

ACADEMIC PROGRAMS



College of Agricultural,
Consumer and
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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

From the Office of the Associate Dean

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Web-Loving Students Prodded to Cite Peer-Reviewed Works in Term Papers

By Scott Carlson in *The Chronicle of Higher Education Daily News*, 2/6/03

A report released in February 2003 shows that students in a course at Cornell University have generally used fewer and fewer scholarly materials in their library research in the past six years. But the professor who teaches the course reversed the trend by providing a few clear guidelines in term-paper assignments.

The report, "Effect of the Web on Undergraduate Citation Behavior," appears in the *Portal*, a library journal. Philip M. Davis, a life-sciences librarian at Cornell and author of the report, says the study on which it is based came from the feeling that students were using fewer scholarly materials.

Mr. Davis's study, which looked at two separate periods from 1996 to 2001, scrutinized the bibliographies of term papers in an undergraduate microeconomics course at Cornell. Each year, the researchers looked at 60 to 70 papers. The course's content, assignments, and instructor remained constant, until 2001.

In 2001, John M. Abowd, a professor of economics, required students to use at least five peer-reviewed materials in the research and noted that the accuracy of the citations would affect grades.

In the years before Mr. Abowd issued that mandate, researchers had seen a precipitous drop in the use of books and an equally steep rise in the use of Web sites. Books composed 30 percent of cited sources in 1996, compared with 16 percent in 1999, with continued declines in the following year. Web sites, meanwhile, grew from about 8 percent of cited sources in 1996 to more than 20 percent in 1999. Most of those Web citations, around 40 percent, came from commercial sites.

However, in 2001, the use of Web sites dropped to

around 13 percent of cited sources, from more than 22 percent in 2000, while journals went to 30 percent from 20 percent in those years. Book citations also rose slightly. Over all, students in 2001 were using as many scholarly materials as students had used in 1996.

"They weren't just recommendations," Davis says. To change students' work, "there needs to be some minimum requirements for sources cited, but there also have to be consequences. And the consequence in this case was the grade on the paper."

Syllabus Fulfills Three Roles

The Syllabus as a Contract

The first purpose of a syllabus is to be a contract. A syllabus sets forth expectations for behaviors of the parties involved. It delineates the responsibilities of students and of the instructor for various tasks, including attendance, assignments, examinations and other requirements. Course details laid out in the beginning, the students can make an informed decision as to whether the course is appropriate for them, and the instructor can use the syllabus to adjudicate disagreements that may arise during the course.

The Syllabus as a Permanent Record

Here the syllabus provides evidentiary documentation of course content: at what level, scope and depth and for what kinds of credit. By providing details of course content, what students were expected to do, and how these outcomes and performances were assessed, syllabi can be helpful in evaluating both individual instructors and entire programs. Web-based syllabi are easily updated and revised, but those changes compromise their value as a permanent record. Faculty should print copies

of all syllabi or keep an electronic copy of each syllabus used.

The Syllabus as Learning Tool

The goal here is to use the syllabus to give students the kind of information that will encourage their development as learners. To accomplish that goal, the syllabus should contain a description of the instructor's philosophy of teaching. It might also include recommendations for successful planning for the course, time management, tips on how to do well on certain assignments and/or mistakes to avoid, and a clear delineation of pre-requisite knowledge and/or skills. For students missing or weak on skills, the syllabus might identify places or persons to consult for help.

The authors include an important reminder about all syllabi, regardless of the roles assigned to them. "A syllabus can serve students as a model of professional thinking and writing. If it is clearly written, organized, helpful, appropriately humorous, thoughtful, and perfect in style and grammar, it conveys to students that the instructor values these qualities."

Adapted from Parkes and Harris (2002). The purposes of a syllabus. *College Teaching*, 50 (2), 55-61. In *The Teaching Professor*, January 2003.

Community College Science Interns

The College's USDA Higher Education Challenge Grant, *Community College Science Internship Program*, has as its aim to create learning opportunities that will increase the experience base of transfer students in science and technology and create on-going partnerships with urban community colleges. The target audience includes potential transfer students enrolled in one of four Chicago metro area community colleges. As a result of participating in the eight-week program, students will be more aware of career opportunities in fields related to ACES degree programs and will be more likely to enroll at UIUC and in the College. Three students have been involved in the first summer experience. The students, and their faculty advisors, are: Kevin Pumphrey, Olive-Harvey College, with Sharon Donovan in FSHN; Rafael Hernandez, Malcolm X College, with Lane Rayburn and Torbert Rocheford in CR SC; Markisha Ranson, Malcolm X College, with Jim Painter in FSHN; and Stacy Perez, Triton College, with Darrel Kesler in

Brown vs. Board of Education Commeration

ANSCI. Jesse Thompson and Chuck Olson are the principal investigators for the project.

Mention "agriculture" and "African-American" in the same sentence and two prominent names will always surface: Booker T. Washington and George Washington Carver. Washington, born into slavery, was a prominent spokesman for African-Americans and founded Tuskegee Normal School, now Tuskegee Institute, the only private agricultural institution that was established to educate children of African descent. Tuskegee now also has land-grant status and is one of the 17 Historically Black Colleges and Universities in the U.S. The Dean of Agriculture at Tuskegee, Walter Hill, is a graduate of UIUC and ACES. Carver, one of the pre-eminent agricultural scientists in American history, directed the agricultural research program at Tuskegee for nearly 50 years in addition to conducting his own extensive research on peanuts and potato and working closely with African-American farmers.

Beyond those two names, few can recite the national and international contributions of African-Americans in the broad industry of agriculture. Despite a major impact on Illinois agriculture, little information is included in agricultural or history documents and texts relating to the African-American involvement in Illinois.

Students and faculty in the agricultural and related sciences as well as the social sciences need an awareness and understanding of the contributions that have been made by African-Americans to the various disciplines. Equally important, faculty and students need an appreciation for the injustices that have been faced in order for African-Americans to be able to contribute significantly. Social change can evolve only to the extent that current and future leaders acknowledge that past and help create a different future.

The University of Illinois will be commemorating the landmark Brown v. Board of Education decision which broadly defined educational access and serves as a basis for democracy and social justice. The College of ACES will participate in the year-long jubilee by sponsoring, with the campus, a

series of programs related to the involvement of African-Americans in Illinois and U.S. Agriculture

On November 11, 2003, Dr. Blannie Bowen, the C. Lee Rumberger & Family Chair at The Pennsylvania State University, will deliver a lecture on the contributions of African-Americans to U.S. and Illinois agriculture. The session will begin with a luncheon for ACES faculty, followed by the lecture open to campus at 12:30 pm in the Monsanto Conference Center. So mark your calendars now; registration materials will be available early in the fall semester.

Dr. Bowen will also present a lecture and discussion for ACES undergraduate and graduate students as well as work with a small group of faculty on the concept of designing a course on agricultural history.

Applying the Principles Governing Interest

Twelve principles relating to interest were shared in the May-June issue. These have been in the form of apparent truths describing its origin and behavior. It remains to find ways and means of applying them, to devise simple *rules of action* whereby teachers may put them to effective use. The rules which follow are derived from these principles in the order in which they appeared in the earlier article.

1. State each question, or problem, in such a manner as to appeal to one or more natural senses.
2. Keep pupils conscious of the usefulness and future value of that which they are learning.
3. Organize the subject or course taught in such a manner that its parts will be closely and clearly related.
4. Develop in the pupils the actual abilities which they wish to acquire.
5. Connect the knowledge that is taught with things in which the pupils are already interested.
6. Teach by problems or thought questions. Require the memorization of facts only when this is seen to be clearly necessary.
7. Keep your own interest high. Call upon interested pupils early in each discussion.
8. Keep pupils progressing and conscious of their progress toward the goals which they wish to reach.
9. Keep the answers of all problems and questions in doubt until all important facts have been considered.
10. Keep pupils constantly aware of the relation of what they are learning to the ideals, or goals, which

they have set for themselves.

11. Vary your procedures frequently. Avoid a fixed routine in teaching.

12. Make use of humor whenever it can be appropriately introduced.

Adapted from *Permanent Learning: A Study in Educational Techniques*, by W. H. Lancelot, 1929.

CITES Introduces Illinois Compass

After over a year of evaluating campus needs and conducting evaluations of the major learning systems, CITES is pleased to introduce Illinois Compass, a new online learning support service powered by WebCT Vista. CITES will begin introducing Illinois Compass in Spring 2004, with a full-scale release planned for Fall 2004.

Illinois Compass is easy to use and learn, easily customizable, secure, and rich in features that support teaching and learning goals important to this campus. Illinois Compass is also able to support the rapidly growing number of instructors and students using online learning environments, both on and off campus. Illinois Compass will allow us to make use of UI-Integrate rosters when they become available, which will enable us to update rosters within the system more often. Illinois Compass also offers the potential to integrate with other University computing systems.

CITES will offer a full suite of support services to assist everyone affected by this change. The transition to Illinois Compass will occur over the next two years. This transition schedule is designed to give you plenty of time to prepare for the transition, receive training and guidance for using the new system, and allow us to integrate Illinois Compass with key University resources, such as UI-Integrate and Bluestem.

Schedule for Transition Period

-WebCT Campus Edition and Campus Gradebook users

- * Illinois Compass will be available to current users in the Spring 2004 semester.
- * Campus Gradebook will be retired at the end of the Fall 2003 semester.
- * WebCT Campus Edition will be retired at the end of Summer Session II 2004.

-Blackboard users

- * Current users are strongly encouraged to wait

until Summer Session I 2004 to begin the move to Illinois Compass.

* Blackboard will be retired at the end of the Fall 2004 semester.

-Mallard and WebBoard users

* No plans to retire these systems.

* Current users are strongly encouraged to wait until the Fall 2004 semester to use Illinois Compass.

-All other users (including new users)

* Please contact us to learn more about training opportunities and Illinois Compass implementation details.

For more information, visit

<http://www.cites.uiuc.edu/edtech>, or email edtech@uiuc.edu.

Fall Teaching Symposium

The ACES Fall Teaching Symposium is scheduled for Friday, August 22, 2003 in the Levis Faculty Center. The program begins with refreshments at 8:30 a.m. and will conclude by 1:00 p.m. The planning committee (Cleo D'Arcy, Del Dahl and Mike Hutjens) has selected Dr. Rick Rudd, University of Florida, to be the featured speaker and workshop leader. Dr. Rudd promotes critical thinking through his teaching and research. He is also Assistant Director of the Teaching Resource Center in the Institute of Food and Agricultural Sciences of Florida. The symposium will focus on the importance of developing in our students the ability to think critically as they obtain and utilize information to learn and to solve problems.

The ACES Academy of Teaching and ACES Academic Programs sponsor the annual symposium. Registration information will be distributed in early August, so mark your calendars now for August 22. include same article as May-June; add new paragraph}

Registration is required, but there is not charge for attendance. The symposium is funded by the ACES Teaching Enhancement endowment. Registrants are expected to attend, since refreshments and lunch are provided.

You may register now simply by sending an email to Anne Stites (astites@uiuc.edu), indicating that you wish to attend and participate in the ACES Fall Teaching Symposium.

ACES New Student Welcome

Wednesday, September 10

7:00 p.m.

Krannert Center for the Performing Arts
Tryon Festival Theatre

RAP II

The second year of the Research Apprenticeship Program (RAP II) includes a summer laboratory experience with the goal of providing an advanced learning activity for motivating highly qualified high school students to pursue areas of study in the food, environmental and human sciences. Students are matched with an ACES faculty member, based on the students' interests, who guide each of the student's summer laboratory project. The students work closely with their faculty mentors, graduate students and lab assistants in developing the project, writing a project paper, making an oral presentation, and preparing a project poster. Students work 20 hours per week on the project, in addition to participating in weekly seminars on ethics in research and other current issues and instruction in microcomputer, math and writing skills.

Thanks to the ACES faculty who have been serving as mentors to this summer's RAP II students: Paul Ellinger, ACE; Hans Blaschek, FSHN; Hans Bohnert, CPSC; David Grimley, IL Geological Survey; Michael Plewa, CPSC; Janeen Johnson, ANSCI; Adriana Umana-Taylor, HCD; Isaac Cann, ANSCI; Joan Jorgensen, CVM; Vijay Singh, AG ENG; Robert Skirvin, NRES; and Prasanta Kalita, AG ENG; Judith Hartley, Child Care Resource Service; Elvira DeMejia, FSHN and Krystal Jungmann, ACES Advancement.

ACES - CHSAS Agreement

For more than a year, faculty in ACES and the faculty and administration of the Chicago High

School for Agricultural Sciences (CHSAS) have been working together with two purposes in mind. First, CHSAS faculty and their new principal, David Gilligan, wanted to improve the academic rigor of the agriculture programs of the school. Secondly, CHSAS and ACES have worked closely for a number of years to help ensure that CHSAS students are aware of opportunities in ACES and are adequately prepared for UIUC. The College must continually “sell itself” to urban students who are unaware of career opportunities in the agricultural, consumer and environmental sciences.

The result of the collaborative effort is an agreement between ACES and CHSAS which includes five courses in ACES that will be available for proficiency examination credit for students who apply to ACES from CHSAS. The courses are ACE 161, FSHN 101, HORT 105, HORT 107 (plus a portfolio of work) and ANSCI 100. ACE 100 is also available via the AP test in Economics. The first set of tests will be administered in late spring 2004 for CHSAS students who have applied to UIUC.. Only students who enroll in ACES will be awarded credit.

Hutjens Honored

Michael Hutjens, ANSCI, has been named a recipient of the Campus Award for Excellence in Public Engagement. The award will be presented in September during ceremonies at the Beckman Institute. Hutjens is being recognized for his years of service and extraordinary work in outreach and engagement activities, especially with University of Illinois Extension. He also teaches a highly successful distance education course in dairy management. Congratulations, Mike.

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Plan Your Final Exam Now – It is Required!

Soon we will all be putting the final touches on the course syllabus that we will share with our students. As we list the various requirements and due dates for the course, be sure to include the scheduled time and place for the Final Exam.

From the *Code of Policies and Regulations Applying to All Students*, a final exam MUST be given in each course and during the scheduled time. Exemptions from administering a final exam must be approved by the department head; changes in exam times must be approved by the Provost.

Be sure you are familiar with Sections 82 and 83 of the *Code*. It is for your protection as well as the protection of our students.

Academic All Big Ten

ACES is especially proud of the student athletes who have been named to the Academic All-Big Ten. ACES students include:

Lisa Fish, FSHN, Women’s Swimming and Diving
Erin Frakes, FSHN, Women’s Cross Country
Katie Hagberg, NRES, Women’s Basketball
Christine Sinak, FSHN, Women’s Soccer.

Congratulations to these athletes on their excellent performance in the classroom.