**Course Description**

This course is designed to promote exposure to, and subsequent critical reflection about, a variety of topics relevant to ACES James Scholars. It features presentations by faculty members and experts on the main topic of current grand challenges with the future insight into the year 2050 and beyond. The societal grand challenges discussed in this course will be focused on the broadly defined areas of food, agricultural, environmental and human systems. Students will engage in the topics by responding to presentations by University of Illinois faculty members or other invited experts through classroom discussions, culminating in their own reflective presentations on the topics discussed at the end of the semester.

**Credit**

One hour of honors credit is earned by students completing this course with a grade of B- or higher.

**Contact Information**

Instructor: Dr. Soo Lee, ACES Honors Dean  
Office: 128 Mumford Hall  
Telephone: (217) 333-3380  
Email: soolee@illinois.edu  
Website: [http://academics.aces.illinois.edu/honors/james-scholars/399](http://academics.aces.illinois.edu/honors/james-scholars/399)  
Office hours: by appointment

**Expectations and Student Learning Goals**

Students are expected to actively engage in a variety of presentations given by University of Illinois faculty and student-invited experts on critical societal challenges related to food, agriculture, environment and human systems through critical thinking, questioning, and discussion. Students will identify and invite a set of presenters to class and coordinate their visit and presentation.

Upon completion of the course, students will be able to successfully do the following (Student Learning Goals):

1. Identify current and near future societal grand challenges.
2. Compare the current trends and the trends of the world of 2050 and beyond.
3. Characterize the knowledge, skills and mindset required to be successful professionals to meet the demands of the current societal issues and the world of 2050 and beyond.
4. Identify experts in the field, invite them to present, and coordinate their visit.
5. Engage intellectually in seminar discussions.
6. Present effectively on a selected societal grand challenge and the changes anticipated for 2050 and beyond.

**Textbooks**

No textbook is required. Weekly required readings, if any, will be supplied by the instructor and the faculty presenters via 1) email, 2) Illinois Compass course website, or 3) handout in prior class. Other supplemental materials may be posted to the course Compass website.
**Student Responsibilities and Classroom Etiquette**

1. Be on time for class. Chronic late arrivals will be penalized.
2. Come to class prepared. Read the required reading assignments, if given. Be attentive during guest presentations.
3. Cell phones and PDAs should be turned off/silenced during class.
4. If you know that you need to miss class for an important reason (e.g., presenting a paper at a professional meeting; family emergency), please let the instructor know as soon as possible ahead of time. If you become ill and need to miss class, please e-mail the instructor.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Wednesday Sessions</th>
<th>Presenters &amp; Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: January 20</td>
<td>Rob Chappell – <em>Discuss course syllabus, Assign students to groups and have introductions, Presentation</em></td>
</tr>
<tr>
<td>Week 2: January 27</td>
<td>Honors Council: Dr. Erica Thieman (AGED)</td>
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<tr>
<td>Week 3: February 3</td>
<td>Honors Council: Dr. Jennifer Hardesty (HDFS)</td>
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<tr>
<td>Week 4: February 10</td>
<td>Honors Council: Dr. Jonathan Beever (AnSci)</td>
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<tr>
<td>Week 5: February 17</td>
<td>Honors Council: Dr. Cory Suski (NRES)</td>
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<tr>
<td>Week 6: February 24</td>
<td>Dr. Paul Stoddard (ACE)</td>
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<tr>
<td>Week 7: March 2</td>
<td>Dr. Tony Grift (ABE)</td>
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<tr>
<td>Week 8: March 9</td>
<td>Student selected presenter 1</td>
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<tr>
<td>Week 9: March 16</td>
<td>Student selected presenter 2</td>
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<tr>
<td><strong>No Class: March 23</strong></td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Week 10: March 30</td>
<td>Student selected presenter 3</td>
</tr>
<tr>
<td>Week 11: April 6</td>
<td>Group presentation preparation week – In-class discussion and prep</td>
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<tr>
<td>Week 12: April 13</td>
<td>Student group presentation 1</td>
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<tr>
<td>Week 13: April 20</td>
<td>Student group presentation 2</td>
</tr>
<tr>
<td>Week 14: April 27</td>
<td>Student group presentation 3</td>
</tr>
<tr>
<td>Week 15: May 4</td>
<td>Student group presentation 4</td>
</tr>
</tbody>
</table>

**Total Contact Hours: 15**
 Assignments

1. **Weekly reading assignments**
   Read weekly assigned readings provided by the presenters. The readings will be distributed by any of the following means: 1) email, 2) Illinois Compass course site, 3) handout in class at least a week in advance of the presentation. Doing weekly reading assignments will significantly impact Attendance and Participation part of the grade.

2. **Presenter Invitation (group)**
   Student groups are required to identify a faculty member or expert in the area of ACES disciplines with the insight into the current societal grand challenges and the vision of what will drive our world in the year 2050 and beyond. Student groups will be responsible for inviting the presenter to the class and coordinating all the logistics involved with a successful visit and presentation by the expert. In the final phase of the course, student groups will present their view of the current societal challenges and vision of 2050.

   Instructions for inviting expert presenters to class:
   a. You will need to choose your topic and determine who your guest speaker will be; get this approved by Dr. Lee by Feb. 3. Please do this as soon as possible, but no later than the deadline.
   b. After you receive approval, contact the speaker with the topic you would like them to speak about to determine if they are willing to speak.
   c. Coordinate with the speaker on their preferred date/time and whether they will be in person or via Skype. Also determine how long they will be speaking and how long they will have for Q & A (some speakers might prefer 25 min presentation + 25 min Q & A, while others may only want to leave 10 min for Q & A). If they are Skyping in, get their Skype information to set up the call.
   d. Come up with a list of questions you have for them (3-5 questions is ideal that are not yes/no answer), so you can lead Q & A session and use time if no classmates have questions. Give Dr. Lee a copy of these questions the day of the presentation.
   e. At least 48 hours prior to the arranged guest speaking time, contact them again to confirm they are still able to speak with a reminder of the date and time. Also send them the questions you have developed for the Q & A Session. Make sure they are prepared for Skype or know where the building/room is and parking information.
   f. Prepare an introduction lasting 1-2 minutes about the speaker and the topic they will be presenting. On the day you have scheduled them to speak, be prepared to introduce the speaker and facilitate the session. Make sure you stick to 50 minutes; it is up to you to keep us on schedule by making sure to indicate to the speaker when their time is nearing the end (5 minute warning) so they can wrap up.
   g. Make sure to send a Thank You and copy me or scan/photograph the handwritten note.
   h. Please reflect on your guest speaker experience in 1-2 pages. See Reflection paper section below.

3. **Reflection paper (individual)**
   Limit to no more than 2 pages. Ensure you address the following questions and ideas:
   a. What did you learn about the topic your guest speaker focused on? Focus on what you learned in the areas of knowledge, skills and mindset required to be successful professionals to meet the demands of the current societal issues and the world of 2050 and beyond.
   b. What did you learn about inviting a scientific expert that you will remember the next time you arrange a guest speaker?

4. **Student Group Presentation**
   Student groups will select one of the current societal grand challenges, discuss the rationale of selecting this grand challenge, investigate how the selected grand challenge may affect our world current and future, and discuss how to prepare for this grand challenge to shape the world of 2050 beyond. Students will give an oral presentation on their selected grand challenge and the projected world of 2050 and beyond. The presentation should be no longer than 15 minutes, with 5-8 minutes of questions. Any type of visual aid may be used. If special equipment is needed, students need to consult with the instructor and be responsible for acquiring the equipment.
Grading

The grading scale is as follows. Please note that a letter grade of at least B- must be earned to obtain honors credit in this course.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>96.7-100.0%</td>
<td>A+H</td>
</tr>
<tr>
<td>93.4-96.6%</td>
<td>AH</td>
</tr>
<tr>
<td>90.0-93.3%</td>
<td>A-H</td>
</tr>
<tr>
<td>86.7-89.9%</td>
<td>B+H</td>
</tr>
<tr>
<td>83.4-86.6%</td>
<td>BH</td>
</tr>
<tr>
<td>80.0-83.3%</td>
<td>B-H</td>
</tr>
<tr>
<td>76.7-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>73.4-76.6%</td>
<td>C</td>
</tr>
<tr>
<td>70.0-73.3%</td>
<td>C-</td>
</tr>
<tr>
<td>66.7-69.9%</td>
<td>D+</td>
</tr>
<tr>
<td>63.4-66.6%</td>
<td>D</td>
</tr>
<tr>
<td>60.0-63.3%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 59.9%</td>
<td>F</td>
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</tbody>
</table>

Course Grade Breakdown:

- Attendance and Participation (weekly readings) 40 points
- Presenter invitation (group) 25 points
- Reflection paper (individual) 10 points
- Student group Presentation 25 points

Total 100 points

Each unexcused absence will warrant 5 points deduction from Attendance/Participation part of the grade. The evaluation form for the presentation is available at the end of the syllabus. Presentation evaluation will be done by the whole class, with the peer evaluation average comprising 50% of the presentation grade and instructor’s evaluation comprising the other 50% of the presentation grade.

Course Management System

Illinois Compass 2g is the communication and course material access system used in this class. You may access the course website using an Internet browser at https://compass2g.illinois.edu. You will need to login using your NetID and your NetID password. Course information and materials, as well as course grades, will be available via the Illinois Compass 2g website. You are expected to access the site regularly. If you are not familiar with Compass 2g, please view “Student Resources” at http://www.cites.illinois.edu/illinoiscompass/studentresources2g.html. Although Illinois Compass 2g will open in virtually any browser, it is important to check your browser’s compatibility. To check if your browser is compatible, click on the Check Browser link in the upper right-hand corner of your screen when logged into your Illinois Compass 2g Homepage.

Attendance

Students are expected to attend all classes. It is the student’s responsibility to inform the instructor in advance if s/he plans to be absent to observe a religious holiday, to serve jury duty, or to participate in required military service or university/class-sanctioned events. Arrangements to make up for class absences will require documentation.

Academic Integrity

http://admin.illinois.edu/policy/code/article1_part4_1-401.html

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: http://studentcode.illinois.edu/

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: http://studentcode.illinois.edu/ Ignorance is not an excuse for any academic
dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

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**Accommodation Statement**

[http://www.disability.illinois.edu](http://www.disability.illinois.edu)

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the as soon as possible. To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me, or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu. [http://www.disability.illinois.edu/](http://www.disability.illinois.edu/)

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**FERPA**

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See [http://registrar.illinois.edu/ferpa](http://registrar.illinois.edu/ferpa) for more information on FERPA.

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**Emergency Response Recommendations**

Emergency response recommendations can be found at the following website: [http://police.illinois.edu/emergency/](http://police.illinois.edu/emergency/)

I encourage you to review this website and the campus building floor plans website within the first 10 days of class. [http://police.illinois.edu/emergency/floorplans/](http://police.illinois.edu/emergency/floorplans/)
ACES 399: Spring 2016
Presentation Evaluation Form

Presenter's Name:_______________________________________________________

Your Name:________________________________________________________________

Please answer the following questions based on 5-point category scale.

Content:

1. Explanation of the background information:
   Poor  1  2  3  4  5  Excellent

2. Explanation of the current grand challenges and rationale behind why these are grand challenges:
   Poor  1  2  3  4  5  Excellent

3. Explanation of how the world will change in 2050:
   Poor  1  2  3  4  5  Excellent

4. Explanation of the knowledge, skills and mindset needed to prepare for 2050:
   Poor  1  2  3  4  5  Excellent

Presentation skills:

1. Organization of the visuals:
   Poor  1  2  3  4  5  Excellent

2. Oral presentation skills:
   Poor  1  2  3  4  5  Excellent

3. Overall flow of the presentation:
   Poor  1  2  3  4  5  Excellent

Sum of the scores:________________________