Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ENVS 285 **Year: 2023-2024**

Course Title: Sustainable Farming and Food Systems Capstone **Credit Hours: 3**

I. Course Description:

Through in-class discussion and hands-on learning, students will develop their knowledge of food systems practices, problems, and solutions. Students will complete a food-systems based research, community outreach, or service project on a topic of their choosing. The course will facilitate development of job skills, research skills, communication skills, and an understanding of the practical application of food systems concepts. Prerequisite: Prior completion or concurrent enrollment in ENGL 099, MATH 090, and RDNG 116 if required by placement testing. 3 Cr. (2 Lec., 3 Lab) Fall semester.

II. Additional Course Information:

- ENVS 285 is a required course for students enrolled in the Sustainable Farming & Food Systems A.A.S degree program.
- This course involves significant time spent working independently outside of class.
- Meets SUNY Applied Learning “Practicum” category.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop, propose, and implement a research, outreach, or service learning project of appropriate scope/scale.
2. Establish connections with community members/organizations, and work to articulate shared goals and project needs.
3. Use the basic tools and techniques of qualitative research evaluation.
4. Engage in constructive and thoughtful critique and provide helpful suggestions to other students in the design and implementation of research projects.
5. Find and evaluate high quality academic information sources.
6. Analyze project strengths, weaknesses, successes, failures, and write a final project report that includes recommendations for continued work in the area of study.
7. Write and revise a professional resume and cover letter.
8. Present completed project to a public audience.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)
Through this course students will design, implement, and evaluate the outcomes of meaningful research, outreach, or service-based projects aimed at addressing problems of social, economic, and environmental sustainability within the food system. Students will be asked to apply their knowledge of food systems theory in addressing practical problems; will work together to solve problems of project design and implementation through deliberative dialogue; and will apply qualitative social science research concepts to project design and analysis. Through this process students will develop

their ability to reach informed conclusions about food systems problems, and participate in the development and implementation of solutions to problems of food system sustainability within their community.

☒ Social/Global Awareness
The course will examine the social dimension of sustainable farming and food systems, and will focus on specific issues within the food system identified by the student as particularly important to explore, or as leverage points for food systems change. Through this course students will develop their understanding of the economic, social, and environmental aspects of food system sustainability. Students are asked to consider how their lifestyles and career choices can affect issues of food system sustainability within their community. Students will develop practical skills in community outreach and engagement, social science research project design, service based learning, outcomes assessment, and public presentation. These outcomes are addressed through in-class discussion, community outreach, practical service-based project design and implementation, and assessment and presentation of project outcomes.

☒ Information Management
In this course students will work with the instructor and a research librarian to find, evaluate, and synthesize high quality sources of academic information related to a specific research question/topic.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Design and implementation of community outreach/service learning projects.
2. Design and assessment of qualitative research projects.
3. Job search, resume, and cover letter writing skills.
4. Academic research skills.
5. Project assessment and presentation.

VI. Methods of Assessment/Evaluation

Method	**% Course Grade**
• Participation	10-25%
• Research/Outreach/Service Project	40-60%
• Other Writing/Research Assignments	10-25%
• Final Presentation	10-25%
• Research Report	10-25%

VII. Text(s) - No required text.

VIII. Bibliography of Supplemental Materials

Patton, M.Q. 2014. Qualitative Research & Evaluation Methods (4th Edition). Sage Publications: London.

Daly, H.E. and Cobb, J.B Jr. 1994. For the Common Good: Redirecting the Economy Toward Community, the Environment, and a Sustainable Future. Beacon Press: Boston.

Orr, D.W. 1994. Earth in Mind: On Education, Environment, and the Human Prospect. Island Press: Washington D.C.

Chase, L. and Grubinger, V. 2014. Food, Farms, and Community: Exploring Food Systems. UNH Press: Durham, NH.

Ackerman-Keust, P. 2013. Rebuilding the Foodshed: How to Create Local, Sustainable, and Secure Food Systems. Chelsea Green Publishing: White River Junction, VT.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual No resources specified
Electronic No resources specified
Other No resources specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.