Course Name: Special Topics in Crop Science and Soil Science
Course Number: CROP 499
Term Offered: All terms
Credits: 1
Instructor name: Kimberly Japhet
Instructor email: Kimberly@oregonstate.edu
Instructor phone: 541-609-0939
Link to instructor bio or website: http://cropandsoil.oregonstate.edu/content/kimberly-japhet

Course Description
Technical knowledge and skills development courses offered in a wide array of course formats. Topics vary from term to term and year to year. May be repeated for credit when topics differ. This course is repeatable for a maximum of 16 credits.

The course provides students with an overview of the United Nations and FAO declaration of 2015 as the International Year of Soil. All humans survive because soil provides the foundation for our existence and many benefits for quality of life. We can all care for our soils better if we increase our awareness and understanding of soil health. Because Oregon State University is a Land Grant university, we have a wealth of researchers and practitioners from whom we can draw specific insights. The course provides video lectures whose speakers include OSU university scientists, growers and industry leaders who are dealing with plastics “on the ground.” These lectures were presented during Winter term 2015 and are the latest in the Sustainable Agriculture series offered by the Departments of Crop and Soil Science, Horticulture and Agricultural and Resource Economics at Oregon State University and restructured within this course for additional benefit to students working or planning to work in agriculture and sustainability.

This course is a 1-credit, Pass/No Pass course of assigned video-taped lectures or articles, 10 quizzes to check mastery of the lecture contents, related supplemental readings, opportunities for discussion and 1 final paper. There is no final exam. There are no co- or pre-requisites.

Communication
Please contact me via email (kimberly@oregonstate.edu) with questions or concerns. I check email every day and emails provide us both with a written history to reduce misunderstandings. You may also call me with more urgent matters (541-609-0939).

Course Credits
This is a one-credit course utilizing video-lectures, readings, Discussions and a final paper. You will likely work on course materials for 3 hours a week. This course combines approximately 30 hours of instruction, online activities, and assignments for 1 credit.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need
help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
The video-taped lectures are provided in the course as streaming video. There are no texts required as all required reading are provided within the course. Final paper guidelines are also provided within the course.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
1. Students will explore the varied roles and benefits soil play in our existence and survival.
2. Students will be able to list practices and perspectives that add to soil health and restoration and those which cause damage to soils.
3. Students will be able to evaluate the impact of various agricultural and social practices on the environment.
4. Students will be able to explain how soils are connected to natural disasters.
5. Students will be able to summarize and discuss the science subtopics that are connected to soils.
6. Students will be able to explain how soil and art can be connected.
7. Students will have the opportunity to research, organize and write a paper using current science-writing techniques.

Outcome Demonstration
Demonstration of the above skills will be submitted in three ways. Students will take 10 quizzes to show their understanding and comprehension of the seven outcomes. Each topic has related readings. Online discussions are provided to allow students to evaluate, explain, compare, summarize and predict as requested in the above outcomes. The final paper will allow students to demonstrate skills in science writing and other outcomes listed above depending on paper topic selected.

CROP 599 International Year of Soil

Students taking the course as a graduate student must meet a higher standard of practice in the written paper.
Students taking the course for graduate credit must demonstrate quality science writing. The topic selected should reflect an understanding of journal articles and not be summaries of topics or overviews of a stance or a biased presentation of a pet belief. The format of the paper should match journal style sheets of journals in the topic's field (Horticulture, Plant Physiology, Agronomy). The citations and Literature Cited sections of the paper should be properly formatted and organized. Sources should be a variety of peer-reviewed journal articles and not include websites and other non-reviewed sources. The sources always should reflect the critical studies for the selected topic. The writing should be concise and logical. The charts/graphs/tables should be properly embedded and cited. The length of the paper should match the topic and we suggest 3-5 pages.
Grading Scale
Grading for the course is based on 100 total points. Each student must accumulate at least 70 points to get credit for the course. There are a total of 50 possible points from quizzes on the lectures, 10 points for discussions and 35 possible points from the final paper. Submission of your final paper topic in Week 7 earns 5 points. Any combination of 70 points will allow the student to pass the course.

Quiz Criteria:
1. Each quiz consists of 5 random questions.
2. Each question is worth 1 point for a total of 5 points on each quiz.
3. There is ample time to take each quiz.
4. PLEASE NOTE Select each quiz only when you have prepared to complete the quiz. You will have one chance to take each quiz. Please contact Kimberly Japhet via kimberly@oregonstate.edu if your computer fails during the quiz.
5. Individual test scores will automatically be provided once you submit your test. Your total cumulative score will also be provided to you look under My Grades.

Discussions Posts
Students are required to participate in guided discussions on the Discussions during Week 1, 3, 5, and 8. Posts should be concise demonstrating good writing skills and editing. Posts should bring new insight or considerations to the topic. Students will earn extra credit for their final grade for posts that are considerate of the view of others, add to the topics and show depth of thinking.

Final Paper Topic Approval
A final paper demonstrating knowledge and application of science writing is required for the course. Please submit your final paper topic for review and approval by end of Week 7 of the term. You will receive 5 points when your topic has been approved.

The Final Paper
The Final Paper must be completed to pass this course since you need a 70% to pass and the final paper is worth 45 points. There are guidelines for writing the final paper for both 499 and 599 credit designations provided within the course. Please submit your completed final paper on Monday of Week 10 into the slot provided under Week 10. This due date allows time for grading by content experts. Late papers may lose points.

Course Content

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<tr>
<th>Week</th>
<th>Video Lecture Title</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
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| 1    | Introduction        | **Introduction to Soil and the International Year of Soils – Dr. Marcus Kleber**  
Readings - A/RES/68/232  
Read through the introduction and mission goals for this global effort.  
http://www.fao.org/soils-2015/en/ | Online introduction Quiz 1 | Quizzes are due Sunday @ midnight |
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| **2** | History | Soil diversity – Dr. Dave Myrold  
|   |   |   |   |
| **3** | Ecosystems | Soil and Ecosystem Services – Dr. Jonathan Maynard  
Pedosphere http://www.pedosphere.com  
How do we feed 9 billion people? | Quiz 3  
Online discussion  
Due Sunday @ midnight |
|   |   |   |   |
| **4** | Benefits of Soils - Support | Soil and Natural Disasters – Dr. Ben Mason | Quiz 4 |
|   |   |   |   |
| **5** | Urban Soils | Soil in Urban Areas – Rick Martinson  
http://www.aces.edu/pubs/docs/A/ANR-1455/ANR-1455.pdf | Quiz 5  
Online discussion  
Due Sunday @ midnight |
|   |   |   |   |
| **6** | Global Change | Climate Change and Soils – Dr. Karen Bennett  
Various charts | Quiz 6 |
|   |   |   |   |
| **7** | Soil & Health | Soil and Human Health  
Articles :  
http://rodaleinstitute.org/healthy-soil-healthy-pregnancy-healthy-baby/ | Quiz 7  
Submit final paper topic  
Due Sunday @ midnight |
|   |   |   |   |
| **8** | Soil & Agriculture | Organic/Sustainable Grower – Bob Wilt  
Online discussion  
Due Sunday @ midnight |
|   |   |   |   |
| **9** | Soil for Recreation | Recreating on Soil – Dr. Ron Reuter  
|   |   |   |   |
| **10** | Soil & Art Final Paper | Week 10: Soil and Art - Dr. Jay Noller  
Various articles  
https://gsoil.wordpress.com/2013/03/30/soil-in-art-helping-to-tell-a-story/  
https://www.youtube.com/watch?v=Gbo4JziVSpQ | Quiz 10  
Submit final paper Monday of Week 10  
Quizzes due Sunday @ midnight  
Online discussion Monday @ 5pm |
Course Policies
Many students taking this course work in the agriculture industry and take courses for professional development or career advancement. Many students enjoy the benefit of the flexibility of an online asynchronous course. Please enjoy the flexible structure but work to be involved with the course on a weekly basis.

Discussion Participation
Students are expected to participate in all discussions. While there is great flexibility in online courses, this is not a completely self-paced course. You will need to participate in our discussions on a timely basis.

Proctored Exams
There is no proctored exam required for this course.

Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible with the exception of the video lectures which are key to this course. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Student conduct is governed by the university's policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.