

Eastern Illinois University
Revised Course Proposal
EIU 4111G, Plants and Civilization

Agenda Item #16-49 Effective Summer 2016

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: _____ EIU 4111G_____
3. Short title: _____ Plants and Civilization _____
4. Long title: _____ Plants and Civilization _____
5. Hours per week: _3_ Class _0_ Lab _3_ Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: **2016**_____
8. **Catalog course description:** A discussion of the role of plants in the origin and development of human civilization including hunters and gatherers, agricultural origins, plants and plant products which changed history, plant domestication and cultivation, the green revolution, and plants in the environment. Biological Sciences majors are excluded. WI
9. **Course attributes:**

General education component: _____ Senior Seminar_____ ☒ _____

☒ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive
☐ Writing active
10. **Instructional delivery**
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face
instruction_____
11. Course(s) to be deleted from the catalog once this course is approved. ☐ Previous version of the course_
12. **Equivalent course(s):** _____ None _____

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

13. Prerequisite(s): _____ 75 hours _____

a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)? NA

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): NA _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All except Biology majors

b. Degrees, colleges, majors, levels, classes which may not take the course: Biology majors

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _____

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____ None _____

Course Fee ☐ No ☒ Yes, Explain if yes: Current fee of \$25 would be continued, which covers field trips and expendable classroom supplies and plant materials purchased for classroom usage.

21. Community college transfer:

☐ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of _____
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 X Course is used as an elective
2. **Rationale for proposal:** To allow the course to be offered online, as well as in traditional setting. Students will have an opportunity to learn the numerous ways plants have influenced civilizations, and affect their daily lives. Offering this course online will accommodate off-campus and distance students and those with work schedules that might otherwise prevent them from taking the course.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: None

Prerequisites: 75 hours – university requirement

Co-requisites: N/A

Enrollment restrictions: Biology majors are excluded, because it is a Senior Seminar

Writing active, intensive, centered: WI – several writing assignments are required and in total constitute at least 35% of the course grade. In addition, at least one assignment is to be revised by the student after it has been read and commented on by the instructor.

4. **General education assurances (answer N/A if not applicable)**

General education component: Senior Seminar

Curriculum:

- a. This course meets the **Critical Thinking Component** of the Undergraduate Learning Goals by requiring students to read, analyze, and evaluate diverse usages of plants and plant products in everyday life. Students are expected to reflect upon their own experiences with plants, many such experiences they may well be unaware of. As part of this, students will give a presentation in both traditional and online formats of the course (CT-1,3,4,5,6)
- b. This course meets the **Writing and Critical Reading Component** of the Undergraduate Learning Goals by requiring students to write critical and reflective papers responding to both historical and contemporary lectures and literature reflecting the importance of plants in many countries and cultures. Students are required to respond to various perspectives (modern, historic, and regional), to evaluate arguments and differing sources of information about plant usages, and to write clearly and coherently. This will occur in short writing assignments and in the longer term paper (WR-2,3,4,6,7)

- c. This course meets the **Speaking and Listening Component** of the Undergraduate Learning Goals by requiring students to articulate, discuss and assess different perspectives on the meaning of life. An oral presentation and in-class participation is required in both traditional and online formats of the course. (SL-1,2,3,4,5,7)
- d. This course meets the **Quantitative Reasoning Component** of the Undergraduate Learning goals by requiring students to compare the numbers of plants used for food, medicine, and materials in different times and cultures, and the importance of medicinal plants in various countries and cultures (QR-2,3)
- e. This course meets the **Responsible Citizenship Component** of the Undergraduate Learning Goals by requiring students to reflect upon and evaluate diverse ideas. (RC-1,4)

Instruction:

Skills from the CT, W&CR, S&L, RC, and QR Learning goals are taught routinely in this course. The focus of the course is to become aware and well informed about how plants are part of our lives. This requires reading, interpreting and understanding various sources; analyzing and summarizing those sources. Writing and speaking require articulating and intelligently discussing one's findings and producing written work that is both mechanically sound and informative. Since the use of plants is such an integral part of the lives of humans everywhere, a study of its value and meaning in one's life must require engaging with diverse ideas and cultures.

Assessment: Assignments, projects and exams directly assess noted skills from the CT, W&CR, S&L, RC, and QR Learning Goals and this assessment determines a student's grade in the course.

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification:

Students reaching the final years of their studies should have the opportunity to think and reflect about what, in the end, gives their lives meaning. Offering this course online accommodates off-campus and distance students and those with work schedules that might otherwise prevent them from taking the course.

Instruction: Course content will be delivered via video or other appropriate platform for readings, etc. Video field trips will be included, to sites such as the EIU Greenhouse, Fox Ridge State Park, and Arthur, Illinois. Discussion boards will hone critical thinking skills and help students understand the lectures and readings. They will also facilitate a learning community so that student interaction is promoted. Appropriate technology will be used to construct videos so that students' speaking and listening skills are sharpened. All faculty who deliver this course online are/will be OCDI (or appropriate equivalent) trained.

Integrity: The term paper will make plagiarism difficult and reinforce analytic and critical thinking skills. Plagiarism software such as Turnitin.com for term paper, midterm and final will check for duplication of work. Quizzes will be timed. Students will construct videos for work on verbal expression. Video responses identify students visually.

Interaction: Interaction will be facilitated via email, phone, video, discussion boards or other shared online support as determined by the particular faculty member. As online courses provide learning environments for people mostly unable to attend on-campus courses due to work or distance issues, interaction will probably be asynchronous.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: EIU 4111G Plants and Civilization
2. **Catalog course description:** (3-0-3) A discussion of the role of plants in the origin and development of human civilization including hunters and gatherers, agricultural origins, plants and plant products which changed history, plant domestication and cultivation, the green revolution, and plants in the environment. Biological Sciences majors are excluded. WI
3. Learning objectives.

At the end of the course students should be able to:

1. Recognize, analyze, and evaluate the ways in which plants impact and influence the human experience, both in written and verbal responses. (CT – 1,3,4,5,6, W&CR – 2,3,4,6,7, SL -1,2,3,4,5,7)
 2. Recognize, identify and articulate diverse aspects of plant usage, both verbally and in writing assignments. (W&CR- 2,3,4,6,7, and SL – 1,2,3,4,5,7)
 3. Explain and evaluate the role of plants in various aspects of life. This involves understanding the experiences of individuals and cultures on a world-wide basis. (RC – 1,4, CT - 1,3,4,5,6, W&CR - 2,3,4,6,7, QR-2, 3)
4. Course materials.

Particular materials may vary over time and according to the specialization of the instructor.

Course packet (readings from public domain)

Textbooks:

Simpson, B., & M. Ogorzaly. 2009. Economic botany: Plants in Our World. McGraw-Hill.

Klein, R.M. 1987. The Green World. Harper-Collins.

5. Weekly outline of content.

Week 1 Introduction (EB 12-32); Flowers, fruits, and seeds (GW 65-83); virtual lab

Sample Presentations Pollination video; Fibers from plants (EB 504-530)

Weeks 2-5 Cryptogamic Plants and Gymnosperms (EB 378-386)

Greenhouse virtual tour.

Plants and Nutrition; Plant Chemicals (GW 256-280)

Plants in Religion, Folklore, and Mythology

Weeks 6-9 Origins of Agriculture (66-83). Plant foods from the Stone Age to Modern times. Australian Plant Usage; Native Americans; Herbs and Herb gardens; Spices (278-309)

Coffee, Tea and Chocolate; homework assignment on caffeinated beverages;

Grains; Vegetables

Weeks 10-13 Regional Uses of plants: Latin America; Plants and the Cultures of Africa; Europe and the Mediterranean; Southern Asia; China, Japan, and Southeast Asia;

Weeks 14-15 Student presentations; Watson-Glaser Exam

Week 16 Final Exam

6. Assignments and evaluation, including weights for final course grade.
See Part I.4 "Assessment"

7. Grading scale.

90-100% = A

80- 89% = B

70-79% = C

60-69% = D

below 60% = Failing

8. Correlation of learning objectives to assignments and evaluation.

Learning Objectives	Weekly Quizzes and discussion and homework (35%)	Term Paper (and revision) (30%)	Final Exam (20%)	Presentation (15%)
Students will recognize, interpret, and evaluate ways in which plants influence human life and culture. (CT - 1,3,4,5,6, W&CR – 2,3,4,6,7, RC – 1,4)	X	X	X	X
Students will implement speaking and listening skills in the articulation and	x			X

discussion of the usage of plants. (SL – 1,2,3,4,5,7)				
Students will read, reconstruct, differentiate, and critique arguments concerning the usage of plants from diverse cultural and historical perspectives. They will also generate their own arguments concerning the significance of plants and plant products in different cultures. (CT – 1,3,4,5,6, W&CR – 2,3,4,6,7, SL – 1,2,3,4,5,7, RC – 1,4, QR-2,3)	X	X	X	X

Date approved by the department or school: 2-12-2016

Date approved by the college curriculum committee: 3-4-2016

Date approved by the Honors Council (*if this is an honors course*): Not Applicable

Date approved by CAA: 3-10-2016 CGS: Not Applicable