and will occur in the Twin Oaks Farmhouse kitchen and dining area. Each student may invite one guest.

Farm-Based Experiential Learning Activities

Each student is expected to engage in at least 10 hours of experiential learning activities at the TAMUC Twin Oaks Blueberry Farm or other instructor-approved site. These activities may include pruning, painting, preparing seedbed, and planting. A safety orientation/training session will be included. Additionally, space will be designated for students to prepare and plant their own vegetable plots. Verification of hours engaged must be documented by a university faculty or staff member, or GA.

Final Exam or Essay

Each student will compose a final essay synthesizing personal perspective in context of the overall information presented in the course. Students who wish to take a traditional comprehensive final exam may do so, provided that they inform the professor no later than April 15.

Written Assignments and Format

Essays and other assignments 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 also available from the on-campus Writing Center at TAMU-Commerce..

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Class Syllabus Addendum

Professionalism

Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in online discussion and other virtual instructional activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Failure to comply with the professor's guidelines may result in suspension from class for the remainder of the instruction.

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	8:30-9:30 a.m. or by appointment
Tuesday	9:15-10:00 a.m.
Thursday	mornings by appointment and 2:00-4:00 p.m.
Friday	by appointment

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 source:

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.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE CALENDAR

Due to the interactive and evolving nature of instruction within this course, a calendar with specific dates for assignments, activities, or assessments is not applicable. However, if this is an online course, due dates are embedded into the instructions or overview for each module within the course learning management system (LMS).

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses (including web-enhanced) you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>

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- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.

<http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

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- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson Learning Studio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

School of Agriculture Fax: 903-886-5990

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