

GEORGIA COLLEGE & STATE UNIVERSITY

Area B Course/Section Modification Form

Current Title of GC1 Y/2Y Section to be modified 10 Plants that Changed the World

Sponsoring Department: BIOL and ENSC

Please check all items below that will be modified.

- Add new instructor (Please provide name and a short statement on his or her qualifications below. This information will be kept on file for SACS and sent to SoCC only as an information item.)
- Title of the course/section
- Course/section outcomes
- Course/section description
- Learning Beyond the Classroom component
- Other change; please specify below.

In the space below, please describe what modifications will be made to the original course proposal

The course will be taught in a study abroad setting (Bahamas).

Melinda
JL

26 March 2018

Submitting Faculty Member's Signature: _____ Date

Faculty Member

Date

Department Chair's Signature: *Bellevue* _____ Date

Chair of Sponsoring Department

Date

College Dean's Signature: *Chapman* _____ Date

Dean of Sponsoring College

Date

Reviewed by SoCC: *[Signature]* _____ Date

SoCC Chair
SoCC

Date

Provost's Signature: *Joshy* _____ Date

Provost

Date

The enclosed proposal was discussed in the University Curriculum Committee meeting on April 23, 2018. The proposal was accepted with the inclusion of the statement limiting online components (see next page.) *Marshall*

GEORGIA COLLEGE & STATE UNIVERSITY
Area B Course/Section Modification Form

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Current Title of GC1Y/2Y Section to be modified: _____ 10 Plants that Changed the World _____

Sponsoring Department: _____ BIOL and ENSC _____

Please check all items below that will be modified.

- Add new instructor (Please provide name and a short statement on his or her qualifications below. This information will be kept on file for SACS and sent to SoCC only as an information item.)
- Title of the course/section
- Course/section outcomes
- Course/section description
- Learning Beyond the Classroom component
- Other change; please specify below.

In the space below, please describe what modifications will be made to the original course proposal.

The course will be taught in a study abroad setting (Bahamas). An online component covering the basic plant biology elements of the course will be included only for teaching this course in the Bahamas. This deviates from the policy of excluding GC1Y/2Y courses from Georgia College's online curriculum. However, to maximize the use of the research center and field sites during the duration of a study abroad program, it is favorable to present content easily mastered within the context of an online learning environment prior to departure on the program.




26 March 2018

Submitting Faculty Member's Signature: _____
Faculty Member Date

Department Chair's Signature: _____
Chair of Sponsoring Department Date

College Dean's Signature: _____
Dean of Sponsoring College Date

^{GEC}
Reviewed by SoCC: _____  _____ May 7, 2018 _____
SoCC Chair Date
GEC

GC2Y Ten Plants that changed the world Study Abroad Section

Contact info: Melanie DeVore melanie.devore@gcsu.edu Office: Herty 231 Office (478) 445-2438

Rationale for course: This course will be offered as the Sophomore Level Seminar in Area B of the core. This course is designed to: (a) provide diverse disciplinary approaches for examining plant uses from the biological vantage point coupled with the perspective of any discipline offered by Georgia College; (b) provide content to students demonstrating how just ten plants have impacted the cultures, economies, histories, and international relationships of nations throughout the globe; (c) demonstrate the ability to describe the complexities among people and plant resources using effective writing, enhanced reading and critical thinking skills mastered by students in GC1Y (d) ensure discussion-intensive seminar style learning experiences using the textbook to provide a framework of needed content for discussions of primary journal articles; (e) guide the student through the process of presenting original research on the use of a particular plant and recognizing the connections the selected plant has with the academic field they have selected as a major.

-Suggested Text:

Economic Botany: Plants in our World, 3rd Edition

Beryl Simpson, University of Texas at Austin

Molly Ogorzaly, UNIV OF TEXAS AT AUSTIN

Hardcover, 544 pages©2001, ISBN-13 9780072909388

Each student will be sent journal articles selected for the course.

Course Topics

The first two weeks (six hours) of class will be a general overview to plant form and function needed as a basis for the “meat” of the class. This can be offered as an online module to be completed before the students leave. For the next ten weeks, readings, discussion, and weekly

quizzes and writing exercises (alternating) will focus on the following ten important plants: 1) corn; 2) cotton; 3) grapes (wine); 4) pine (newsprint); 5) potatoes; 6) rubber; 7) sugar cane; 8) cannabis; 9) tobacco; and 10) mangroves. The remaining weeks of the semester will be reserved for student project presentations on an 11th plant they have selected from San Salvador Island and have interpreted as having a significant impact on the life in the Bahamas (e.g. Bush Medicine, food, basketry fiber)

Three hours during the fieldtrips of class will be dedicated to lecture and discussion of assigned articles. The fourth hour will be dedicated for students determining what plant they would select as the "11th Plant that Changed the World" within the context of San Salvador Island.

Course Objectives:

Use the complexity of the interactions among people and plants as a platform for demonstrating the connections between effective writing, enhanced reading and critical thinking skills through class projects and assignments.

Foster and develop effective writing skills by systematically proceeding from pre-writing through the final correction of the last draft.

Encourage cross cultural sensitivity by using plants as touchstone for reading, discussion, reflection and writing exercises requiring students to compare their uses and significances in different societies.

Familiarize students with the ways, as viewed from a global perspective, a single plant resource can both empower and enslave societies.

Familiarize students with the ways plants have influenced every aspect of the human experience as expressed in a range of activities from art to technology.

Expected Course Outcomes

Demonstrate and awareness of plant resources as they relate to international and multicultural issues through reading, writing and discussion.

Demonstrate an awareness of plant science and the relationship to the students major and other disciplines by using at least two disciplinary approaches when responding to class writing exercises and preparing the final project paper.

Analyze both plant science content and synthesize it with relevant data from the student's academic major.

Demonstrate an awareness of how plants relate to art, literature, music, film and television.

Demonstrate the ability to locate, evaluate, and employ electronic instructional resources.

Grading Criteria

25 % weekly short answer quiz to assess general course content (two during program)

25% bi-weekly short writing assignment (two during the program).

25% Formal paper, carried through entire writing process, on student selected 11th "Plant that impacts San Salvador Island"

15% Project where student demonstrates the use of a plant to the class on San Salvador Island. In a previous class taught, students completed projects ranging from preparing original recipes using cassava to construction of musical instruments using only plant materials.

10% Guided writing assignments based on two of the four following "outside the classroom" experiences. Guidelines for each of the following excursions will be provided to you 1) plant usage in home gardens on San Sal; 2) Plants used in basketry; 3) Origins of plants associated with the slave trade; 4) Plants brought in during the 1950's use of San Sal for Coast Guard and a Naval Base. You select two of these experiences to write. In some cases, the date and time of

the experience will be dictated by the work schedule of individuals how have kindly agreed to provide us with the experience.

Quizzes will be graded based on the accuracy of responses and on a standard 10% grading scale (A = 90-100).

Writing work, including short writing assignments, will be graded using a rubric. The following would be the characteristics of an "A" paper:

1. The sentence structure, grammar, spelling and literature citations are all excellent. Many readers will ignore what you have to say after they encounter a glaring spelling error or grammatical blunder.
2. Paragraphs have solid topic sentences and following sentences within the paragraph support that topic sentence. All the ideas of the paper flow naturally into one another and logically dovetail. Graceful transitions are used when moving from point to point until the reader is provided with a persuasive conclusion.
3. All the points you make in your writing are supported from at least one primary source. An "A" paper provides a new analysis and presents the reader with a new approach to the material presented in the paper.
4. An "A" paper is original. The arguments and case you present shows a great deal of independent thought and creativity.

The Oral Presentation will be graded the same way. Oral presentations are based on the same structure as written work. However, a 5th characteristic, the use of effective graphics and objects used during the presentation will be included.

Catalog Descriptions

GC2Y 2000. Global Perspectives

Prerequisites: GC1Y 1000 and sophomore standing. This course focuses on the development of global perspectives within various disciplinary, multidisciplinary, or interdisciplinary contexts. Course materials will emphasize multiple intellectual approaches to issues, topics and/or themes; provide appropriate opportunities to engage in learning beyond the classroom; and fulfill the

Georgia College writing-intensive course curriculum overlay requirements. Course topics and themes will vary.

GC2Y 2000 10 Plants that changed the world

Human existence is impossible without plant resources. Plants provide clothing, food, fuel, medicine, shelter and a vast array of raw materials ranging from rubber to wood. In this course we will explore ten plants that are global resources and have had a great economic and historical impact. An independent course project, on an 11th plant, will require students to demonstrate the ability to describe the complex relationships among culture, human needs, and plants and to assess options for conserving and managing plant resources.

GEORGIA COLLEGE & STATE UNIVERSITY
Core Curriculum Area B Section Approval Form

Title of Section: TEN PLANTS THAT CHANGED THE WORLD
 Department: Biological and Environmental Sciences
 Proposed Effective Date: Spring, 2012
 Semester Year

Check one or more of the following and attach all appropriate information: (UCC Core & Section Outcomes Alignment form and UPS section information)

Section Proposal for Area B1 or Area B2 (check one)

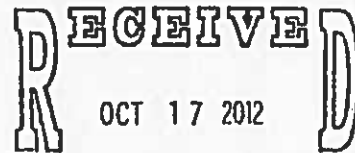
(Is the content of this section proposal based on an existing course? If so, please list the course prefix, number and title:

Submitted by: W. Malone
 Faculty Member Date

Recommendation:

<input type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommend	<u>Val Leavoy</u>	<u>9/17/12</u>
		Chair, Dept. Curriculum Committee	Date
<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommend	<u>[Signature]</u>	<u>9/17/12</u>
		Department Chair	Date
<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommend	<u>[Signature]</u>	<u>9-19-12</u>
		College Dean	Date
<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommend	<u>[Signature]</u>	<u>10/8/12</u>
		Chair, University Curriculum Committee	Date
<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommend	<u>[Signature]</u>	<u>10/12/12</u>
		Chair, Curriculum and Assessment Policy Committee	Date
<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommend	<u>[Signature]</u>	<u>10/17/12</u>
		Provost/Vice President for Academic Affairs	Date

* A "Not Recommend" recommendation should include a brief explanation of the reviewer's reason(s) for the decision.



Academic Affairs

Subcommittee on Core Curriculum Committee Approval Form

Course: GC24 10 Plants that changed the world.

Area: B2

Name	Approve	Disapprove (provide brief rationale)
Martha Allen	<i>Martha Allen</i>	
Kay Anderson	<i>Kay Anderson</i>	
Scott Butler	<i>Scott Butler</i>	
Kevin Crabb	<i>Kevin Crabb</i>	
Esther Lopez	<i>Esther Lopez</i>	
Mary Magoulick	<i>Mary Magoulick</i>	
Stephanie McClure		
Cara Meade		
Amy Sumpter	<i>Amy Sumpter</i>	
John Swinton	<i>John Swinton</i>	

N.com

Area B2 section: University Profile System Information

Title: GC2Y 2000 Global Perspectives: (List section title)

Semester Hours: 4

College: College of Arts & Sciences

Department: Biological and Environmental Sciences

Prerequisites: GC1Y 1000 Critical Thinking (Area B1 course) and sophomore standing.

Section Description: GC2Y 2000 10 Plants That Changed the World

Human existence is impossible without plant resources. Plants provide clothing, food, fuel, medicine, shelter and a vast array of raw materials ranging from rubber to wood. In this course we will explore ten plants that are global resources and have had a great economic and historical impact. An independent course project, on an 11th plant, will require students to demonstrate the ability to describe the complex relationships among culture, human needs, and plants and to assess options for conserving and managing plant resources.

Function: Fulfills core curriculum Area B2 requirement and fulfills the Georgia College Core Curriculum Writing-Intensive Overlay exposure requirement for Area B.

Topics: The first two weeks of class will be a general overview to plant form and function needed as a basis for the "meat" of the class. For the next ten weeks, readings, discussion, and weekly quizzes and writing exercises (alternating) will focus on the following ten important plants: 1) corn; 2) cotton; 3) grapes (wine); 4) pine (newsprint); 5) potatoes; 6) rubber; 7) sugar cane; 8) tea; 9) tobacco; and 10) wheat. The remaining weeks of the semester will be reserved for student project presentations on an 11th plant they have selected and have interpreted as having a significant impact on the global, human experience.

Three hours during the first 12 weeks of class will be dedicated to lecture and discussion of assigned articles. The fourth hour will be dedicated for taking a biweekly quiz, discussing biweekly writing exercise, and developing individual 11th plant papers and plant use projects. The textbook will be used in all aspects of the class and is an essential resource for students determining what plant they would select as the "11th Plant that Changed the World".

Expected Outcome: (List expected learning outcomes for the section)

- 1) use disciplinary approaches to demonstrate awareness of plant science in other content fields
- 2) analyze and relate plant science content to data from other content fields
- 3) recognize how plants relate to culture and values as reflected in visual art, literature, music, film, and television

Global Perspectives

- 1) Demonstrate an awareness of plant resources as they relate to current international and multicultural issues through reading, writing and discussion.
- 2) Provide examples illustrating how a single plant resource can both empower and enslave societies.

Writing Overlay Outcomes.

- 1) Foster and develop effective writing skills by systematically proceeding from pre-writing through the final correction of the last draft.
- 2) Students will use primary sources to describe and analyze how plants have impacted different societies around the world

Grading Criteria: (List primary ways the learning outcomes will be assessed)

Grading Criteria

25 % bi-weekly short answer quiz to assess general course content

25% bi-weekly (alternate with quizzes) short writing assignment

25% Formal paper, carried through entire writing process, on student selected 11th "Plant that changed the world"

25% Project where student demonstrates the use of a plant to the class. In a previous class taught, students completed projects ranging from preparing original recipes using cassava to construction of musical instruments using only plant materials.

Quizzes will be graded based on the accuracy of responses and on a standard 10% grading scale (A = 90-100).

Writing work, including short writing assignments, will be graded using a rubric. The following would be the characteristics of an "A" paper:

- 1) The sentence structure, grammar, spelling and literature citations are all excellent. Many readers will ignore what you have to say after they encounter a glaring spelling error or grammatical blunder.
- 2) Paragraphs have solid topic sentences and following sentences within the paragraph support that topic sentence. All the ideas of the paper flow naturally into one another and logically dovetail. Graceful transitions are used when moving from point to point until the reader is provided with a persuasive conclusion.
- 3) All the points you make in your writing are supported from at least one primary source. An "A" paper provides a new analysis and presents the reader with a new approach to the material presented in the paper.

4) An "A" paper is original. The arguments and case you present shows a great deal of independent thought and creativity.

The Oral Presentation will be graded the same way. Oral presentations are based on the same structure as written work. However, a 5th characteristic, the use of effective graphics and objects used during the presentation will be included.

List other Relevant Information: (List any other information relevant to the section)

Required Texts:

Economic Botany: Plants in our World, 3rd Edition

Beryl Simpson, University of Texas at Austin
Molly Ogorzaly, UNIV OF TEXAS AT AUSTIN
Hardcover, 544 pages ©2001, ISBN-13 9780072909388

Each student will be provided with a CD containing the required journal articles selected for the course. The articles will change each time the course is taught.

Section taught by: Melanic DeVore

UCC Core & Course Outcomes Alignment Form

Area B2 Institutional Options: Global Perspectives Course ¹ (4 hours) (taken during the sophomore year)

Information regarding Area B2: In addition to meeting the Area B2 learning outcome, these courses must also (1) Include a "Learning Beyond the Classroom" component ², (2) Address the Global Perspectives overlay outcomes, and (3) Address the writing overlay outcomes.

Name of course	Area B2 Requirements	Course Outcome(s) that Align with this area's requirements (list)
	<p><u>B2 learning outcome:</u> Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues.</p> <p><u>Global Perspectives Overlay Outcomes:</u> Students will be able to evaluate diverse responses of peoples, cultures, societies, and groups to historic and/or contemporary global issues, themes, or topics.</p> <p><u>Writing Overlay Outcomes:</u> 1. Students will be able to demonstrate style, personal voice, and coherence as a communicator. 2. Students will be able to use description, analysis, and synthesis of data, ideas or information appropriate to the purpose. 3. Students will be able to employ organization appropriate to the purpose and intention between the writer and reader.</p>	<p>1) use disciplinary approaches to demonstrate awareness of plant science in other content fields 2) analyze and relate plant science content to data from other content fields 3) recognize how plants relate to culture and values as reflected in visual art, literature, music, film, and television</p> <p>Global Perspectives</p> <p>1) Demonstrate an awareness of plant resources as they relate to current international and multicultural issues through reading, writing and discussion.</p> <p>2) Provide examples illustrating how a single plant resource can both empower and enslave societies.</p> <p>Writing Overlay Outcomes.</p> <p>1) Foster and develop effective writing skills by systematically proceeding from pre-writing through the final correction of the last draft.</p> <p>2) Students will use primary sources to describe and analyze how plants have impacted different societies around the world</p>

¹ These courses will have a common course prefix (GC2Y) to identify them as an Area B2 course. The course titles and descriptions will vary from course to course.

Name of course	Please describe the "Learning Beyond the Classroom" component of the course ²
	<p>Formal paper, carried through entire writing process, on student selected 11th "Plant that changed the world" not covered in the class. 25% of grade.</p> <p>25% Project where student demonstrates the use of a plant to the class. For example, in a previous class taught as a seminar, students completed projects ranging from preparing original recipes using cassava to construction of musical instruments using only plant materials.</p> <p>The fourth hour activities consist of using the instructor, as well as fellow classmates, to select a project and the topic of the final paper, narrow the scope of the final paper and project, and present the final project. The fourth hour will take place in the classroom the Department of Biological and Environmental Sciences Office Manager has already secured and scheduled into banner. Students, along with the instructor will edit and review work using the following guidelines of what an "A" paper will be:</p> <ol style="list-style-type: none"> 1) The sentence structure, grammar, spelling and literature citations are all excellent. Many readers will ignore what you have to say after they encounter a glaring spelling error or grammatical blunder. 2) Paragraphs have solid topic sentences and following sentences within the paragraph support that topic sentence. All the ideas of the paper flow naturally into one another and logically dovetail. Graceful transitions are used when moving from point to point until the reader is provided with a persuasive conclusion. 3) All the points you make in your writing are supported from at least one primary source. An "A" paper provides a new analysis and presents the reader with a new approach to the material presented in the paper. 4) An "A" paper is original. The arguments and case you present shows a great deal of independent thought and creativity.

² Learning beyond the classroom (LBTC), a pillar of distinction at GCSU, supports the notion that active learning and creative engaging pedagogics are central to the course experience for our students. LBTC endeavors may include but are not limited to undergraduate research, creative course activities, service learning, lab activities, field trips, study abroad, problem-based learning, fieldwork, and out of class (course related) learning activities.