1 Course Details

1.1 Calendar Description

This introductory course provides an overview of Canadian and global agri-food systems. Students will be introduced to many different facets of agriculture, including primary production (conventional and organic) of commodity, mid-value and high-value crops, and livestock. Students will explore the agri-food system by tracing consumer end-products back to primary production. Modern, industrial agri-food systems as well as subsistence farming will be discussed. The course incorporates an experiential learning component in which students will explore a new agri-food opportunity for Ontario by designing and assessing the value chain.

Restrictions: AGR*1100, AGR*1250. Restricted to students in BAH.FARE, BSC(AGR), Minor in Agriculture

1.2 Course Description

This introductory course provides an overview of Canadian and global agri-food systems. Students will be introduced to many different facets of agriculture, including primary production (conventional and organic) of commodity, mid-value and high-value crops, and livestock. Students will explore the agri-food system by tracing consumer end-products back to primary production. Modern, industrial agri-food systems as well as subsistence farming will be discussed. The course incorporates an experiential learning component in which students will explore a Canadian indigenous peoples agri-food topic in detail independently.

1.3 Timetable

Based on the results of the recent course delivery survey, students will apply to be online or in-person by submitting an application into Dropbox on CourseLink by Friday September 10th, to enable pre-assigned seating and tutorial section assignments. Pre-assigned seating will permit social distancing and contact tracing. Details to follow by email and on
COURSELINK. STUDENTS WILL NOT BE PERMITTED TO SHOW UP TO LECTURE OR TUTORIAL SECTION WITHOUT PRE-ASSIGNED SEATING.

A. LECTURES

1. Lectures will be conducted using a hybrid model based on our recent Course Delivery survey: in-person lectures will be broadcast online synchronously during the scheduled class time using Zoom within the CourseLink platform. These will be recorded. Additional pre-recorded lecture materials will also be posted.

2. The first lecture will be entirely online on Zoom on Friday September 10th. Hybrid In-person/Zoom lectures will begin on Mon Sept 13th.


4. Details to follow shortly on how to sign up for online learning or in-person learning since seating will be pre-assigned to ensure social distancing and contact tracing.

B. SEMINAR/TUTORIAL SECTIONS

1. Tutorial sections (seminars) will be conducted with a teaching assistant in small groups: some sections will be entirely online while others will be in-person. Tutorial sections will not be recorded. The assignments and independent study components of the course will be handled during the tutorial sections.

2. All tutorials for the week of Sept 13 will be held during class time on Mon Sept 13th, in-person and simultaneously on Zoom. Regular small tutorial sections will begin on Mon Sept 20th with your teaching assistant.
3. Tutorial/Independent Study Sections

• online or in Room 121A Crop Science with your T.A.

• additional sections will be added to reduce student numbers in order to enable better social distancing

--Tutorial Section 101: Tues, 8:30am-11:20am

--Tutorial Section 102: Thurs, 8:30am-11:20am

--Tutorial Section 103: Wed, 8:30am-11:20am

--Tutorial Section 104: Fri, 8:30am-11:20am

--Tutorial Section 105: Mon, 8:30am-11:20am

C. EVOLVING SITUATION

Final details will be provided as soon as possible, as the pandemic has created an evolving situation: check Courselink and your email.

1.4 Final Exam

Dec17, 8:30am-10:30am, exclusively online. See WebAdvisor for updates.

2 Instructional Support
2.1 Instructional Support Team

Instructor: Manish Raizada FACULTY (PhD)
Email: raizada@uoguelph.ca
Telephone: +1-519-824-4120 x53396 (not active during Covid)
Office: Crop Science 406 (but working remotely)
Office Hours: TBA

Instructor: Andy Robinson FACULTY (PhD)
Email: andyr@uoguelph.ca
Telephone: +1-519-824-4120 x53679 (not active during Covid)
Office: 122 Animal Science (but working remotely)
Office Hours: TBA

Instructor: Elizabeth Lee FACULTY (PhD)
Email: lizlee@uoguelph.ca
Telephone: +1-519-824-4120 x53360 (not active during Covid)
Office: Crop Science 220 (but working remotely)
Office Hours: TBA

2.2 Communicating with Instructors and Teaching Assistants

During the course, your Instructor will interact with you on various course matters using the following ways of communication:

**First 5 minutes of each Class (Instructor):** This time will be allocated to ask the Instructor questions.

**First and last 5-15 minutes of each online Tutorial Section (T.A.):** This time will be allocated to ask your Teaching Assistant questions.

**Announcements:** The Instructors will use Announcements on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.

**Scheduled Online Office Hours:** Each Instructor and Teaching Assistant will be online for 1-2 hours each week at a scheduled time on Zoom for video chats. Please wait online to be admitted.

**Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. Please put AGR1110 in the header of any emails to the Instructors or Teaching Assistants, as they are teaching multiple courses. The instructor will attempt to respond to your email within 2 business days. This may be followed up by a private Zoom call if needed. Please see below for additional notes about sending emails to the Instructors.
2.3 Emailing Instructors and Teaching Assistants

For assignment related questions, please email your Teaching Assistant first.

For midterm/final exam questions, please email the Professor responsible for that particular test more than 24 hours prior to the midterm/final.

Email is used as an important source of updates about this course. All official email from the instructor will be sent to your University email account (@uoguelph.ca). It is expected that you are checking this email account on a frequent basis. University policy prevents instructors from replying to a non-U of G email about anything to do with this course. The instructors for this course are involved with other courses as well, just as you are. If you email a course instructor and would like a timely response, please keep in mind that over 1,000 other students may also be emailing the instructors about this course and other courses – it can be a lot of email in a day. In order to facilitate an answer to your email, please consider the following guidelines:

- correspond with the instructor using your official University email only (@uoguelph.ca), emails from other addresses could be screened as spam
- if the answer to your email query can be found in the course outline or other material posted on the AGR-1110 CourseLink site, you might not receive a reply
- include the course code (AGR-1110) in the subject along with a few relevant key words indicating what your message is about
- include your full name and student number in the email signature

Please allow 24 to 48 hours for a response to your query. Keep in mind that even before you complete your university degree, you will be corresponding with people who may become your employer. Practicing professional email communications right from the start is a good habit to get into.

3 Learning Resources

There is no textbook for this course. PDFs of required readings will be posted on CourseLink, in addition to all lecture podcasts, Zoom recordings, Slido, lecture notes, instructional course materials and grades: https://courselink.uoguelph.ca.

This course will use a variety of technologies including;

CourseLink

Zoom and Zoom recordings
Virtual Classroom and recordings

Podcasts

Videos

Microsoft Excel

**Midterms and the final exam will be given online via Respondus Lockdown Browser, but is subject to change.** Respondus requires a Webcam, and Lockdown browser only works on Windows and MacOS. The only compatible tablet is an iPad. Google Chrome and Linux are not compatible. Students need to install Lockdown Browser on their machines.

If there is a connectivity problem during an exam/midterm, please contact the Courselink Help Desk ASAP who will reconnect you during the exam.

Students with special needs may receive special accommodation (e.g. more time to write an exam) by contacting Student Accessibility Services at the start of the semester: https://wellness.uoguelph.ca/accessibility/

To help ensure you have the best learning experience possible, please review the list of system and software requirements.

https://opened.uoguelph.ca/student-resources/system-and-software-requirements

**CourseLink System Requirements**

This course is being offered using CourseLink (powered by D2L’s Brightspace), the University of Guelph’s online learning management system (LMS). By using this service, you agree to comply with the University of Guelph’s Access and Privacy Guidelines. Please visit the D2L website to review the Brightspace privacy statement and Brightspace Learning Environment web accessibility standards.

http://www.uoguelph.ca/web/privacy/


You are responsible for ensuring that your computer system meets the necessary system requirements. Use the browser check tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

http://spaces.uoguelph.ca/ed/system-requirements/
https://courselink.uoguelph.ca/d2l/systemCheck

**Technical Skills**

As part of your learning experience, you are expected to use a variety of technologies for assignments, lectures, teamwork, and meetings. In order to be successful in this course you will need to have the following technical skills:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as Dropbox, Quizzes, Discussions, and Grades (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

Contact your Teaching Assistant if you need support with any of the above.

**Technical Support**

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939 Toll-Free (CAN/USA): 1-866-275-1478
Courselink Support Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

3.1 Library Resources

As a student, you have access to the University of Guelph’s library collection, including both physical and electronic materials. For information on checking out or couriering physical library items, accessing electronic journals and returning items to the library, visit the library’s website: https://www.lib.uoguelph.ca/

If you are studying off campus and would like to access the library’s electronic resources, use the Off Campus Login and login using your Single Sign On credentials or using your last name and library barcode: https://www.lib.uoguelph.ca/campus-login

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:
1. have an awareness of the complexity and breadth of the Canadian agri-food system
2. have an understanding of basic statistical analysis of a large data set and graphic representation of data
3. have further developed your written communication skills through one-on-one interaction with a teaching assistant
4. have gained experience in visual and oral presentations
5. have gained an introduction to the contrasts of subsistence versus commercial agri-food systems
6. have gained critical analysis and problem-solving skills to help tackle real-world problems
5 Teaching and Learning Activities

5.1 Lecture Schedule

Based on the results of the recent course delivery survey, students will apply to be online or in-person by submitting an application into Dropbox on CourseLink by Friday September 10th, to enable pre-assigned seating and tutorial section assignments. Pre-assigned seating will permit social distancing and contact tracing. Details to follow by email and on CourseLink. Students will not be permitted to show up to lecture or tutorial section without pre-assigned seating.

1 – Fri Sept 10 – First Lecture – Exclusively Online on Zoom - Instructors - Raizada, Lee, Robinson 
Topics: Introductions, Course Overview, Facebook Group for OAC 2025, Assignments, Academic misconduct, Course logistics 
Readings: None 
Online module(s): Zoom recording

2 – Mon Sept 13 – Introducing Name that Farm Object and Independent Study assignments - In-person and Synchronous Online on Zoom - Instructors - Raizada, Robinson 
Topics: See calendar.

3-12 – Wed Sept 15 –Wed Oct 6 - In-person and synchronous online - Instructor: Lee

This is a series of 10 lectures that have been divided into 3 broad topic areas: Issues in the News, Crop Production 101, and The Agri-Food System. Within each of these broad areas are topics that we will be covering through interactive lectures. There will be 10 lectures in total, roughly 3 lectures per broad topic area. The topics and the order in which they will be covered in the lectures are listed below.

1. Issues in the News

   • World population
• Bottom billion
• Food insecurity/Food loss & waste
• The food dollar
• GMOs
• Globalization
• Trade issues – dairy & feathers
• Nutrient pollution
• Sustainability metrics

2. Crop production 101

• Plant nutrient concepts
• Soils
• Pests
• Climate
• Canola
• Wheat
• Asparagus
• Cocoa
• Coffee

3. The Agri-food system

• The history of agriculture
• Modern agriculture
• The agri-food system
• Overview of Canadian agriculture
• Agri-food systems in wealthy nations
• Production systems
• Household spending on food

13 – Fri Oct 8 – Instructor: Lee  Whole class Midterm 1 held exclusively online during class time
Fall Break – Oct 11

Lectures 14-24 - In-person and synchronous online - Instructor: Robinson

14 – Wed Oct 13 – Instructor: Robinson   Topics: Animal Agriculture Overview

15 – Fri Oct 15 – Instructor: Robinson   Topics: Dairy

16 – Mon Oct 18 – Instructor: Robinson   Topics: Eggs

17 – Wed Oct 20 – Instructor: Robinson   Topics: Poultry

18 – Fri Oct 22 – Instructor: Robinson   Topics: Swine

19 – Mon Oct 25 – Instructor: Robinson   Topics: Beef

20 – Wed Oct 27 – Instructor: Robinson   Topics: Aquaculture

21 – Fri Oct 29 – Instructor: Robinson   Topics: Other animals

22 – Mon Nov 1 – Instructor: Robinson   Topics: Feedstuffs

23 – Wed Nov 3 – Instructor: Robinson   Topics: Integrating systems
24 – Fri Nov 5 – Instructor: Robinson  Topics: Feeding 9 Billion - The Role of Animals

25 – Mon Nov 8 – Instructor: Robinson  **Whole class Midterm 2 held exclusively online during class time**

**Lectures 26-36 - in-person and synchronous online - Instructor:** Raizada

**Readings:** Online course notes: Raizada (2017) pages assigned in class

26 – Wed Nov 10 – Instructor: Raizada  **Topics:** Introduction to subsistence farming and Africa

27 – Fri Nov 12 – Instructor: Raizada  **Topics:** Tropical Subsistence Farming – I

28 – Mon Nov 15 – Instructor: Raizada  **Topics:** Tropical Subsistence Farming – II

29 – Wed Nov 17 – Instructor: Raizada  **Topics:** Tropical Subsistence Farming – III

30 – Fri Nov 19 – Instructor: Raizada  **Topics:** Tropical Subsistence Farming – IV

31 – Mon Nov 22 – Instructor: Raizada  **Topics:** Tropical Subsistence Farming – VI

32 – Wed Nov 24 – Instructor: Raizada  **Topics:** SubTropical/Dryland Subsistence Farming I

33 – Fri Nov 26 – Instructor: Raizada  **Topics:** SubTropical/Dryland Subsistence Farming II
34 – Mon Nov 29 – Instructor: Raizada  **Topics:** SubTropical/Dryland Subsistence Farming III

35 – Wed Dec 1 – Instructor: Raizada  **Topics:** SubTropical/Dryland Subsistence Farming IV

36 – Fri Dec 3 – Instructor: Raizada  **Topics:** Choosing your career + course wrap up

### 5.2 Seminar/Tutorial Section Calendar

**Tutorial Section Schedule – September, 2021**

<table>
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<tr>
<th>Mon</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td></td>
<td></td>
<td>8 No tutorial</td>
<td>9 No tutorial</td>
<td>10 Food journal entry on Sat+Sun</td>
</tr>
<tr>
<td>13 Journal entry</td>
<td>14 Journal entry</td>
<td>15 Journal entry ends</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

All sections meet online or in-person (Roz103) from 2:30-3:20pm during lecture time

Assign: Name that farm object
<table>
<thead>
<tr>
<th>Assign: INDEPENDENT STUDY Project</th>
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<tr>
<td><strong>Assign</strong>: Interim 2-page INDEPENDENT STUDY report</td>
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<th>20</th>
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<tbody>
<tr>
<td><strong>Small group tutorial sections begin</strong></td>
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<tr>
<td>Due: Food journal</td>
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<tr>
<td>In seminar: enter journal into Excel</td>
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<th>22</th>
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<tbody>
<tr>
<td>Due: 3 INDEPENDENT STUDY topics ranked (ALL SECTIONS DUE IN DROPBOX AT 11:59pm EST)</td>
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<tr>
<td>Due: Food journal</td>
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<tr>
<td>In seminar: enter journal into Excel</td>
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</thead>
<tbody>
<tr>
<td>Class list of assigned INDEPENDENT STUDY topics posted</td>
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</table>
| Due: Describe a farm object short essay. ALL SECTIONS
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<th>Mon</th>
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<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8 <strong>MIDTERM 1 in LECTURE</strong></td>
</tr>
<tr>
<td><strong>Due:</strong> Describe a farm object presentation</td>
<td><strong>Due:</strong> Describe a farm object presentation</td>
<td><strong>Due:</strong> Describe a farm object presentation</td>
<td><strong>Due:</strong> Describe a farm object presentation</td>
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**AGR*1110 Tutorial Section Schedule – October, 2021**
<table>
<thead>
<tr>
<th>Due: Numeracy (Stats 1)</th>
<th>Due: Numeracy (Stats 1)</th>
<th>Due: Numeracy (Stats 1)</th>
<th>Due: Numeracy (Stats 1)</th>
<th>Numeracy (Stats 1)</th>
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</thead>
<tbody>
<tr>
<td>Assign: Describe a Food Assignment</td>
<td>Assign: Describe a Food Assignment</td>
<td>Assign: Describe a Food Assignment</td>
<td>Assign: Describe a Food Assignment</td>
<td>Assign: Describe a Food Assignment</td>
</tr>
<tr>
<td>11 HOLIDAY No tutorials this week</td>
<td>12 HOLIDAY No tutorials this week</td>
<td>13 No tutorials this week</td>
<td>14 No tutorials this week (ALL SECTIONS DUE IN DROPBOX)</td>
<td>15 No tutorials this week</td>
</tr>
<tr>
<td>18 Group Discussion: Peer and TA tips on INDEPENDENT STUDY project (e.g. useful resources, subtopics, etc)</td>
<td>19 Group Discussion: Peer and TA tips on INDEPENDENT STUDY project (e.g. useful resources, subtopics, etc)</td>
<td>20 Group Discussion: Peer and TA tips on INDEPENDENT STUDY project (e.g. useful resources, subtopics, etc)</td>
<td>21 Group Discussion: Peer and TA tips on INDEPENDENT STUDY project (e.g. useful resources, subtopics, etc)</td>
<td>22 Group Discussion: Peer and TA tips on INDEPENDENT STUDY project (e.g. useful resources, subtopics, etc)</td>
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<tr>
<td>Discussion: On INDEPENDENT STUDY Powerpoint or YouTube Assignment</td>
<td>Discussion: On INDEPENDENT STUDY Powerpoint or YouTube Assignment</td>
<td>Discussion: On INDEPENDENT STUDY Powerpoint or YouTube Assignment</td>
<td>Discussion: On INDEPENDENT STUDY Powerpoint or YouTube Assignment</td>
<td>Discussion: On INDEPENDENT STUDY Powerpoint or YouTube Assignment</td>
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### AGR*1110 Tutorial Section Schedule – November, 2021

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<th>Mon</th>
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<tbody>
<tr>
<td>1</td>
<td>Returned in Dropbox (All Sections): Interim 2-page INDEPENDENT STUDY report (with feedback)</td>
<td>2</td>
<td>3</td>
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**Discussion:** On INDEPENDENT STUDY
Powerpoint or YouTube Assignment
<table>
<thead>
<tr>
<th>TA: Common problems in writing; and general tips for improvement</th>
<th>TA: Common problems in writing; and general tips for improvement</th>
<th>TA: Common problems in writing; and general tips for improvement</th>
<th>TA: Common problems in writing; and general tips for improvement</th>
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<tbody>
<tr>
<td>Describe a Food Group Presentations (Week 1 groups)</td>
<td>Describe a Food Group Presentations (Week 1 groups)</td>
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<td>Describe a Food Group Presentations (Week 1 groups)</td>
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<tr>
<td>MIDTERM 2 in LECTURE</td>
<td>MIDTERM 2 in LECTURE</td>
<td>MIDTERM 2 in LECTURE</td>
<td>MIDTERM 2 in LECTURE</td>
</tr>
<tr>
<td>Describe a Food Group Presentations (Week 2 groups)</td>
<td>Describe a Food Group Presentations (Week 2 groups)</td>
<td>Describe a Food Group Presentations (Week 2 groups)</td>
<td>Describe a Food Group Presentations (Week 2 groups)</td>
</tr>
<tr>
<td>Due: INDEPENDENT STUDY Powerpoint Presentations</td>
<td>Due: INDEPENDENT STUDY Powerpoint Presentations</td>
<td>Due: INDEPENDENT STUDY Powerpoint Presentations</td>
<td>Due: INDEPENDENT STUDY Powerpoint Presentations</td>
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<tr>
<td>+ Peer Questioners (week1 groups)</td>
<td>+ Peer Questioners (week1 groups)</td>
<td>+ Peer Questioners (week1 groups)</td>
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<tr>
<td>INDEPENDENT STUDY Powerpoint Presentations + Peer Questioners (week2 groups)</td>
<td>INDEPENDENT STUDY Powerpoint Presentations + Peer Questioners (week2 groups)</td>
<td>INDEPENDENT STUDY Powerpoint Presentations + Peer Questioners (week2 groups)</td>
<td>INDEPENDENT STUDY Powerpoint Presentations + Peer Questioners (week2 groups)</td>
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<tr>
<td><strong>Discussion:</strong></td>
<td><strong>Discussion:</strong></td>
<td><strong>Discussion:</strong></td>
<td><strong>Discussion:</strong></td>
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<tr>
<td>29</td>
<td>Nov 30</td>
<td>Dec 1</td>
<td>Dec 2</td>
</tr>
<tr>
<td>No tutorials this week</td>
<td>No tutorials this week <strong>Due:</strong> INDEPENDENT STUDY Final Paper: (ALL SECTIONS DUE IN DROPBOX AT 11:59pm EST)</td>
<td>No tutorials this week</td>
<td>No tutorials this week</td>
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</table>
## 6 Assessments

### 6.1 Marking Schemes & Distributions

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1 - Lee</td>
<td>Oct 8</td>
<td>25</td>
</tr>
<tr>
<td>Midterm 2 - Robinson</td>
<td>Nov 8</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam - Raizada</td>
<td>Dec 17</td>
<td>25</td>
</tr>
<tr>
<td>Name that farm object - Short essay</td>
<td>Oct 1</td>
<td>15</td>
</tr>
<tr>
<td>Name that farm object - No-slide oral presentation</td>
<td>Week of Oct 4</td>
<td>10</td>
</tr>
<tr>
<td>Food Journal - Entry</td>
<td>Week of Sept 20</td>
<td>6</td>
</tr>
<tr>
<td>Food Journal - Statistical Analysis</td>
<td>Week of Oct 4</td>
<td>10</td>
</tr>
<tr>
<td>Food Journal - Graphing Analysis</td>
<td>Oct 15</td>
<td>6</td>
</tr>
<tr>
<td>Describe a Food Group Presentation</td>
<td>Weeks of Nov 1 and Nov 8</td>
<td>10</td>
</tr>
<tr>
<td>Independent study - List of 3 topics, ranked</td>
<td>Sept 22</td>
<td>2</td>
</tr>
<tr>
<td>Independent study - Interim two-page report</td>
<td>Oct 22</td>
<td>10</td>
</tr>
<tr>
<td>Independent study - Powerpoint or YouTube Presentation</td>
<td>Weeks of Nov 15 and 22</td>
<td>10</td>
</tr>
<tr>
<td>Independent study - Peer Questioner Evaluation</td>
<td>Weeks of Nov 15 and 22</td>
<td>1</td>
</tr>
<tr>
<td>Independent study - Final Essay</td>
<td>Nov 30</td>
<td>40</td>
</tr>
<tr>
<td>Independent study - Website and Social Media</td>
<td>Dec 3</td>
<td>5</td>
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<tr>
<td>Total</td>
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<td>200</td>
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</tbody>
</table>
6.2 Assignments coordinated by Professor Lee

Week 1 - Food journal entry: 5-day (120 hour) food journal. Starting with breakfast and ending with an evening meal on the 5th day. Please fill in the Excel sheet provided to record what you ate and when. Summarize the food groups you ate from as indicated. (Worth 6/200%)

Numeracy Lab Assignment 1 (Statistical Analysis of Journal Entry) (Worth 10/200%)

Numeracy Lab Assignment 2 (Graphing of Journal Entry) (Worth 6/200%)

These are designed to have you interpret quantitative data using the Microsoft Excel

6.3 Assignment coordinated by Prof. Robinson

1. DESCRIBE THAT FARM OBJECT (Worth 25/200%)

Each student will be assigned a picture of a historical Canadian farm object. Your mission is to name that object, write about its purpose and describe what technological advances have occurred since then. You will write a short 2 page (double-spaced) essay worth 15%, and then give a short 2-minute oral presentation worth 10% (no slides except for the picture itself and a more recent technology picture). More details will be presented during the first tutorial.

2. DESCRIBE A FOOD GROUP PRESENTATION (Worth 10/200%)

Each student will be placed in a group (5-6 students) and create a 25-30 minute PowerPoint presentation on their assigned topic. All group members must participate in the presentation for a minimum of 5 minutes. Another group will be assigned to ask a minimum of 5 questions
following the presentation.

Questions from the assigned groups must be prepared in advance and emailed to your TA one day before the presentation. This will require some background research on the other group’s topic. Each group is to have a minimum of 5 questions prepared. A failure to submit questions will result in a 10% reduction in your group’s presentation mark. The remaining question time following the initial 5 questions will be used to answer questions from the audience.

**Marks:** The assignment is worth a total of 10% of your final grade. The assignment will be graded out of 100 based on the following:

Content of the report (60%) Oral presentation skills (40%)

Plan and practice your presentation as a group. Within a group, all the presentations must be stitched together such that only one PowerPoint is presented. Remember to have an introductory slide with the Food, all components, and your names beside the components being presented (more details provided later). Keep in mind that while presenting to a group, nerves tend to make people speed up so figure out your pace per slide so you don’t shorten your talk from 25-30 minutes down to 15! For every minute shorter than the required minimum of 25 minutes, groups will lose 10% of their mark.

**Due Date:** Presentations will take place in tutorial/seminar section during two weeks as indicated in the Seminar Calendar. The schedule will be set via e-mail once groups are assigned and registered in CourseLink.

**Assignment Description**

Each group will be assigned a food commonly eaten by University of Guelph students. Your first task within the group is to break the food (e.g. Subway Meatball Sub) into components (e.g. wheat, hamburger, cheese ...). Then, assign each of the major 5-6 components to each of the 5-6 students within your group. **Water is not considered an ingredient for the purposes of this assignment.** Each student should then put together a 4-5 min presentation that addresses the following questions concerning that food component (see below), but feel free to go beyond this. Finally, for each group, stitch together all 5-6 presentations such that only one PowerPoint is presented. Remember to have an introductory slide listing the food, all components, and your names beside the components being presented. You also need to give a brief history of the food or the company associated with the food. This can be part of the introduction.

Suggested Questions – note these are suggestions, if you find an interesting direction to take your food component then by all means feel free to deviate from this list.

What is the domestication origin of the food component? (e.g. corn is from Southern Mexico)

- Where is the food component primarily grown?

- What is the origin of the food component (i.e. where was it first grown)?
- Where is the food component primarily processed?
- Describe the inputs required to grow/make/process the food component
- Describe the history of the food component.
- What are the average miles traveled so that the food component arrived in Guelph?
- Are there any ethical issues associated with the food component? (e.g. poor prices for coffee bean farmers?)

6.4 Assignments coordinated by Prof. Raizada

**Guided Experiential Learning Project (Independent Study): “Encyclopedia of Indigenous Foods of Canada”** (Worth 68/200% of final grade; see breakdown below)

Each student will write about one Canadian indigenous agrifood product, first, to help Canadians understand the traditional food heritage of this land; second, to showcase First Nations, Metis and Inuit contributions; and finally, to critically evaluate the future commercial potential of these products. The presentations and essays will form the basis of the online Encyclopedia of Indigenous Foods of Canada, and hence this is a real world assignment.

*****Students are encouraged to check their assignments for plagiarism using online software such as TurnItIn (in CourseLink) or a free trial of PlagScan: http://www.plagscan.com/

From a provided list, you will select and critically evaluate one Canadian indigenous agrifood production. We encourage you to call/email/Skype with real world stakeholders, and to document these conversations (e.g. reference as “Personal communication” and provide names of people, organization, contact info) in your essay.

**Step 1.** (Worth 2%/200%). Every student will have a unique idea (not shared by anyone else in the class) that you will select from a list provided by Prof. Raizada. which must be approved prior to proceeding. You will submit a list of your 3 preferred topics (ranked #1, 2, 3) to your TA, who will then organize then return back to your approved/assigned topic.
Step 2. (Worth 10%/200%). You will submit an interim 2-page report for critical feedback and suggestions, double-spaced, 12 point font. Place your Reference list on page 3. For referencing, see instructions which will be provided. Divide your paper into Section I and Section II (as noted below), and after introducing your product/technology, provide an overview of your preliminary findings based on the sub-categories in Step 5 below (you do not need to address all the categories, nor do you need to use subheadings at this stage). The grading sheet rubric will be posted on CourseLink.

Step 3. (Worth 10%/200%). You will create a creative 5-minute PowerPoint presentation, YouTube or graphical video to explain and market your idea, and present it in a tutorial section followed by questioning from your peers. Be fun and creative, yet visual and informative. The grading sheet rubric will be posted on CourseLink.

Step 4. (Worth 1%/200%). In parallel, you will act as a Peer Questioner (panel of 8 students per presentation) to ask effective and tough questions of your classmates’ ideas (in tutorial section). Your grade will help determine the grades given to your classmates’ PowerPoint/YouTube presentations (anonymous peer review). You will also be graded by the TA for your effectiveness as a panel member. This feedback should be used to improve your final paper.

Step 5. (Worth 40%/200%). Your final paper (details below) should be 3000-4000 words (12-16 pages + figures/tables extra + references extra). You will describe and critically evaluate the topic, its history, and its commercial potential including the entire value chain from production to market, under various subheadings, which might include:

--Product description

--Historical perspective

--Description of where/how the product was grown or raised, and its future geography

--Machinery required and cost to scale up
--Labour required and cost and issues (e.g. seasonality)

--Inputs required (e.g. fuel, feed, healthcare for animals)

--Health or nutritional information associated with the product

--Evaluate the market opportunity (niche product, or required by a large population?)

--Benefits to indigenous people(s)

--Benefits to the local economy or a specific region

--Environmental sustainability pertaining to growing/manufacturing

--Cost analysis to achieve profitability. Is this price point realistic?

--Export potential

--Describe a creative, real world sales/marketing strategy

--Describe trade/subsidy barriers

--Government or institutional programs to get the project started

--Evaluate regional and global competition
--Note future studies required to properly evaluate the potential of your innovation (what is unknown?)

--Note future studies required to improve or adapt the product (e.g. breeding for the local environment)

-- For referencing, use APA format ("Paginated by volume": http://owl.english.purdue.edu/owl/resource/560/07/)

Tip: It is strongly suggested that, to get the process started, you create the above subheadings, then start conducting your research and add bullet points (with references) in each section.

The grading sheet rubric will be posted on CourseLink. You will submit both a hard copy to your TA, and an electronic copy in PDF format.

Step 6. (Worth 5%/200%) You will publish your essay as a Website (co-tagged under different names, e.g. "indigenous food") to help promote Canadian indigenous agri-foods AND create a social media campaign to let everyone know about it. You will post the final URLs in Dropbox.

7 Course Statements

7.1 In person lectures and tutorial sections - Adhering to Covid protocols

Please note that pandemic restrictions in place at the time of each lecture / tutorial must be followed by everyone according to the guidelines provided by the University and the local public health unit. The pandemic is a community problem and we all need to actively participate in a community solution. Restrictions may include but not be limited to a vaccination requirement, proper use of appropriate PPE, hand sanitation, social distancing and other measures. Failure to comply with restrictions that are in place at the time of the
lecture / tutorial could result in the immediate cancelation of that lecture / tutorial. Students would still be responsible for learning the material that was to be covered in that lecture / tutorial regardless of the cancelation.

7.2 Late Grading and Missed Midterm Policy

Assignments are NOT accepted late, except in extreme circumstances (death in the family) or significant illness. Failure to notify the relevant Instructor (in the case of a midterm) or Teaching Assistant (for assignments) prior to a due date or midterm cannot be accommodated afterwards. Late Assignments will NOT be graded if they are submitted after the solutions and/or grades have been posted to CourseLink. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

7.3 Grades and Feedback

Unofficial assessment marks will be available in the Grades tool of the course website.

Your instructor will attempt to have grades posted online in a reasonable time after your submission. Once your assignments are marked you can view your grades on the course website by selecting Grades from the Tools dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph students can access their final grade by logging into WebAdvisor (using your U of G central ID).

https://webadvisor.uoguelph.ca

7.4 Course Policy on Technology

In this course, it is your responsibility to ensure that you can access the course materials and complete online course requirements within the time allotted regardless of technological issues you may encounter including Internet and Wifi connections. Please anticipate technical challenges that you may face, as it cannot be used as an excuse for incomplete or late assignments or missed exams.
If CourseLink is not accessible for a significant period of time (not including scheduled maintenance) deemed by the course coordinator to have had an impact on students’ abilities to complete quizzes, deadlines will be extended.

Keep in mind that if your technology uses the University’s wireless network to access the Internet, the University’s acceptable use policy also comes into play.

http://www.uoguelph.ca/cio/sites/uoguelph.ca.cio/files/CIO-ITSecurity-03.1.3-AUP-Approved_0.pdf

7.5 Netiquette and Zoom Expectations

• The course website, Zoom forum, videos and other online resources are considered the classroom, and thus the same protections, expectations, guidelines, and regulations used in face-to-face settings apply. Inappropriate behaviour will not be tolerated. Examples of inappropriate online behavior include:

• Posting inflammatory messages about your instructor or fellow students;

• Using offensive language;

• Copying or presenting someone else’s work as your own;

• Adapting information from the Internet without using proper citations or references;

• Buying or selling term papers or assignments;

• Posting, distributing or selling course materials without explicit written permission of the Instructor or Teaching Assistant who are the legal owners of these materials;

• Having someone else complete your online test/exam for/with another student;

• Stating false claims about lost exam answers or other assignment submissions;

• Threatening or harassing a student or instructor;

• Discriminating against fellow students, instructors, and/or TAs;

• Using the course materials to promote profit-driven products or services;

• Attempting to compromise the security or functionality of the learning management system; and
• Sharing your username and password.

• Disrespectful or inappropriate statements in the chatbox.

### 7.6 Dropbox Submissions

Assignments should be submitted electronically via the online Dropbox tool. When submitting your assignments using the Dropbox tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., OneDrive), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that technical difficulty is not an excuse not to turn in your assignment on time. Don’t wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your Teaching Assistant or CourseLink Support.

http://spaces.uoguelph.ca/ed/contact-us/

### 8 University Statements

#### 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

#### 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or
compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-regregchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.
Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website
https://www.ridgetownc.com/services/accessibilityservices.cfm

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University’s policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
https://www.uoguelph.ca/academics/calendars
8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/
- https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.