

G Course Proposal Information

Farm to Table: The Backyard Homestead

Course Description:

Please describe the new course. This description should be 250-300 words long and should explain the overall focus of the course and the academic rationale for creating the new course.

This course provides students an opportunity to learn new information and gain experiences that encourage personal independence in harmony with the environment. Imagine the satisfaction of feeding wholesome eggs, milk, meat, and honey produced by animals raised organically and humanely in your own backyard. Learn on as little as one-tenth of an acre, how you can one day raise healthy, productive barnyard animals and take a big step toward a healthier, more satisfying, food interdependence. You will learn about the selection, care, health, and multiple purposes of raising farm animals.

Course Proposal Narrative:

The following criteria should be discussed thoroughly in narrative form.

- Explain how the course offers learning opportunities not provided in other General Studies or Program courses; demonstrate the importance of the new course in relation to others already offered; and elaborate on how the course will prepare students for effective citizenship, personal growth, and/or workplace success.

The aim of this course is to provide access, information, and experiences that encourage support of the newer social movement, farm-to-table and sustainable hunting/fishing. This movement, also referred to as farm-to-fork and even farm-to-school promotes traceability of food (knowing where your food comes from). The farm-to-table movement has increased in popularity with greater awareness and changes in attitudes about food safety, food freshness, food seasonality, and small-farm economics.

Advocates and practitioners of the farm-to-table model frequently cite the scarcity of fresh, local ingredients; the poor flavor of ingredients shipped from afar; the poor nutritional integrity of shipped ingredients; the disappearance of small family farms; the disappearance of heirloom and open-pollinated fruits and vegetables; and the dangers of a highly centralized food growing and distribution system as motivators for their decision to adopted a more locavore approach to the food system.

This course will expose students to this movement in which they will learn about this way of life and the selection, care, health, and multiple purposes of raising farm animals. Furthermore, students will take lessons learned in the classroom and have an opportunity to engage with local hobby and commercial farmers and purveyors to discuss the politics, economics, and environment considerations of raising farm animals and the social movements. Furthermore, students will have the ability to interact with animals contributing to their personal growth and respect for the backyard homestead. The culmination of this course concludes with a symposium in which students create greater awareness on these topics and their personal experiences. This symposium also supports the local Atlantic County 4H clubs providing younger children with access to information pertaining to their interests and informing their projects.

- Discuss the interdisciplinary nature of the new course; and, identify the two or more disciplines that the course encompasses as well as the ways in which students will learn to use the

theoretical/practical/reflective tools of those disciplines to answer questions, create written/digital/material products, and/or gain a new perspective about a current/historical issue.

This course is interdisciplinary in nature. This course will cover and discuss topics within the sciences (biology and anatomy), business (management, operations, law), and humanities (political climate, sustainability, and social movements).

- Explain the ways in which the course meets goals of the relevant General Studies category and at least two of the General Studies Primary Goals, General Competencies, and General Content Experiences. Beyond the standard learning outcomes measurements for General Studies courses and for the respective General Studies category, please include additional learning outcomes and assessment measures as appropriate.

General Studies Objectives

Objective 1: Commitment to lifelong learning, to the exploration of new ideas outside one's specialization, and to placing one's own knowledge in the context of other disciplines and of society as a whole.

Objective 7: Development of a conceptual framework with which to assimilate new experiences—and the ability to adapt it as necessary.

These objectives will be measured through the following class assignments: Personal Experience Reflections, Current Event, Research Paper, and Symposium participation. Specifically these assignments will allow students to realize the interdisciplinary nature of this course in covering and discussing topics within the sciences (biology and anatomy), business (management, operations, law), and humanities (political climate, sustainability, and social movements). Furthermore, students will interact with animals contributing to their personal growth and respect for the backyard homestead. The culmination of all learnings and farm experiences concludes with a symposium in which students create greater awareness on these topics and their personal experiences with others.

ELO Objectives

Objective 1: Critical Thinking- The ability to formulate an effective, balanced perspective on an issue or topic. Students will explore topics and concepts related to the farm-to-table social movement in gaining knowledge in the establishment of a backyard homestead. Students will explore multiple farm animal options, purposes, selection, health, maintenance, feeding, breeding, and more. Furthermore, students will engage with local farmers and purveyors to get unique perspectives on key topics.

Objective 2: Ethical Reasoning- The ability to consider alternative viewpoints and their potential consequences. As the farm-to-table movement has become increasingly popular, it is also greeted with opposition from animal activists groups as well as personal, ethical reasoning. Students will learn about multiple perspectives as they explore raising a healthy, productive homestead and evaluate if support of this life style aligns with personal ethical reasoning toward to gardner a healthier, more satisfying, food interdependence.

These objectives will be measured through the following class assignments: Personal Experience Reflections, Current Event, Research Paper, and Symposium participation.

Additional objective aligned to the following IDEA objectives:

IDEA 3-5

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
 - Students will take 4-5 tours as part of this class with local hobby and commercial farmers and be introduced to expert guest speakers. Additionally, students will prepare reflections.
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
 - Students will engage in the interdisciplinary nature of this course that brings together science, business, and humanities concepts. Students will synthesize this information as part of class assignments and the symposium.
- Developing a clearer understanding of, and commitment to, personal values.
 - In learning the farm-to-table lifestyle, students will evaluate their personal values and determine if this is a form of life style that the student would be interested to support in the future.

These objectives will be measured through the following class assignments: Personal Experience Reflections, Current Event, Research paper, and Symposium participation.

Applications should also include:

- A draft of your course syllabus consistent with the requirements for a course proposal as outlined above. In other words, the syllabus should demonstrate the criteria discussed in the Course Proposal Narrative. Please also include a thoughtful presentation of course readings, assignments, teaching goals, student learning objectives, and a brief overview of the semester plan.

Please note:

- Course titles should be brief, 30 characters or less. Be mindful of the fact that titles will remain on a student's transcripts forever: a title too closely related to a brief fashion or temporal topic may appear incomprehensible decades later.

Stockton University
GEN XXX Farm to Table: The Backyard Homestead
Syllabus

Dr. Noel Naylor

Meeting at Main Campus XWing

Cell Phone: 609-992-4714

XXXX Xpm-Xpm

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|-----------------------------|--|
| Name | Dr. Noel Naylor |
| Email | Noel.Criscione@stockton.edu |
| Phone | 609-992-4714 (cell) |
| Virtual Office Hours | Post questions and comments for the instructor to the Office Hours board (in Discussions Area). The instructor will respond within approximately 48 hours. For faster or more private correspondence, use email or phone. |

The following materials/references will be used as part of this course. This is not an exhaustive list. There is not a required text.

- Best Practices in Sustainable Hunting A Guide to Best Practices From Around the World.
<http://www.fao.org/3/a-aj114e.pdf>
- The local food Movement: Setting the Stage for Good Food.
https://www.canr.msu.edu/foodsystems/uploads/files/Local_Food_Movement.pdf
- Damerow, G. (2011). The Backyard Homestead, Guide to Raising Farm Animals. Storey Publishing.
- Childs, L., Megyesi, J., Shiers, J., and Rowinski, K. (2016). The Ultimate Guide to Raising Farm Animals: A Complete Guide to Raising Chickens, Pigs, Cows, and More. Skyhorse Publishing.
- Thomas, H. (1998). Storey's Guide to Raising Beef Cattle: Health/Handling/Breeding. Storey Publishing.
- Whiting, J. (2000) Farm Animals. Fox Mtn. Publishing.

Course Description: This course provides students an opportunity to learn new information pertaining to the topics of farm-to-table and sustainable food practices through gaining hands-on experiences that encourage personal independence in harmony with the environment. Imagine the satisfaction of feeding wholesome eggs, milk, meat, and honey produced by animals raised organically and humanely in your own backyard. Learn on as little as one-tenth of an acre, how you can one day raise healthy, productive homestead and take a big step toward a healthier, more satisfying, food interdependence. Students will learn about the selection, care, health, and multiple purposes of raising farm animals and spread awareness creating opportunities for others.

General Studies Objectives:

Objective 1: Commitment to lifelong learning, to the exploration of new ideas outside one's specialization, and to placing one's own knowledge in the context of other disciplines and of society as a whole.

Objective 7: Development of a conceptual framework with which to assimilate new experiences—and the ability to adapt it as necessary.

These objectives will be measured through the following class assignments: Personal Experience Reflections, Current Event, Research Paper, and Symposium participation. Specifically these assignments will allow students to realize the interdisciplinary nature of this course in covering and discussing topics within the sciences (biology and anatomy), business (management, operations, law), and humanities (political climate, sustainability, and social movements). Furthermore, students will interact with animals

contributing to their personal growth and respect for the backyard homestead. The culmination of all learnings and farm experiences concludes with a symposium in which students create greater awareness on these topics and their personal experiences.

Essential Learning Outcomes:

Objective 1: Critical Thinking. The ability to formulate an effective, balanced perspective on an issue or topic.

- Students will explore topics and concepts related to the farm-to-table and food sustainability social movements in gaining knowledge in the establishment of a backyard homestead. Students will explore multiple farm animal options, purposes, selection, health, maintenance, feeding, breeding, and more. Furthermore, students will engage with local farmers and purveyors to gain unique perspectives on key topics and work with farm animals.

Objective 2: Ethical Reasoning. The ability to consider alternative viewpoints and their potential consequences.

- As sustainability and the food to table movement has become increasingly popular, it is also greeted with opposition from animal activists groups as well as personal, ethical reasoning. Students will learn about multiple perspectives as they explore raising a healthy, productive homestead and evaluate if support of this life style aligns with personal ethical reasoning toward their ability to garner a healthier, more satisfying, food interdependence.

Additional objectives aligned to this course include the following IDEA objectives:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
 - Students will take 4-5 tours as part of this class with local hobby and commercial farmers and purveyors. Additional students will interact with expert guest speakers on topics related to the course.
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
 - Students will engage in the interdisciplinary nature of this course that brings together science, business, and humanities concepts.
- Developing a clearer understanding of, and commitment to, personal values.
 - In learning the farm-to-table lifestyle, students will evaluate their personal values and evaluate this life style and if/how the student is interested to support the movement.

Course Objectives:

- Discuss, evaluate, and critique farm-to-table and sustainability hunting and food movements
 - Actively demonstrate and engage in discussion, the multiple perspectives surrounding the topics
- Learn how to choose the best breeds for small space farming
- Discuss the production and logistics of producing farm-to-table products
- Identify and discuss farm animal anatomy, care, and health requirements
- Experience the backyard homestead with hands on animal interaction, care, grooming, and harvesting
- Reflect on personal values related to course topics and ways in which personal behavior and actions/society can support and promote critical movements pertaining to the course

| Week | Date | Readings, Activities & Assignments |
|------|------|---|
| 1 | | 1. Introduction to the Farm-to-Table Movement and Sustainable Hunting/Fishing 2. Introduction to Backyard Farm Animals <ol style="list-style-type: none"> a. Why raise food animals b. Accentuating the positive benefits c. Dealing with the “Day” d. Value of Networking e. Finding Stock f. Getting the animal home/preparing home <ol style="list-style-type: none"> i. How many animals can you keep? |
| 2 | | 3. Chickens <ol style="list-style-type: none"> a. Getting started i. Comparing benefits and drawbacks b. Choosing the right breed c. Raising chickens/broilers d. Egg production 4. Chickens continued <ol style="list-style-type: none"> a. Housing a flock b. Feeding chickens c. Handling chickens d. Chicken health |
| 3 | | 5. Turkeys <ol style="list-style-type: none"> a. Choosing a breed b. Raising poults c. Management Systems d. Poult health e. Predation f. Butchering/breeding Student Current Event Presentations |
| 4 | | 6. Ducks & Geese <ol style="list-style-type: none"> a. Waterfowl families and traits b. Choosing the right breed c. Ducks and goslings d. Meat and egg production e. Health, housing, and maintenance Student Current Event Presentations |
| 5 | | 7. **TOUR** Jersey Junction Hobby Farm Tour 1 <ol style="list-style-type: none"> a. Introduction to the flock (ducks, chickens, turkeys) b. Handling c. Egg Collection d. Cleaning/Maintenance e. Field Experiment i. Comparing freshness and characteristics of farm vs store eggs i. Tasting |

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| | | 1. Preparing/Egg Incubation (depends on time of year) |
| 6 | | 8. Rabbits a. Rabbit families b. Choosing a breed c. Handling, feeding, and breeding d. Rabbit Health Student Current Event Presentations |
| 7 | | 9. Honey Bees a. Bee selection b. A Bee's Life c. Housing/Installing new bees d. A working colony e. Harvesting ** Beekeeper Guest Speaker** |
| 8 | | 10. Goats a. Choosing the right breed b. Handling/Housing c. Feeding d. Health/Maintenance 11. Goats (continued) . Breeding a. Gestation and kidding b. Newborn kids c. Milk and Meat Student Current Event Presentations |
| 9 | | 12. Sheep a. Choosing a breed b. Handling and housing c. Feeding d. Predators and Protection e. Harvesting (wool and meat) f. Health Student Current Event Presentations |
| 10 | | 13. ** TOUR** Big Medicine Farm Tour a. Introduction to the herd b. Handling c. Cleaning/Maintenance d. Milking (Goats) |
| 11 | | 14. Pigs a. Choosing a breed b. Buying a pig or two c. Bring your pigs home d. Housing hogs |

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| | e. Essential Equipment 15. Pigs (continued) . Feeding Hogs a. Butchering and processing b. Health Student Current Event Presentations |
| 12 | 16. **TOUR** Tabernacle Animal Auction Experience |
| 13 | 17. Dairy Cows and Beef Cattle a. Getting started b. Choosing a dairy breed/beef cattle c. Understanding cattle behavior 18. Dairy and Beef Cattle (continued) . Housing and facilities a. Feeding and watering b. Feeding a calf c. Weaning a calf 19. Dairy and Beef Cattle . Harvesting a. Care of the milking cow b. Milking a cow c. Calf Management d. Health Student Current Event Presentations |
| 14 | 20. **TOUR** Clover Valley Farms a. Introduction to the herd b. Cattle management c. Feed production d. Commercial Farming |
| 15 | 21. Student Presentations of independent work 22. Course Symposium |
| 16 | 23. **TOUR** Jersey Junction Hobby Farm a. Introduction to the herd b. Dairy Experience Tour |

Depending upon the semester of this class offering, students will have the ability to be exposed to the following additional topics/experiences. Based on student's level of comfort, there will be alternative experiences offered that will ensure each student is comfortable with the experiences.

- Hog harvesting
- Egg incubation/hatching
- Dairy production (ice cream, cheese, milk)

Course Major Assignments:

- Assignment 1: Current Event Paper
 - Students will submit at their assigned date, a **4-6 page paper** that reviews the current literature surrounding farm-to-table, Backyard Homesteading, or Sustainable Hunting/Fishing. The instructor will provide topic areas and students have the ability to search for relevant research pertaining to the provided topic. APA format should be followed for all assignments. For grading, please see the course rubric. This assignment must be submitted on Blackboard by 11:59 pm the day of the presentation.
- Assignment 2: Current Event Presentation
 - Students will present their current event article(s). Each student will provide an overview of the article, discuss critical information on the topic of the article, and how this is relevant to course topics. Each presentation will be assigned 15 minutes, with a maximum of 10 slides. Each presentation will be followed by Q&As. For grading, please see the course rubric. This assignment must be submitted on Blackboard by 11:59 pm the day of the presentation.
- Assignment 3: Research Paper: Your favorite Farm Animal. History, Breeds, Uses.
 - Students will complete a research paper. The topic is “Your favorite Farm Animal. History, Breeds, Uses” within the context of the course. This paper must be **5-7 pages**. Students need to select a specific animal grouping and discuss in depth critical information such as the history of the breed and origin, distinctive characteristics, and uses. Additionally, topics pertaining to the use of the information should be included such as laws, regulations, and perspectives from different regions/animal breeds/types, uses.
 - The paper is too long or too short
 - The paper has spelling and grammar mistakes
 - The paper has too few of the right type of references
 - You copy other people’s work and claim it as your own
 - Students will need to refer to **at least 3 articles**, at least 1 of which must have been published in 2017. They need to be the articles on which your paper is based. References to Wikipedia are unacceptable. The articles in the library databases tend to be of much higher quality than whatever floats around the Internet. The best library database is probably Academic Search Complete, which is one of the first databases you will find if you go to <https://library.stockton.edu/az.php>.
- Assignment 4: Research Paper Presentation.
 - Students will present their animal research(s). Each student will provide an overview of their selected farm animal. Each presentation will be assigned 15 minutes, with a maximum of 10 slides. Each presentation will be followed by Q&As. For grading, please see the course rubric. This assignment must be submitted on Blackboard by 11:59 pm the day of the presentation.
- Personal Experience Reflections. As part of this course, students will embark on several experience tours that will bring class topics to life. Students are encouraged to reflect on these topics and contrast these to their real life experiences. Each reflection should be a minimum of 2 pages in APA format.
 - Tour 1
 - Tour 2
 - Tour 3
 - Tour 4
 - Tour 5

- Guest Speaker
- Course Tour Requirements:
 - Students will be required to have boots for tours (rain/muck, a type of waterproof boot works best). For each farm tour, students will be required to wear jeans, boots, and long sleeved T-shirt/sweatshirts and bring hand sanitizer.
- Symposium Participation. Student will participate in a symposium where students will host the symposium discussing the topic of farm-to-table: The Backyard Homestead, that will showcase their learning experiences. The symposium will be extended to the larger community as a formal means to spread awareness and discussion of the topic. In addition, the Atlantic County 4H Livestock Club will join the symposium in which students will contribute to the learning of these younger children and provide an opportunity to engage and inform their 4H projects. Students will each present an area in the form of a speech to the audience before opening up to a Q&A.
 - Students will determine areas of focus for the symposium based on course content and experiences
 - Students will form smaller groups based on areas of interest
 - Students group's will design their portion of the symposium which may including but no limited to the following:
 - Literature/Research on the topic
 - Presentation/handouts
 - Panel discussion questions
 - Food/production selection/uses
 - Pictures, local farmers

Final Grade Breakdown

| Grading Criteria/Assignment | Rubrics | Points/Percentage |
|--|---|-------------------|
| Assignment #1, Part 1: Current Event Paper Assignment #2, Part 2: Current Event presentation | Written Communication Oral Communication | 10 10 |
| Assignment #2, Part 1 Research Paper Assignment #3, Part 2: Research Presentation | Written Communication Oral Communication | 10 10 |
| Personal Experience Reflections Reflection #1 Reflection #2 Reflection #3 Reflection #4 Reflection #5 Guest Speaker #1 | | 30 |
| Symposium | | 20 |
| In class Participation/Tour Participation | | 10 |

| | | |
|--------------|--|--------------------------|
| Total | | 100 points / 100% |
|--------------|--|--------------------------|

Grading Scale

| | | | |
|-----------|-----------|-----------|--------------|
| A | 96 and Up | C | 73 – 76 |
| A- | 90 – 95 | C- | 70 – 72 |
| B+ | 87 – 89 | D+ | 67 – 69 |
| B | 83 – 86 | D | 63 – 66 |
| B- | 80 – 82 | D- | 60 – 62 |
| C+ | 77 - 79 | F | 59 and Below |

Class Rules:

- Class begins on time. Please make every effort not to be late. One break will be given during class.
- Each student must develop his/her own solutions to the assigned projects, assignments, and tasks. A student may not use or copy (by any means) another individual's work and represent it as his/her own.
- Please take care of bathroom and food/snack breaks before and after class. An occasional need happens to us all. Constant up and downs are distracting to both the instructor and your fellow classmates.
- Cell phone usage and text messaging are not permissible during class. Any ringing, buzzing, beeping, etc. should be used for emergencies only and cleared in advance with the instructor. We are all responsible for turning off our cell phones during class. Please be assured, texting, phone calls, and emailing are very obvious and distracting from the front of the room, and for the benefit of the rest of the students, you will be asked to leave after a first warning, resulting in lost class time, missed material, an unexcused absence, and probably, some unpleasant feelings we would all like to avoid.

Submission of Assignments:

All assignments must be submitted in APA format. Any assignment that is **not submitted in APA format will be accepted with 20% of the total assignment worth deducted**. If you fail to cite work, representing it as your own, you will receive a warning **with 60% of the total assignment worth deducted**. If you are unfamiliar with APA format or how to properly cite the work of others, the following website provides guidelines and examples. See "Cheating Policy" for subsequent violations.

<https://owl.english.purdue.edu/owl/resource/560/01/>

Late assignments will be **accepted with a minimum of 30% of the total assignment worth deducted** unless a documented emergency. A "sick" day with a doctor's note is not an emergency. Assignments must be typed and submitted through Blackboard. All Blackboard discussion

questions assigned on Tuesdays are due by end of day, on Wednesday. All Thursday assignments are due by end of day, on the Friday providing ample time to complete.

Attendance and Tardiness:

Attendance and tardiness will affect your grade. The information received in lectures, class exercises, and group activities are of integral importance to the course content. Tours also make up a substantial portion of this course and have corresponding assignments. Participation is 10% of your grade and it is not possible to participate when you are not in class. It is also not possible to complete tour reflections if you do not attend.

Attendance calculations will be mathematically done based on the points available, however, two (2) unexcused absences will negatively affect your final grade by no less than 5 points.

While it is expected that every effort will be made to attend EVERY class, sometimes emergencies arise. Whenever possible, it is expected you notify me of any such emergency PRIOR to an absence from class. Repeated absences, lateness or leaving class early will result in a reduced grade. It is the responsibility of the student who misses class to obtain classwork that has been completed during his/her absence. All PowerPoints used by the instructor will be posted to BB.

Incomplete Grade:

Students will not be given an incomplete grade in the course unless there is a documented medical reason or permission from the Dean.

Communication:

Student's Stockton issued email address is a significant means of communication between teacher and student. Regularly checking this email and maintaining the account to allow communication is the student's responsibility. Failure to check email or having a "full" in-box will not be accepted as a valid reason for missing assignments, schedule changes, notifications, etc.

Disabilities:

The Richard Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with documented disabilities who seek accommodations should make their request by contacting the Learning Access Program located in J204 or by calling 609-652-4988. In order to make sure that there is enough time to arrange accommodations, I suggest you give me the paperwork by the end of the second week of the semester or as early as possible to arrange services in this class. Retroactive accommodations will not be granted.

Concerned that you have a disability that will affect your learning in this class, but don't know where to start? Please contact Robert Ross, Carol Quinn, or Fran Bottone in the Learning Access Program (J204; 609-652-4988) to learn about your options and the available resources for having your disability assessed. Additional information on the program may be obtained from Stockton website:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=61&pageID=5>

Cheating Policy:

Anyone caught cheating will fail the course.

The academic honesty policy of The Richard Stockton College will be strictly enforced during this course. College policy on academic dishonesty and the appeals process can be found in the Undergraduate Bulletin and Student Handbook.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principles of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that student's own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as his/her own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record or report for the purpose of obtaining additional credit.
5. Misrepresents the content of submitted work.
6. Turn in any individual assignment completed in cooperation with another student. Doing homework "together", when not assigned as a group project, is cheating.

Turnitin.com will be utilized for all research based reports and projects. Turnitin.com is an online plagiarism prevention system utilized by the Richard Stockton University.