



University of Manitoba
Faculty of Agricultural and Food Sciences

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COURSE DETAIL

Course Title & Number: AGRI 4100 – Current Issues in Agricultural Systems

Number of Credit Hours: 3

Class Times & Days of Week: Thursday 2:30-5:20 pm

Location: Online

Instructor Contact Information

Instructor(s) Name: Kim Ominski

Office Location: Room 231 Animal Science Building – teaching remotely from January – April 2021

Office Hours or Availability: 9:00 p.m. – 11:00 p.m. Monday
1:00 p.m. - 2:30 p.m. Thursday

Email: Kim.Ominski@umanitoba.ca
All email communication must conform to the [Communicating with Students](#) university policy.

Contact: You are welcome to contact me by email at any time.

Course Description

Through a combination of lectures and independent group learning activities, students will develop an appreciation of the scope and complexities of current issues facing the agricultural industry. This includes integration of knowledge of current issues in agricultural systems including land, plant, and animal systems, coupled to the food and nutrition needs of society. Emphasis on ethics, equity, economics, and professional approaches to challenges in food systems. Course delivery also includes in-class discussions, individual/group presentations, and invited talks from industry.

Course Goals

General Course Objective:

- Enable students to develop the skills to address current and future issues facing the agricultural industry

Specific Course Objectives:

- Develop an appreciation for the scope and complexities of issues facing the agricultural industry
- Further develop skills in acquiring information critical to understanding issues associated with the production of food products
- Integrate knowledge accumulated in the Agribusiness, Agriculture or Agroecology degree programs and apply that knowledge to address real-world challenges.
- Further develop critical thinking skills
- Work effectively in a group dynamic
- Develop life skills critical to career development
- Improve oral and written communication skills

These objectives will be met through a combination of lectures, independent study and group projects. Students will be required to attend class, collect, evaluate and synthesize information for presentation in both oral and written formats.

Using Copyrighted Material

Please respect copyright. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/>.

Class Lectures

Classes will be comprised of presentations and class discussions, therefore attendance is essential. Presentation material will be posted on UMLearn and are for the participant's private study and research only.

Textbook, Readings, Materials

Required textbook – none required.

Course Technology

The course will be delivered through BlueJeans at:

https://bluejeans.com/466862887?src=join_info

Class Communication

The University requires all students to activate an official University email account. For full details of the Electronic Communication with Students please visit:

http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html

Please note that all communication between myself and you as a student must comply with this policy. You are required to obtain and use your U of M email account for all communication between yourself and the university.

Expectations: I Expect You To

Be respectful to me and your fellow classmates

Academic Integrity:

Schedule "A" Policies and Resources

Academic Integrity:

Plagiarism, duplicate submission, cheating on assignments, inappropriate collaboration, academic fraud, and personation are in violation of the Student Discipline Bylaw and will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

Student Support Services

Student Accessibility Services

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services <http://umanitoba.ca/student/saa/accessibility/>

520 University Centre

204 474 7423

Student_accessibility@umanitoba.ca

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:*

<http://umanitoba.ca/student/counselling/index.html>

474 UMSU University Centre or S211 Medical Services Building

(204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

520 UMSU University Centre

(204) 474-7423 (Student Support Intake Assistant)

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. Note that due to fire displacement, UHS is unable to provide in-person medical care on the Fort Garry Campus until October, 2020.

University Health Service <http://umanitoba.ca/student/health/>

(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are seeking information on health topics, including physical and mental health concerns, alcohol and substance use harms, or sexual violence. You can also access peer support from a *Healthy U* peer health educator.

Health and Wellness Educator

<https://umanitoba.ca/student/health-wellness/welcome-about.html>

britt.harvey@umanitoba.ca

469 UMSU University Centre

(204) 295-9032

Sexual Violence Resource Centre

Contact SVRC if you have experienced sexual violence or are seeking information about how to help somebody else. SVRC provides inclusive, survivor-centred, trauma-informed services, such as consultation, referrals, safety planning, and a range of on-site supports, including counselling by Klinik.

Sexual Violence Resource Centre

<https://umanitoba.ca/student-supports/sexual-violence-support-and-education>

svrc@umanitoba.ca

537 UMSU University Centre

(204) 474-6562 (Sexual Violence Intake and Triage Specialist)

Expectations: You Can Expect Me To

Be respectful of your questions and make every reasonable effort to answer them. Provide feedback on assignments in a fair, equitable and prompt fashion.

Class Schedule

This schedule will be further refined following the first lecture as we collectively identify priority issues facing the industry, as well as the industry stakeholders that the class would like to invite to address those issues.

| 2017 CLASS SCHEDULE | |
|-------------------------------------|---|
| Class 1 January 21 | <u>In-Class Discussion:</u> Course introduction/Review course syllabus Individual introductions and completion of student profiles Overview of issues in the agricultural industry - Discussion regarding the issues facing the agricultural industry Identify topics and speakers for industry stakeholder presentations - Discussion aimed at selecting topics and industry speakers for stakeholder presentations Lecture - Effective Extension Presentations – Lecture and discussion examining techniques for developing an effective extension talk Organization of students into: <ul style="list-style-type: none">- myth buster groups- final presentation groups <u>Preparation:</u> Issue Identification Assignment – January 28 Research and select topics/develop outline for extension presentation –February 4 |
| Class 2 January 28 | <u>Due today:</u> Issue Identification Assignment |

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|--|---|
| | <p><u>In-Class Discussion:</u> Workshop on the Real Dirt on Farming – Kristen Matwychuk</p> <p><u>Preparation:</u> Topics and outline for extension presentation – February 4</p> |
| <p>Class 3 February 4</p> | <p><u>Due today:</u> Topics and outline for extension presentation</p> <p><u>In-Class Discussion:</u> Workshop - Preparing your resume and preparing for an interview – Career Planning and Placement Services. Students to bring resumes.</p> <p><u>Preparation:</u> Myth Buster Assignment – February 11 Extension talks – February 25, March 4 Fact Sheets – March 11</p> |
| <p>Class 4 February 11</p> | <p><u>Due today:</u> Myth Buster Presentations</p> <p><u>In-Class Discussion:</u> Lecture - Effective Articles/Factsheets – Lecture and discussion examining techniques for developing effective articles and fact sheets</p> <p>Case Study – Assigned and discussed</p> <p><u>Preparation:</u> Extension talks – February 25, March 4 Fact Sheets – March 11</p> |
| <p>February 18</p> | <p>No class</p> |
| <p>Class 5 February 25</p> | <p><u>Due today:</u> Extension Presentations and Questions</p> <p><u>Preparation:</u> Fact Sheets – March 11</p> |
| <p>Class 6 March 4</p> | <p><u>Due today:</u> Extension Presentations and Questions</p> <p><u>In-Class Discussion:</u> Strategies for communicating with the general public. Students involved in scenario-based responses.</p> |

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| | <p><u>Preparation:</u> Case Study Assignment – March 18</p> |
| <p>Class 7 March 11</p> | <p><u>Due today:</u> Extension Factsheets</p> <p><u>In-Class Discussion:</u> What is the role of the MIA? Professionalism and ethics. Students involved in scenario-based responses.</p> <p><u>Preparation:</u> Case Study – March 25</p> |
| <p>Class 8 March 18</p> | <p><u>In-Class Discussion:</u> Issues facing the agricultural industry: Perspectives from stakeholders #1 (Students to chair, facilitate questions, and thank speaker)</p> <p><u>Preparation:</u> Case Study Assignment – March 25 Group Presentations – April 10</p> |
| <p>Class 9 March 25</p> | <p><u>Due today:</u> Case Study Assignment</p> <p><u>In-Class Discussion:</u> Issues facing the agricultural industry: Perspectives from stakeholders #2 (Students to chair, facilitate questions, and thank speaker)</p> <p><u>Preparation:</u> Group Presentations</p> |
| <p>Class 9 April 1</p> | <p><u>In-Class Discussion:</u> Issues facing the agricultural industry: Perspectives from stakeholders #3 (Students to chair, facilitate questions, and thank speaker)</p> <p><u>Preparation:</u> Final Group Presentations</p> |
| <p>Class 10 April 8</p> | <p><u>Due today:</u> Final Group Presentations</p> |
| <p>Class 11 April 15</p> | <p><u>Due today:</u> Final Group Presentations Written assignments submitted</p> |

Course Evaluation Methods

A variety of evaluation methods will be used to give all types of learners an opportunity to excel.

| Course Evaluation | |
|---|--------------|
| <i>Assignment</i> | <i>Grade</i> |
| Individual Assignments | 50% |
| Issue Identification | 5% |
| Extension Presentation – Oral | 15% |
| Extension Presentation – Factsheet | 15% |
| Case Study | 15% |
| Group Assignments | 40% |
| Myth Buster | 10% |
| Group Project – Oral | 15% |
| Group Project – Written | 15% |
| Class Participation | 10% |
| Including weekly discussions, question periods during stakeholder and student presentations | |

Description of Assignments:

Issue Identification: 5% (Due January 28)

Each student will be responsible for contacting 3 people, 1 from each of the following categories:

- **Academia:** professor, high school teacher, grade school teacher
- **Livestock Industry:** commodity associations, feed companies, etc.
- **General public** (not affiliated with the industry): consumers, neighbors, etc.

For each category, ask the person a question that will assess what they perceive to be the most important issue with respect to the production of foods of animal origin AND why they feel this is the most important issue. For the purposes of this assignment, you will need to:

1. Compose the question that you will ask each of your interviewees
 2. Identify the category to which each person belongs and a general overview of their relationship to the category
 3. Summarize the results of your interview in a two-page report (single spaced)
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Myth Buster: 10% (Due February 11)

Students will be assigned to groups and each group will be assigned several myths regarding agricultural production systems. Each member of the group will identify develop a brief presentation which debunks the myths.

Extension Presentation: 15% (Due February 25, March 4)

Each student will present a 10-minute “Extension-type” oral presentation on their chosen topic. Students will then be required to accept questions from the audience during a five-minute open question period.

Extension Factsheet: 15%: (Due March 11)

Each student will prepare a two- to three- page “Factsheet” that provides the information discussed in the oral presentation. Examples of factsheets will be provided.

Case Study: 15% (Due March 25)

During the course of the term, students will be assigned one case study problem statement and they will prepare a written response to it in the form of a formal report. Marks will be allocated on the basis of the breadth of the research conducted, the extent to which the student addressed the stated problem, and the quality and clarity of the final report.

Group Project: 30% (April 8, 15 – presentation (15%), April 15 – written assignment (15%))

Each group will be assigned a topic that requires the group to research how a person and/or group interested in attaining a certain goal or status in the agricultural industry would reach that goal. For example, the students may need to demonstrate the process required to use a novel feed ingredient, feed or drug. Or they may be asked to demonstrate how producers would go about having their livestock/crops certified as organic. Other projects could include the steps required to site a livestock facility with over 300 animal units.

The project will be given as an oral presentation, worth 15% of the final grade. There will also be a written submission worth 15%. At the end of the presentation, students will be asked to evaluate all members of their group on a scale of 0 to 10 with 0 representing no contribution and 10 representing a full contribution to the group effort. These marks may be used to adjust each participant’s overall mark, if consensus is established.

Class Participation: 15%

Active participation by all students is critical for the development of an effective learning environment. To foster this participation, an incentive has been developed in the form of a mark component. Please keep this in mind as we progress through the course. Attendance is a crucial component of class participation, but it is not the only measure. Engagement in dialogue provides much stronger evidence of active participation.

Grading

| Letter Grade | Percentage out of 100 | Grade Point Range | Final Grade Point |
|--------------|-----------------------|-------------------|-------------------|
| A+ | 91-100 | 4.25-4.5 | 4.5 |
| A | 81-90 | 3.75-4.24 | 4.0 |
| B+ | 75-80 | 3.25-3.74 | 3.5 |
| B | 70-74 | 2.75-3.24 | 3.0 |
| C+ | 65-69 | 2.25-2.74 | 2.5 |
| C | 60-64 | 2.0-2.24 | 2.0 |
| D | 50-59 | Less than 2.0 | 1.0 |
| F | Less than 50 | | 0 |

Late Submission/Missed Test Policy

Missing tests are only allowed for medical or emergency situations. Late assignments will be reduced in value by 10%/day.

Important Dates

February 15 - No classes – Louis Riel Day

February 16-19 – Mid Term Break

March 31 - Last date for Voluntary Withdrawal without academic penalty

April 16 - Last date of class

