Colorado State University

Department of Bioagricultural Sciences and Pest Management
Freshman Seminar BSPM 192
Fall 2020

Course Information
- Number of credit hours: One (1)
- Days and times: TBD
- Room: TBD

Instructor Information
Dr. Punya Nachappa
Office: Plant Sciences C028
Office hours: The best way to contact me is after class. You can also stop by my office at your convenience or make an appointment and I will do my best to make myself available.
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Course Description
This is a freshman inquiry course in BSPM. This class is designed to introduce students to information and skills necessary to succeed in the Department undergraduate major in Plant Health.

Course Overview
There is a four-fold purpose to this course. First, we would like to acclimate you to Colorado State University, the College of Agricultural Sciences, and the BSPM Department. Second, we believe that our incoming students to CSU are more successful if they are assisted through the transition to college and connected to resources, which may include other students, faculty members, and university-wide resources. Third, we would like to start you on a dedicated path to career development including course selection, elective selection, as well as your ownership and responsibility in the career development process. Finally, we hope to get you excited about (Plant Health) and ignite a passion for life-long learning through the selection of a critical topic of interest to you. We hope that through focused effort in this four-fold purpose, you will find yourself to be a successful alumni and graduate of the College of Agriculture Sciences at Colorado State University!

Student Learning Outcomes
Upon successful completion of this course, students will:
1. *Experience* enhanced critical thinking, interpersonal, and written communication skills.
2. *Identify* and explain issues facing the agricultural industry.
3. *Explore* resources and develop skills for academic and personal success at CSU.
4. *Construct* tools for success at CSU and beyond, including an Academic Plan for graduation.

BSPM Undergraduate Majors' Outcomes

Successful graduates from the Undergraduate Program in Bioagricultural Sciences and Pest Management will exhibit the following characteristics:

1. *Technical Competency:* Integrate skills and knowledge to solve problems related to plants, insects, and microbes in natural and managed ecosystems.
2. *Agricultural Literacy:* Demonstrate understanding of social, economic, and biophysical aspects of the management of biological problems in natural and managed ecosystems
3. *Critical Thinking:* Describe, assess, analyze, and synthesize knowledge from across the curriculum to create solutions for pests and beneficial species in natural and managed ecosystems.
4. *Leadership:* Promote and practice inclusion to form effective teams that solve complex problems in natural and managed ecosystems
5. *Communication:* Communicate effectively with diverse audiences regarding sustainable pest and pathogen management in natural and managed ecosystems

Grading Scale

Due Date	Assignment	Possible Points
Week #3	Assignment #1: Campus Organizations	20
Week #5	Assignment #2: Interview	20
Week #7	Assignment #3: Academic Plan	20
Week #8	Group Research Topic Presentation	50
	Total attendance	10
	Total	120

Course Home Page

Canvas: All course materials including lectures powerpoints, syllabus, supplemental reading will be available on the course website AT Canvas, CSU's online learning system (http://info.canvas.colostate.edu/login.aspx). Please check the site regularly for important announcements, exam and quiz scores, and study guides etc. You will also take quizzes online on the course Canvas site. Please get in touch with me immediately if you cannot access the Canvas website for some reason.

Canvas Email System Utilization

Using the University's systems or networks for personal gain; for example, by selling access to your eID or to university systems or networks, or by performing work for profit with university resources (e.g. selling your notes or promoting a personal agenda) in a manner not authorized by the University is strictly forbidden within the CSU Code of Conduct and also CSU's policy for Acceptable Use for Computing and Networking Resources. All cases of this type of code violation will be reported to the Office of Conflict Resolution and Case Management and dealt with following CSU legal counsel guidance.

Contacting You

Make sure you regularly check your official university email. You can set your official email address by:
1) Log into RamWeb (https://ramweb.colostate.edu/index.aspx)
2) Under the Record tab select the "change my email address" link and follow the instructions.

Attendance and Class Etiquette

Class attendance is mandatory and will be taken at each class session. Attendance contributes to 10% of a student's final grade. I expect all students to attend class meetings and to complete all assignments. For official rules on attendance, please visit CSU Academic Integrity Policy and Student Conduct Code (http://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/website) Moreover, you will have a chance to score points towards your grade by attending class and participating in in-class activities.

Class etiquette and conduct
- I expect students to be seated and prepared at the start of the class meeting.
- Please switch off your cell phones or turn on "silent" mode during class.
- If you are late to class, please try to find your seat quietly without much disruption.
- If you have to be late regularly, please discuss the reason with me and obtain approval.
- If you missed a class, you will still be responsible for all lecture materials discussed during the period(s) of absence.

Civility and Ground Rules for Discussion
Students will have full freedom to raise relevant questions pertaining to classroom discussions, and to express their opinions to those being discussed. Please visit the CSU Academic Integrity Policy and Student Conduct Code (http://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/website) for addition information. I expect you to adhere to Student Conduct Code.

This course will adhere to the Academic Integrity Policy {Section 1.6} of the Colorado State University General Catalog, the Student Conduct Code, and University Principles of Community.
- Please refer to The University Principles of Community found on page 9 of this syllabus.
- Please refer to our cheating and plagiarism policy found on the Canvas homepage and page 11 of this syllabus.
- Student Conduct Code: http://www.conflictresolution.colostate.edu/conduct-code.aspx#conduct
- Colorado State University General Catalog: http://www.catalog.colostate.edu/

Academic honesty
Academic dishonesty including any form of cheating and plagiarism will not be tolerated. The processes, procedures, rules and definitions associated with academic misconduct may be found at CSU Academic Integrity/Misconduct Policy (http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity). Any misconduct will result in a reduced grade or failing grade in the course and will be reported to Student Conduct Services at the Student Resolution Center. For serious infractions such as reduced or failing grade a hearing be conducted to determine whether additional university disciplinary action should be taken. Finally, a notation of "AM" (Academic misconduct) will be made on your transcript if the Hearing Officer and I agree that this penalty should be imposed.

Colorado State University Principles of Community
The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

- **Inclusion:** We create and nurture inclusive environments and welcome, value, and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
- **Integrity:** we are accountable for our actions and will act ethically and honestly in all our interactions
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Title IX: Sexual Assault, Sexual Violence, Sexual Harassment

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425
- Please Visit: http://oeo.colostate.edu/title-ix-sexual-assault for more information.

Service Animals in the Classroom

This course will follow all the policies regarding service animal access to the classroom. The full university policy may be found here: http://policylibrary.colostate.edu/policy.aspx?id=747 .

Policy statement

The University will not discriminate against individuals with disabilities who use service dogs, nor, subject to the terms of this Policy, deny those persons access to programs, services and facilities of the University. In addition, only under certain limited conditions as stated in this policy, the University may permit an individual with a documented disability to have an Emotional Support Animal in a University residential facility. Pets are not permitted in any University building, including residence halls, except for the Veterinary Teaching Hospital and other veterinary facilities in accordance with their rules and policies, or when otherwise specially

allowed with advance approval from Environmental Health Services for bona fide academic or University business purposes.

Service Dogs
Subject to some limitations, a service dog may accompany an individual with a disability throughout campus, such as in classrooms, recreational facilities and campus residences. It is strongly encouraged, but not required, that a service dog be identifiable to others through a visible signifier (e.g., vest or harness). Individuals with a disability who require a service dog in the classroom should contact Resources for Disabled Students (RDS) for assistance with accommodations.

Emotional Support Animals
An emotional support animal (ESA) is one that alleviates one or more identified symptoms or effects of a person's disability. ESAs are not permitted in university buildings, except in the rare situation where use of an ESA in University housing is approved in advance by the University upon the submission of appropriate documentation, as set forth in this policy. ESAs are not permitted in non-residential buildings such as classrooms, laboratories, business offices, recreational facilities, dining halls, or the Lory Student Center; they are limited to the disabled individual's residence in a University residence hall, apartment, or other housing unit, and permitted only with prior approval.

Plagiarism and Academic Integrity
We take the issue of academic integrity very seriously in this course. You are expected to do your own work and to not access notes or the web during an exam, copy from someone else's exam or to provide exam answers to another student during an exam. We reserve the right to proctor all exams and will take actions to ensure that all students are following this policy.

"Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source" (CSU Policies and Guiding Principles, 2017-2018).

Our motivation for rigorously enforcing a no-plagiarism policy is twofold: First, plagiarism is a form of theft. Taking someone else's words or ideas without attribution is stealing someone else's work. Second, copying someone else's work does not fulfill the purpose of the assignment, which is for you to develop critical thinking and analysis skills. You demonstrate this by presenting your own, new, synthesis and analysis in your writing. Simply copying or paraphrasing from source materials does not demonstrate this, however insightful the source(s) may be. Good writing generates new knowledge. This should be your goal in this class, in other courses at CSU and in your career after you leave here.

In this course all written work will be spot checked for plagiarism issues by both instructors and originality checking software such as VeriCite. If you are caught plagiarizing materials you will receive a 0 for the assignment/exam/project, and depending upon the severity of the offense, an F in the course. All examples of plagiarism or academic dishonesty and will be reported to the Office of Conflict Resolution and Student Conduct Services for additional disciplinary action as outlined in the student handbook under the heading "academic integrity/Misconduct" (http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/).

Need Help? Rams Take Care of Rams

Reach out and ask for help if you or someone you know is having a difficult time. Always feel free to come and talk to me; I will always make myself available to help connect you with any resources you need. CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970-491-6053 or go to http://health.colostate.edu. If you are concerned about a friend or peer, tell someone by calling 970-491-1350 (or visit http://safety.colostate.edu/tell-someone.aspx) to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams take care of Rams.

Important Dates for Fall Semester (year)
(Drop deadlines, official holidays, registration dates, etc. go here)

<u>Tentative Course Schedule</u> *(Subject to change at Instructor's discretion)*

Date	Topic	Course Learning Outcomes	BSPM Major Learning Outcomes	Assignments
Week #1	Student and Instructor Introductions Go over Syllabus, College of Ag and available resources on campus Canvas presentation	3	1, 3	
Week #2	Faculty visit (2-3 faculty give short presentations) Research Topic Group Project Guidelines	1, 2	1, 2, 3	
Week #3	Faculty visit (2-3 faculty give short presentations) Library Presentation	2, 3	1, 2, 3, 4	Visit campus organizations and write a brief report
Week #4	Faculty visit (2-3 faculty give short presentations) Test taking strategies	2, 3	1, 2, 3, 4	
Week #5	Faculty visit (2-3 faculty give short presentations) Time and stress management	2, 3	1, 2, 3, 4	Interview a member of campus or local community and write a brief report
Week #6	Faculty visit (2-3 faculty give short presentations) Managing your money	2, 3	1, 2, 3, 4	
Week #7	Career Development Academic planning (Four-year plan)	4	1, 2, 3, 4	Academic Plan assignment
Week #8 Wrap Up	Research Topic Group Presentations	1,2	1, 2, 3, 4, 5	

Assignment descriptions and expectations

All written assignments are to be typewritten, 12pt font, Times New Roman, 1-inch margins. Include your name, the date, the title of the class, and the title of the assignment. Please submit the assignment before 5PM on the day the assignment is due via the submission link of Canvas.

Assignment #1: Visit to Campus Clubs and/or Organizations. Total points :10 points

Directions: Visit two different campus organizations before the due date. These can include musical performances, club meetings, athletic events, events sponsored by a group on campus, or informational sessions. Write a 2-page reflection describing why you chose this specific event? Did attending the event assist with transition to CSU? Why or why not? Would this be an event to attend again in the future? Why or Why not?. See the Evaluation Rubric for grading information.

Assignment #2: Conduct an interview with members of the campus or local community. Total points :10 points

Directions: Learn information first-hand by interacting with people personally. The interview topic is up to you, as long as it enhances your personal and professional development. You may interview any of the following members of campus or local community:
- a faculty member in their intended major or in a field they are considering as a possible major;
- upper-division students in their intended major or field of possible interest;
- a professional in a career that they may be interested in pursuing;
- graduate students in the same or similar academic specialization they may pursue;
- students from diverse backgrounds (e.g., international students or students from under-represented ethnic and racial groups).

Provide a one-page report on your interaction. See the Evaluation Rubric for grading information.

Assignment #3: Academic Plan Assignment. Total points :10 points

> **Commented [B5]:** This is excellent. We need to be sure this plan is revisited and revised in Year 2.

Directions: You will construct a graduation plan that identifies (1) the courses that you will take each semester during your undergraduate program at CSU and (2) the activities in which you plan to participate which will enhance both your personal and professional development.

For Part 1, list specific courses that you plan to take each semester, including summer if necessary. If you don't know which course you might select to meet some type of elective requirement, list those that seem most interesting to you. Be sure to pay particular attention to the sequencing that will be necessary due to the structure of prerequisite courses and which semester courses are traditionally offered. For Part 2, you will list clubs, internships, employment, leadership roles, etc. in which you expect to be involved. These activities can be related to your education and CSU or can be outside of the university. You will meet individually with your advisor during your first semester to go over this plan when you will prepare to register for spring classes.

Group Research Topic Outline and Plan

The research topic will be focused on relevant or hop topics in agriculture. This topic will be one that you collaboratively work on in your groups of three. On the last day of class, your group will be presenting a poster on your research topic.

The poster must include the following:
- A description of the research topic and explanation of why this is a pertinent current issue.
- It must highlight the objective or question that will be answered, and state the hypothesis.
- It must have 3-4 key points that back up the research topic- one for each member of the group. These key points will be researched by each team member and should present both sides of the key points.
- It must include a conclusion that answers the question and is backed up by the key points.
- It must include visuals (graphs/photos/etc.) that will enhance the visual display.
- All references must be properly cited using MLA or APA format.
- The poster must be professional in appearance.

This is a collaborative project, and as such, it is expected that your group will work on most phases of the project collaboratively. Schedules are busy, so part of the assignment is to plan when you will meet and how you will accomplish this project. Utilize the graph below to document your plan (add additional pages as necessary).

Topic:_____ Group members: _____

Key Point	Person Responsible	Availability to Meet

Written Assignment Evaluation Rubric

Student's Name _____ Date: _____

Criteria	Superior	Sufficient	Minimal	Unacceptable (0 pts.)
Depth of Reflection ____/3	Reflection demonstrates an in-depth reflection on and personalization of the concepts presented in class and instruction of the assignment. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Reflection demonstrates a general reflection on and personalization of the concepts presented in class and the instructions of the assignment. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Reflection demonstrates a minimal reflection on and personalization of the concepts presented in class and the instructions of the assignment. Viewpoints and interpretations are unsupported. Examples are not provided or are irrelevant to the assignment.	Reflection demonstrates a lack of reflection on or personalization of the concepts presented in class and the instructions of the assignment. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples are not provided.
Evidence and Practice ____/3	Reflection shows strong evidence of synthesis of ideas presented and insights gained throughout the class. The implications of these insights for the respondent's practice are thoroughly detailed.	Reflection shows evidence of synthesis of ideas presented and insights gained throughout the class. The implications of these insights for the respondent's practice are presented.	Reflection shows little evidence of synthesis of ideas presented and insights gained throughout the class. Few implications of these insights for the respondent's practice are presented.	Reflection shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's practice are presented.
Required Components ____/3	Reflection includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.	Reflection includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Reflection is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignments are not addressed.	Reflection excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ____/1	Writing is clear, concise, well organized, and grammatically correct, with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, well organized, and grammatically correct with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Comments: