



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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**Principal Faculty Member(s) Proposing Course**

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Name	User ID	College	Department
Kevin Curry	kxc554	Agricultural Sciences (AG)	Not Available

**Academic Home:** Agricultural Sciences (AG)

**Type of Proposal:**  Add  Change  Drop

Message for Reviewers:

**Course Designation**

(AEE 204N) Science Literacy and Policy in the 21st Century

**Course Information**

**Cross-Listed Courses:**

**Prerequisites:**

**Corequisites:**

**Concurrents:**

**Recommended Preparations:**

**Abbreviated Title:** Science Literacy & Policy  
**Discipline:** General Education  
**Course Listing:** Inter-Domain

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

- Writing/Speaking (GWS)
- Quantification (GQ)

**Knowledge Domains**

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

**Additional Designations**

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

**First-Year Engagement Program**

- First-Year Seminar

## Miscellaneous

Common Course

## GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

## Bulletin Listing

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**Minimum Credits:** 3

**Maximum Credits:** 3

**Repeatable:** NO

**Department with Curricular Responsibility:** Agricultural Economics, Sociology And Education (UPAG\_AGESE)

**Effective Semester:** FA 2019

**Travel Component:** NO

## Course Outline

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### A brief outline or overview of the course content:

Based on topical controversial issues in the agricultural sciences, this course will cover technical scientific subject matter, and explore the human contexts with which they are situated. Blending both the natural sciences and social sciences, students will examine the process of crafting policy and shaping the public perception of important scientific issues in the agricultural realm.

### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Why Science Literacy Matters- 1 week

Evolution - 1 week

Human Psychology - Cultural Traditions - 1 week

Genetically Modified Organisms - 1 week

Pesticides & Antibiotics - 1 week

Hormones - 1 week

Vaccines - 1 week

Climate Change - 1 week

Alternative Energy - 1 week

Human Psychology - Power of Persuasion - 1 week

Labeling and Marketing - 1 week

"Buzzwords" - 1 week

Consumer Responsibility - 1 week

Critical Thinking - 1 week

Policy Making - 1 week

### Course Description:

The objective of this course is to explore the nexus of scientific discovery and societal understanding. Specifically, to review the consensus of expert scientists in regard to common controversial issues and outline how public perception shapes the agricultural industry. Although many scholars have put forth definitions for what it means to be scientifically literate, most agree it involves not only technical subject matter, but the ability to evaluate and interpret scientific evidence, and developing the capacity to engage civically in science matters. Accordingly, this course is designed to provide the foundational content knowledge necessary to understand scientific principles, as well as the experiences and discussion necessary to elicit the skills of a critical thinker and informed consumer. Scientific (e.g. genetic engineering, evolution, pesticides, climate change) and social science (e.g. human psychology, persuasion, critical thinking, policy making) subject matter will be explored through a variety of methods such as lecture, case study, discussion, and scholarly and popular press readings. In order to exercise skills in science literacy, students will engage in a variety of applied activities which include: conducting a critical analysis of a food advertising campaign, developing a policy recommendation concerning an agricultural issue, and interviewing the public on controversial agricultural topics. Students will come away from this course with an understanding of agricultural issues and honed critical thinking skills which will enable them to make better consumer decisions about food, fiber, and natural resources.

### The name(s) of the faculty member(s) responsible for the development of the course:

1 Name: Kevin Curry (kxc554)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

## Course Justification

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### **Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

At the conclusion of this course, the student will be able to:

1. Critically evaluate sources of scientific information
2. Analyze the design principles of food marketing campaigns
3. Understand the dynamics of public policy decision making in food and natural resources
4. Describe the scientific consensus on climate change
5. Categorize the debate on agricultural issues of GMO's, pesticides, and hormones
6. Express the foundational relationship of the theory of evolution to modern biology
7. Outline the issues facing alternative fuel development and medical vaccinations

### **Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed.**

**The procedures for determining students' grades should be specifically identified.**

Course objectives one and two will be directly measured on the midterm and final examinations

Course objective three will be assessed by the student presentations (outlined below)

Course objectives four, five, six, and seven will each be assessed through the 10 unique unit assignments (described below)

1. Unit Assignments (10 @ 50 points each) 500
2. Mid-Term Exam 100
3. Student Presentations 150
4. Final Comprehensive Exam 125
5. Participation (25 Sessions @ 5 points each) 125

#### Unit Assignments

A variety of assignments will be assigned for each of the 10 major units. Examples of assignments include case studies, documentary review, photo essay, position paper, advertisement analysis, video production, etc.

#### Student Presentations

Working in teams, students will conduct an analysis of a specific agricultural issue and propose a policy change/solution to remedy the problem. The final product will include a short paper and presentation to the class.

### **Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

The course is offered at the 200 level and will be approachable to students from all majors.

### **Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

Designed to meet the integrative studies course requirement, the intent of the course is to attract students from outside the college to engage in the agricultural sciences. Leaning on the social science roots of the AESE department, the elements of human psychology and behavior discussed in the course will be of specific benefit to those in the technical agriculture and scientific subject matter disciplines. Students from the traditional "bench science" departments will benefit from a course that weaves their content background the complexities of human interaction. For those students in the social sciences, the course will provide a rigorous context in the natural sciences that is still approachable to students without a deep science background.

### **A description of any special facilities:**

N/A

### **Frequency of Offering and Enrollment:**

Anticipated offering spring of each year, with an enrollment cap of 30 students.

Open to the potential of both spring and fall offerings if enrollment requests indicate the need for multiple offerings.

## Alignment with General Education Objectives

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their

community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

The two major themes running through the course will be the evidence-based- factual information of the natural sciences as it relates to common controversial issues in agriculture, and the nuanced nature of human psychology, human behavior, and social interaction. Weaving these two disciplines together (the natural sciences, and the social sciences) at the intersection of public policy will be the primary focus of the course. As such, class sessions will include lectures, case studies, facilitated discussions, and panel presentations that will highlight the necessity to think across the two domains in order to solve 21st-century problems.

The merging of the two disciplines (GN, GS) is designed precisely to build the science literacy of students. Although this does include some limited understanding of scientific facts, science literacy is more about the ability of an individual to: critically analyze a claim; interpret data; and ask, find, or determine answers to questions derived from curiosity about everyday experiences. In short, science literacy is grounded in the ability of an individual to be able to flex their analytical and critical thinking skills. Through lectures, case studies, class discussion, and unit assignments, students will be constantly charged with crafting opinions and conclusions based on evidence and to be skeptical of any claims presented.

**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

Critical thinking will be the key component evaluated on both the midterm and final exams. Students will be presented with several scenarios that will require them to critically evaluate things like: public relations campaigns claim; scientific findings; and media reports.

Analytical thinking will be assessed both in unit assignments and in the final student presentations. In order to develop a solution to a problem or craft a policy on an agricultural issue, students will need to be able to tease out and assess all aspects of the situation. Students will be pressed to document the progression of their thinking to their end goal in order to demonstrate the thorough analysis they conducted on the subject

Integrative thinking will also be assessed in both unit assignments and the final student presentations. The solutions and public policies presented by the student groups must show explicit evidence of how the solution/policy is both a win for the industry it serves and meets the demands of the humans it will inevitably interface with.

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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GN Criteria

**Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas**

**Construct evidence-based explanations of natural phenomena**

**Demonstrate informed understandings of scientific claims and their applications**

**Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge**

**Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems**

**What components of the course will help students achieve the domain criteria selected above?**

The tenants of science literacy will be the guiding principles to achieve this domain. Students will be presented with scientific data and asked to critically evaluate the claims of scientists and media outlets. The scientific consensus on a variety of controversial agricultural issues (climate change, pesticides, GE technology, antibiotics, etc.) will be examined to highlight the changing landscape of the food fiber and natural resources industry. Case studies of each of these issues will provide the real world context to examine the successes and failures of previous agricultural technologies.

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## GS Criteria

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- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

### What components of the course will help students achieve the domain criteria selected above?

Course lectures and discussions on human psychology, human behavior, cultural tradition, and marketing are but a few areas where students will explore the factors that go into the decisions individual make to purchase agricultural products and craft their own opinions on scientific issues of importance. Nearly all of the course assignments will challenge students to explore the human dynamics of any scientific issue and articulate the ways in which we generate positive solutions in the future with regard to these concerns.

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## Integrative Studies

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### Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Seeking truth and making a decision based on the evidence, a hallmark of the GN domain, will be a staple when presenting all class materials on scientific issues. In a vacuum, stating the facts and looking only at the data, works. In the real world, decision making and policy development are messy because of humans. As such, behavioral theories and human psychology will be presented in order to situate the natural sciences in a realistic context. Students, presented with knowledge and theories from both domains will be continually tasked with developing opinions and policy stances based on their firm understanding of both disciplines.

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### Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The front half of the course is aligned to controversial agricultural science topics. The primary focus these weeks will be on GN knowledge domain and exploring the scientific consensus on each of the issues. Sprinkled throughout each topic though, will preview the societal implications of each of these issues. The back half of the course is dedicated to exploring the social sciences (GS), and in particular, human behavior. Still, in these weeks, the GN content will be brought back to highlight the interaction between the two disciplines.

Course assignments and examinations will measure subject matter knowledge from both the GN and GS domains and require students to integrate the two. For example, in a documentary review, students will be charged with critically evaluating a food-related documentary production. In doing so they will have to evaluate the scientific claims of the directors (GN) and posit the impact the film has on uninformed consumers (GS).

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### Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The instructor for this course is uniquely qualified to teach the integrative subject matter. Beyond having an undergraduate degree in animal science (GN) and graduate training in agricultural education (GS), the instructor has taught honors level science courses at the high school level (GN) and received graduate coursework and later conducted dissertation research on human motivation (GS). Unless co-taught on a different model, the proposed course design would require the unique expertise of an individual versed in both domains (GN,GS), which the current proposed faculty member has.

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### Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The final student assessment will be the prime example of integrative thinking. Students will need to draw upon the GN scientific literature to craft a solution/policy that meets efficacy standards and is economically feasible. They will need to draw upon the GS scientific literature to ensure their solution/policy is socially acceptable and includes the necessary components to educate and/or persuade the public.

Another assessment included in the course will be a "Jimmy Kimmel Man on the Street" style interview that students will conduct with the general public on controversial issues. The subsequent written reflection with the video will require students to evaluate the responses of their interviewees as to their scientific validity (GN) on the issues and reflect on the reasons for which their interviewees held their assumptions (GS).

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## Campuses That Have Offered ( ) Over The Past 4 Years

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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## Potential Impact

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### Pre-Requisites

is listed as a pre-requisite or concurrent course for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

Students are responsible for all readings and class activities. Attendance is expected at all scheduled class sessions. Students are responsible for collecting all information presented in class including changes in the assignments. Please contact the instructor if you are unable to attend a session. All assignments are due on the date specified.

### **Incomplete Grade Policy**

Incomplete grades will be given only in special circumstances as outlined in university policy.

### **Academic Integrity**

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.” (Faculty Senate Policy 49-20, 2007).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction.

### **Students with Disabilities**

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services, ODS located in room 116 Boucke Building at 814-863-1807(V/TTY).

For further information regarding ODS, please visit their web site at <http://www.equity.psu.edu/ods/> Instructors should be notified as early in the semester as possible regarding the need for reasonable academic adjustments.” (Office for Disability Services, 2006)

You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

### **Note to Students:**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Changes in dates and topics will be announced in class and may not be communicated in writing.

# AEE 204N: Science Literacy and Policy in the 21<sup>st</sup> Century

(3 credits)



Fall Semester, 2019

Department of Agricultural Economics, Sociology, and Education  
College of Agricultural Sciences  
The Pennsylvania State University

**Time:** Monday & Wednesday, *1:30PM - 2:45PM*

**Location:** *Ferguson 214*

## Professor

- **Dr. Kevin Curry Jr.**, Assistant Professor ([kevincurry@psu.edu](mailto:kevincurry@psu.edu))  
Ferguson 211; 814.863.7069 (office); 704.619.0268 (cell)  
Office Hours: Open door policy, appointment preferred.

## Teaching Assistant

- Rose Cowan, Graduate Teaching Assistant ([rvc5334@psu.edu](mailto:rvc5334@psu.edu))

## Required Text:

Science Matters: Achieving Scientific Literacy  
by Robert M. Hazen & James Trefil  
ISBN-13: 978-0307454584

## Course Description:

The objective of this course is to explore the nexus of scientific discovery and societal understanding. Specifically, to review the consensus of expert scientists in regard to common controversial issues and outline how public perception shapes the agricultural industry. Although many scholars have put forth definitions for what it means to be scientifically literate, most agree it involves not only technical subject matter, but the ability to evaluate and interpret scientific evidence, and developing the capacity to engage civically in science matters. Accordingly, this course is designed to provide the foundational content knowledge necessary to understand scientific principles, as well as the experiences and discussion necessary to elicit the skills of a critical thinker and informed consumer. Scientific (e.g. genetic engineering, evolution, pesticides, climate change) and social science (e.g. human psychology, persuasion, critical thinking, policy making) subject matter will be explored through a variety of methods such as lecture, case study, discussion, and scholarly and popular press readings. In order to exercise skills in science literacy, students will engage in a variety of applied activities which include: conducting a critical analysis of a food advertising campaign, developing a policy recommendation concerning an agricultural issue, and interviewing the public on controversial agricultural topics. Students will come away from this course with an understanding of agricultural issues and honed critical thinking skills which will enable them to make better consumer decisions about food, fiber, and natural resources.

**Prerequisites:** None

**Course Attributes/Designations:** GenEd, Integrative Studies (GS, GN)

## General Education Learning Objectives:

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information

gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

### **Course Learning Objectives:**

At the conclusion of this course, the student will be able to:

- Critically evaluate sources of scientific information
- Analyze the design principles of food marketing campaigns
- Understand the dynamics of public policy decision making in food and natural resources
- Describe the scientific consensus on climate change
- Categorize the debate on agricultural issues of GMO's, pesticides, and hormones
- Express the foundational relationship of the theory of evolution to modern biology
- Outline the issues facing alternative fuel development and medical vaccinations

### **Technology/Course Communication:**

The digital course home/classroom management system primarily used will be the Penn State CANVAS System: <http://canvas.psu.edu/>. All class session materials will be posted there.

### **Course Policies and Statements**

#### **Attendance:**

Attendance in this class is mandatory without an excused absence.

Due to the nature of the course, it is important for students to be in attendance. Information will be provided which relates to the content of the course and related assignments that will be critical to student performance on the course objectives. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

The decision to attend or to not attend a class is a decision of the student. University policy does not require that all students attend all class sessions, nor does it permit students to miss any class without an excused absence. (An excused absence is obtained in the CAS administrative office.) Students are expected to be present for the entire class session and to be active participants in discussions and activities. When a student is absent from class, he/she must notify the instructor **PRIOR TO** the absence by email.

#### **Course Assignments Policy**

Detailed descriptions of all assignments including rubrics used for evaluation are provided in Canvas. All assignments should be submitted per the assignment descriptions request.

#### **Make-up Assignments**

Make-up work should be arranged prior to the expected absence. In the case of emergencies, arrangements for completing make-up exams or assignments should be made upon return to class. Normally, all make-up work will be completed within one week of its original due date.

#### **Grading Scale**

<b>A</b>	95 - 100%	<b>A-</b>	90 – 94.9%	<b>B</b>	83 – 86.9%
		<b>B+</b>	87 – 89.9%	<b>B-</b>	80 – 82.9%

<b>C+</b>	75 – 79.9%
<b>C</b>	70 – 74.9%
<b>D</b>	60 – 66.9%
<b>F</b>	59.9% and below

Students are responsible for all readings and class activities. Attendance is expected at all scheduled class sessions. Students are responsible for collecting all information presented in class including changes in the assignments. Please contact the instructor if you are unable to attend a session. All assignments are due on the date specified.

### **Incomplete Grade Policy**

Incomplete grades will be given only in special circumstances as outlined in university policy.

### **Academic Integrity**

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.” (Faculty Senate Policy 49-20, 2007).

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### **Students with Disabilities**

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services, ODS located in room 116 Boucke Building at 814-863-1807(V/TTY).

For further information regarding ODS, please visit their web site at <http://www.equity.psu.edu/ods/> Instructors should be notified as early in the semester as possible regarding the need for reasonable academic adjustments.” (Office for Disability Services, 2006)

You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

### **Note to Students:**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Changes in dates and topics will be announced in class and may not be communicated in writing.

# Course Assignments

Assignment	Value	Date Due
<b>1. Unit Assignments (10 @ 50 points each)</b>  A variety of assignments will be assigned for each of the 10 major units. Examples of assignments include case studies, documentary review, photo essay, position paper, advertisement analysis, video production, etc.	500	See Schedule
<b>2. Mid-Term Exam</b>	100	October 17 <sup>th</sup>
<b>3. Student Presentations</b>  Working in teams, students will conduct an analysis of a specific agricultural issue and propose a policy change/solution to remedy the problem. The final product will include a short paper and presentation to the class.	150	December 3 <sup>rd</sup>
<b>4. Final Comprehensive Exam</b>	125	<b><i>TBD</i></b>
<b>5. Participation (25 Sessions @ 5 points each)</b>  The majority of class sessions will have structured discussion that will require your active engagement	125	Weekly
<b>TOTAL =</b>		<b>1000</b>

## Tentative Course Schedule

Session	Date	Course Topic	Notes
1	8/20	<i>Course Introduction &amp; Rationale</i>	
2	8/22	<i>Evolution</i>	
3	8/27	<i>Why Science Literacy Matters</i>	Dr. Kathy Mitchell - CSATS
4	8/29	<i>Evolution</i>	
	9/3	<i>Labor Day- NO CLASS</i>	Evolution Unit Due
5	9/5	<i>Media Commons Workshop</i>	Pattee W140
6	9/10	<i>Pesticides &amp; Antibiotics</i>	
7	9/12		
8	9/17	<i>Genetically Modified Organisms</i>	
9	9/19		Pesticides/Antib. Unit Due
10	9/24		GMO Unit
11	9/26	<i>Hormones</i>	
12	10/1		Hormone Unit Due
13	10/3		
14	10/08	<i>Climate Change</i>	Vaccine Unit Due
15	10/10		
16	10/15	<i>Alternative Energy</i>	Climate Change Unit Due
17	10/17	<i>Midterm Exam</i>	Student Presentation Plan Due
	10/22	<i>Conceptualizing Science Literacy</i>	
	10/24		
18	10/29	<i>Human Psychology - Power of Persuasion</i>	
19	10/31	<i>Labeling and Marketing</i>	
20	11/5	<i>"Buzzwords"</i>	Human Psychology Due
21	11/7	<i>Consumer Responsibility</i>	
22	11/12	<i>Critical Thinking</i>	Labeling/Marking Unit Due
23	11/14		
	11/19		Thanksgiving Break
	11/21		
24	11/26	<i>Policy Making</i>	Critical Thinking Unit Due
25	11/28		
26	12/3	<i>Student Presentations</i>	Policy Making Unit Due
27	12/5	<i>Exam Review and Course wrap-up</i>	
	TBD	<i>Final Exam</i>	