

Interdisciplinary Studies Course Proposal SAMPLE

Return to Michael Meyer R230
by 4 PM February 4, 2011

1. Applicant(s) Information:

Note: Double click to check boxes.

Name	Department	Division	FT		PT		Years IDS Experience
Michael Hanson	Life Science	Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>			0 1 2 <input type="text" value="3+"/>
Michael Meyer	English	A&H	<input checked="" type="checkbox"/>	<input type="checkbox"/>			0 1 2 <input type="text" value="3+"/>
			<input type="checkbox"/>	<input type="checkbox"/>			0 1 2 3+
			<input type="checkbox"/>	<input type="checkbox"/>			0 1 2 3+

2. A team with no previous IDS experience must have an IDS mentor.

- Already have a mentor: _____
- Please assign us a mentor.

3. What is the working title or theme of your interdisciplinary course?

Bite Me 2.0: Food Security & Sustainability

4. Courses Included:

Course ID		Course Title	Transferability		
Department	Number		General Ed.	Elective	Pre-College
ENGL&	101	English Composition I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGL	201	The Research Paper	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGL	271	Expository Writing I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOTAN	110	Introductory Plant Biology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NUTR	130	Nutrition & the Human Body	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where there is appropriate faculty expertise, designing an IDS course with fluid credit options (e.g. developmental AND college-level English or multiple science/social science options) is highly encouraged to provide students flexibility in building their schedule. Please list the options below.

Format: Course X AND (Course Y OR Course Z) Example: SOC 101 AND (ENGL 092 OR ENGL 093)

Choose 5 credits from:

English Composition 101/201/271/272

AND choose from either:

5 credits for non-Lab courses

Nutrition 130

OR

6 credits fro Lab Science courses

Botany 110

All courses are transferable and a student is allowed to receive credits in composition and either lab science or non-lab science in a choice of two different disciplines.

Total number of credits and class size:

- 10 credits – 42 students
 15 credits – 60 students
 Other (*Please explain*)

Students have the option of a 10 credit non-lab option or an 11 credit lab option – 42 total students

5.

<p>Rationale for Course Theme</p>	<p><i>What prompted the idea for this course?</i></p> <p>The focus of the course is food security and sustainable food production. We will examine our behaviors, choices, responsibilities and the consequences of our actions to the environment, other humans and other life forms. We will extend this examination to our communities, nation and the entire globe by examining ecosystem interconnections and how we, as humans, fit into these interconnections. Through our readings and discussions, we will evaluate diverse opinions and values in order to scrutinize our own personal beliefs.</p>
<p>Interdisciplinary Nature</p>	<p><i>In what way are the subjects complementary and how will they be interwoven?</i></p> <p>We are what we eat and, as it turns out, who we eat with, when we eat and where we eat. Since we are looking at these interconnections, we can integrate the topics of human and animal biological systems (Nutrition 130) with plant structure and function (Botany 110) to study the interactions between them and the impact of these interactions on ecology (Botany 110) and human health (Nutrition 130). Writing is one of the primary tools for connecting and synthesizing course materials. We will utilize this tool (English 101/201/271) to enhance learning and improve writing skills through the use of seminar papers, project write-ups and formal essays.</p>
<p>Learning Outcomes and Assessment</p>	<p><i>Please list the primary learning outcomes.</i></p> <p>Outcomes: In addition to the individual course outcomes we have the following learning community outcomes: The student will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate, both verbally and in writing, how each human has an impact on sustainability. ▪ Demonstrate the importance of using critical thinking and the scientific method to understand how human activities affect the limited resources of our planet. ▪ Demonstrate the ability to differentiate their personal opinions and assumptions from the author's. ▪ Practice teamwork and collaboration skills to explore ideas cooperatively, respect others' insights and opinions and develop areas of consensus and agreement. ▪ Develop attitudes of responsibility for one's own learning. ▪ Demonstrate skills for carrying on productive dialogue on controversial topics. ▪ Demonstrate critical reading skills to be able to understand, compare and contrast, and evaluate the strength of an author's argument. <p>Assessment: Writing skills: writing portfolios, seminar papers Analytic reading skills: seminar papers, discussions, exams Critical thinking skills: essays, seminar papers, exams, greenhouse journal Collaboration skills: labs, greenhouse journals, group projects, meal planning, study & writing groups</p>

Learning Activities

Describe the type of course activities: assignments, papers, projects (experiential, service, or field learning), assessments, portfolios, etc.

The course and instructors employ multiple teaching modes: lectures, discussions, seminars, experiential learning and movies/videos. Specific experiential and/or field learning assignments include:

Greenhouse journal: students plant, maintain and observe plants in the greenhouse.

Activities are recorded throughout the quarter in a journal. The journal also includes an end-of-quarter reflection.

Agency site report: students visit a local nonprofit agency that provides services in an area relevant to the course work and write a formal report meeting provided objectives.

Nutrition analysis: students record all food intake for five consecutive days and input this data into a nutritional analysis program.

Food consumption log: students record all food purchases, where they ate, what they ate and when they ate for 48 hours and produce a written reflection of the experience.

Ecological footprint of food: students calculate the number of miles their food travels from the growing source to their plate, average amount of pesticides and average amount of fertilizers applied to their food.

Buy no food day: students buy nothing for 24 hours and produce a written reflection of the experience.

Learning Community feast: students design, produce and share a sustainable, nutritious meal.

Garden Design: students design gardens for their living space.

Group project (for science-lab students): Each student group designs a campus-based program focused on sustainability. The culmination of the project is a group-written document and presentation to the whole class.

The course includes English composition. All composition students compile a portfolio over the quarter and submit it for grading at the end of the quarter. English 101 and 271 students compose four formal essays (3-5 pages) and English 201 students compose three (two 3-5 page papers and one 8-12 page research paper). All formal essays go through a peer-workshop and receive instructor feedback before the final portfolio is submitted. The types of papers typically range from personal narrative to synthesis and analysis. All students also write two seminar papers (500 papers) per week, and the mid-term and final exams are essay exams.

6. Please provide a **50-word** course description that will appear in the BC course schedule and IDS promotional material. Write to and for the student audience.

Drive-thru or dining room table? Factory-processed or home-grown? Broccoli, barley, beans or edible food-like substances? What's cheap about cheap food? Is all food equal? What is real food? Do you eat for nutrients, taste or cost? The focus of this course is the impacts of lifestyle choices in regard to food. We will examine our behaviors, choices, responsibilities and the consequences of our actions to our communities, nation and the entire globe by investigating ecosystem interconnections. Through our readings and discussions, we will evaluate diverse opinions and values in order to scrutinize our own personal beliefs.

7. Describe the students to whom the course appeals or is directed. Explain why you think the course will fill if approved and why these learners are likely to enroll in the course.

The topics of food, nutrition and the environment are in the news and of personal interest to the students. The course offers basic skill and distribution requirements and popular instructors. The number of choices available, including the lab science/non-lab science option and English composition options, should also enhance enrollment. Bite Me 2.0 was designed in response to the many students who requested a second quarter of Bite Me that focuses on food. This course was overloaded the first time it was taught (Winter 2010) and follows Bite Me, a course we have overloaded all four times it has been offered (Fall 2006, Fall 2007, Fall 2008, Fall 2009) due to student interest/demand. We expect to draw several students from the fall quarter course in addition to new students.

8. IDS classes require faculty to participate in promoting the course and recruiting students. Please describe your strategy and plan for advertising and recruiting. Identify team members who will brief advising staff, the classes you plan to visit, the plans for posters, flyers, and/or bookmarks. Please remember that printing funds are very limited.

Both instructors will brief advisors, particularly the science and humanities advisors and visit feeder-classes (Fall 2010). We will also use bookmarks and flyers.

9. Specify any additional costs that you foresee for the course; for example: guest speaker, posters, field trips, etc. Please discuss funding options with your IDS mentor.

NONE

10. For which quarter/year are you planning your course?

First Choice	Second Choice	Third Choice
Fall <u>Winter</u> Spring 2010	Fall Winter Spring 20__	Fall Winter Spring 20__

Are there limitations with regard to the specific quarter that your course can be offered?
Explain:

Both instructors have submitted another application for Bite Me for Fall Quarter. Michael Meyer has also submitted an application for Spring Quarter with Laura Burns. Michael Hanson is not available Spring Quarter.

11. List your preferred schedule, in terms of days/week and hours/day. Due to space constraints, flexibility in scheduling IDS throughout the day and evening and throughout the week is often required. Please note traditional schedules (M-F), odd-mod schedules, trip reduction, or hybrid online course formats may be possible.

Monday	Tuesday	Wednesday	Thursday	Friday
	8:30-11:20	8:30-9:20 9:30-11:20 (lab)	8:30-11:20	8:30-11:20

IMPORTANT: Approval of both division and department chairs is required for this process. Please be sure to build in an adequate amount of time to acquire that approval and those signatures—at least 48 hours.

Approved by:

Department Chair

Dean

Department Chair

Dean

Department Chair

Dean

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