

FDSC 489 *Field Experience in Food Processing*
Course Syllabus
Summer I 2015

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

Course activities will include attending organized field trips, developing reusable learning objects such as photos and video, and creating/maintaining an online blog about the field trips. This course has a required travel component to selected processing facilities that will be held on each Monday in June (except for June 2). 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.

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 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 processing enterprises.
- d. **Learning Outcome 4:** Students will be able to *synthesize* observations and reflections into an online blog.

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

1. Discuss the concepts of local, regional, global, and community food systems.
2. Determine regulatory influences on food processors.
3. Distinguish between types and uses of slaughter facilities.
4. Visit different types and sizes of processing facilities.
5. Utilize social media and other Internet resources to obtain and disseminate information about food processors.
6. Interpret research and technical publications related to food systems.
7. Apply qualitative research methods to collect data.

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.

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Grade Determination:

		<i>Possible Points</i>
Class field/trip attendance and participation	4 @ 100	400
Created reusable learning objects	2@ 50	100
<i>Reflections</i> Blog		<u>100</u>
		600*

$$\text{Your Grade (\%)} = \frac{\text{Points Earned}}{600} \times 100$$

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.

***Reflections* Essay, Newsletter, or Blog**

Each student will compose a 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 to the professor during the second week of class in order that it may be shared.

Written Assignments and Format

Essays, newsletters, blogs, or other reports should be written in a format compatible with the *American Psychological Association (APA) Manual for Publication*, 6th 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.

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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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