

**Course Description:** This course will introduce students to the various types of food production and processing located within the geographical service area of Texas A&M University-Commerce. Students will examine and reflect on critical issues influencing local and regional food production and processing through the context of scientific and technical publications, field experiences, observations, informal interviews, and class discussions (online and face-to-face).

Course activities will include an introductory lecture/discussion, organized field trips to small and large farms, review of relevant literature and media, discussions, and reflective journaling. This course has a required travel component to selected farms and processing facilities that will be held on each Monday in June. Travel will be by university-provided vehicles unless students choose to travel to selected sites at their own expense due to closer proximity to their residence or work. Respectful cooperation at each site is expected from all students.

**Text:**

There is no specific textbook for this course. Material will come from a variety of sources including scientific and professional journals, publications from governmental agencies, information from agricultural organizations, guest presenters, organized field trips and personal field experiences. Documents/handouts/media will be provided through your university eCollege account. Access to the Internet and a printer are essential. Additionally, each student will complete two hours of online training course(s) related to food safety and hygiene. Each training activity provided by Texas AgriLife Extension Service, may have a charge (payable by credit/debit card) of \$15.

**Student Learning Outcomes:**

Upon completion of the course the student will be able to-

- a. **Learning Outcome 1:** Students will be able to demonstrate *knowledge* of issues, processes, trends, and systems in context of local/regional food production and processing.
- b. **Learning Outcome 2:** Students will be able to *apply* knowledge about issues, processes, trends, and systems in context of local/regional food production and processing through course discussions and assignments.
- c. **Learning Outcome 3:** Students will be able to *evaluate* conditions for establishing and maintaining regional food production or processing enterprises.
- d. **Learning Outcome 4:** Students will be able to *synthesize* observations, discussions, interview results, and other course activities in a final *Reflective Essay* supported with properly cited references and examples.

The following instructional objectives will guide course content to achieve these outcomes.

1. Identify marketing strategies and options used by local/regional farms.
2. Discuss the concepts of local, regional, global, and community food systems.
3. Determine regulatory influences on small scale producers and processors.
4. Distinguish between types and uses of slaughter facilities.
5. Visit different types and sizes of farms and processing facilities.

*The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.*

**FDSC 597 Food Production & Processing**  
**Course Syllabus**  
**Summer I 2016**

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6. Observe and interview farmer(s) in farm and/or marketing environments.
7. Compare production methods of small-scale and large commercial growers.
8. Utilize social media and other Internet resources to obtain information about farms, farm products, and processors.
9. Interpret research and technical publications related to food systems.
10. Apply qualitative and quantitative research methods to collect data.

**Grade Determination:**

		<i>Possible Points</i>
Class/field trip attendance and participation	4 @ 100	400
Food Safety Training documentation		100
Online discussions (weekly)	5 @ 30	150
Reflections Essay, Instructional Unit Plan, or Blog		<u>100</u>
		750*

$$\text{Your Grade (\%)} = \frac{\text{Points Earned}}{750} \times 100$$

A = 90-100    B = 80-89    C = 70-79    D = 60-69    F = below 60%

**Class Attendance and Participation in Discussions**

Students are expected to discuss experiences and observations, as well as ask questions. Being in attendance for class and field trips is only part of the learning process. By observing, discussing issues, and asking questions, you will reinforce learning through a multi-sensory approach. Some discussions will be face-to-face and others online. Field trip participation will include observation and potential harvesting, sampling, or other hands-on activities.

**Reflections Essay, Instructional Unit Plan, or Blog**

Each student will compose a document (essay, instructional unit plan, or blog) that synthesizes the key elements of issues discussed, facts presented, observations made, and opinions shared during the course. This document or a link to an online version will be presented in Doc Sharing during the final week of class in order that it may be shared (and possibly discussed during the last week of online discussion).

**Written Assignments and Format**

Essays, instructional unit plans, blogs, or other reports should follow a format compatible with the *American Psychological Association (APA) Manual for Publication*, 6<sup>th</sup> or latest edition. A synopsis and tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the on-campus Writing Center at TAMU-Commerce.

**Attire for Field Trips**

Due to the nature of our visits, you should plan to wear jeans and appropriate shirt or blouse as well as closed-toed shoes. Some sites will prohibit the wearing of any jewelry, including watches. Rain, muck, western, or hiking boots may be appropriate for farm visits—depending on recent weather. I also recommend that you provide your own personal insect repellent with DEET, sunscreen, hat/cap for your protection.

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**Class Syllabus Addendum**

**Professionalism**

Students are expected to attend class and field activities as scheduled. Their participation in class discussion and instructional activities should follow the basic principles of common courtesy and decency. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. The use of tobacco products in the classroom, laboratory, or field trip sites is prohibited. Inappropriate conduct will not be tolerated. Failure to comply with instructor's guidelines may result in suspension from class for the remainder of the day's instruction. Repeat offenses may result in additional consequences.

**Reasonable Accommodations**

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835.

**Office Hours**

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

Tuesday	9:30-11:00 a.m.	or	by appointment
Wednesday	9:00-11:30 a.m.	or	by appointment
Thursday	Off campus for Professional Development or Research		
Friday	Off campus for Professional Development or Research		

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