

**FDSC 521 *Community Food Systems* and FDSC 497 *Community Food Systems HC***

**Course Description:** This course will introduce students to the concepts and issues associated with the community-based food systems including the social, economic, and technical issues faced by local food producers and consumers and strategies used to overcome these challenges.

This course will be divided into eight modules. All modules will include online discussions relevant to the concepts presented in instructional resources (lecture, handouts/publications, videos, and websites) for that module.

**Text:**

There are two governmental (federal) publications that will serve as textbooks or required reading. Each are provided with a link for downloading in PDF, below. It is suggested that you print these for easier access and highlighting.

Martinez, S., Hand, M., Da Pra, M., Pollack, S., Ralston, K., Smith, T., Vogel, S., Clark, S., Lohr, L., Low, S., & Newman, C. (2010). *Local food systems: Concepts, impacts, and issues*. United States Department of Agriculture, Economic Research Service Report no. 97. Retrieved from: [https://www.ers.usda.gov/webdocs/publications/46393/7054\\_err97\\_1.pdf?v=0](https://www.ers.usda.gov/webdocs/publications/46393/7054_err97_1.pdf?v=0)

Johnson, R. (February 18, 2016). *Role of local and regional food systems in U.S. farm policy*. Congressional Research Service Report R44390. Retrieved from: <https://fas.org/sgp/crs/misc/R44390.pdf>

Additional resources will be available within each course module.

**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 community food systems..
- 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 *assess* food security/insecurity for a designated neighborhood, village, or community.
- d. **Learning Outcome 3:** Students will be able to *evaluate* conditions for establishing and marketing local foods.
- e. **Learning Outcome 4:** Students will be able to *synthesize* observations and reflections into a narrative suitable for summative assessment of learning.

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

1. Define terms associated with the local foods movement and contextualize through discussion and written assignments.
2. Discuss the concepts of local, regional, global, and community food systems.

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3. Compare strategies used in producing and marketing local foods.
4. Utilize social media and other Internet resources to obtain and disseminate information about sustainable food production.
5. Interpret research and technical publications related to sustainable/community food systems.
6. Examine sources and type of local foods available through *Direct to Customer* and retail sources within your community.
7. Apply research methods to conduct assessment of community food systems issues and conditions..
8. Analyze data and report findings.

**Grade Determination:**

|  |        | <i>Possible Points</i> |
|--|--------|------------------------|
| Introductory video   |        | 100                    |
| Online discussions for each module   | 8 @ 30 | 240                    |
| Profile of local food producer   |        | 100                    |
| Descriptive narrative of a <i>Farm to School</i> or <i>Farm to Table</i> project |        | 100                    |
| Term paper on a Community Food Systems issue, challenge or condition             |        | <u>100</u>             |
|  |        | 640*                   |

$$\text{Your Grade (\%)} = \frac{\text{Points Earned}}{640} \times 100$$

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

**Introductory Video**

Each student will prepare and post a 30-45 second introductory video that provides context regarding who you are and why you are taking this course. Directions are included in D2L.

**Participation in Discussions**

Students are expected to respond to each discussion prompt (1-3) for each module by the posted due date. The discussions will be scheduled with the other activities for each module and will not be open until the specified date and time. Each module has 2-3 discussion prompts worth a total of 30 points for the module. Discussions are used as a means of formative assessment throughout the course.

**Profile of a Local Food Producer**

The student will conduct an interview of one or more local food producers and develop a 1-2 page profile video of the producer and operation. This farmer will need to be one who produces food in the form of a vegetable, fruit, meat, dairy, or poultry product. Farm producing just commodities that require further processing such as corn, soybeans, cotton, or cattle will not be acceptable.

**Descriptive Narrative of *Farm to School* or *Farm to Table* Project**

The student will be introduced to local foods strategies, such as *Farm to School* and *Farm to Table* during the course. The student will identify one project to review in detail and compose a two-page narrative (informative) about the project.

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### **Research Report**

Each student will identify an issue, challenge, or opportunity associated with community food systems to examine in further detail than addressed in the course material. The student will compose term paper of 4-6 pages that synthesizes relevant research about the chosen topic.

### **Written Assignments and Format**

Unless otherwise specified, assignments should be written in 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.

[Syllabus Addendum](#) for Dr. Bob Williams

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