ACES 399: HONORS SEMINAR  
Vision 2050 – Grand Challenges of the Millennium  
Spring 2017, 3:00-3:50 PM Wednesdays, 296 Animal Sciences Laboratory  
Website: [http://academics.aces.illinois.edu/honors/james-scholars/399](http://academics.aces.illinois.edu/honors/james-scholars/399)  

"You cannot escape the responsibility of tomorrow by evading it today.”  
- Abraham Lincoln  

STUDENT LEARNING OUTCOMES  
Upon completion of the course, students will be able to successfully do the following:  
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.  

STUDENT EXPECTATIONS  
Students are expected to actively engage in a variety of presentations given by University of Illinois faculty members or other invited experts on critical societal challenges related to 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.  
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 you need to miss class for a valid reason (e.g., 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.  

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.
MEET THE PRIMARY INSTRUCTOR

I am a Professor in the Department of Food Science and Human Nutrition. My research area of specialty is Sensory Science, where I am primarily interested in understanding the human instrument and using them to evaluate food products, a.k.a., fascinating world of taste tasting!

As the Honors Dean of the College of ACES, I oversee the James Scholars Programs and offer this Honors Seminar Course. My office hours as the Honors Dean is in the afternoon on weekdays, so you should be able to find me in my Mumford office below in the afternoons. Should you need to see me during the morning hours, please don't hesitate to email me to make an appointment and come see me in my Bevier office.

Dr. Soo-Yeun Lee  
Professor in the department of Food Science and Human Nutrition.  
Assistant Dean for Curriculum and Honors Programs in the College of Agricultural Consumer and Environmental Sciences.

Office: 128 Mumford Hall  
Telephone: (217) 333-3380  
Email: soolee@illinois.edu  
Office hours: by appointment

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/webapps/login/

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:

https://online.illinois.edu/getting-started/learning-management-systems/illinois-compass-2g/illinois-compass-2g-student-resources-and-assistance

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.
MEET THE INVITED SPEAKERS

Prof. Tony Grift, PhD
Associate Professor, ABE
Advanced machinery for biosystems applications

Prof. Paul Stoddard, BA
Lecturer, ACE
Marketing and Farm Management

Prof. Cory Suski, PhD
Associate Professor, NRES
Applied Animal Ecology and Conservation

Prof. Jon Beever, PhD
Professor, ANSC
Genetics, Genomics, Bioinformatics, Nutrition

Prof. Jen Hardesty, PhD
Associate Professor, HDFS
Health and well-being across the lifespan

WEEKLY TOPICAL OUTLINE

Week 1: January 18    Dean Soo Lee (OAP)
*Introductions, Overview of the course syllabus, Assign Groups*

Week 2: January 25    Professor Tony Grift (ABE)
*Feed the World in 2050*

Week 3: February 1    Professor Paul Stoddard (ACE)
*Future of Agriculture and Agribusiness 2050*

Week 4: February 8    Honors Council:
Professor Cory Suski (NRES)
*Grand Challenges: Aquatic Ecosystem Conservation*

Week 5: February 15    Honors Council:
Professor Jonathan Beever (ANSC)
*Role of the Animal Sciences in Food Security and Sustainability*

Week 6: February 22    Honors Council:
Professor Jennifer Hardesty (HDFS)
*Confronting the Ideal Family*

Week 7: March 1    Student selected presenter 1:

Week 8: March 8    Student selected presenter 2:

Week 9: March 15    Student selected presenter 3:

No Class: March 22    Spring Break

Week 10: March 29    Student selected presenter 4:

Week 11: April 5    Group presentation preparation week

Week 12: April 12    Student group presentation 1

Week 13: April 19    Student group presentation 2

Week 14: April 26    Student group presentation 3

Week 15: May 3    Student group presentation 4

Total Contact Hours:    15
ASSIGNMENTS AND GRADING

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 work)**
   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. 8. 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)** This is only for the week of your group’s invited speaker presentation.
   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.

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>Grade</th>
<th>Percentage Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>A+H</td>
<td>96.7-100.0%</td>
<td>A+</td>
</tr>
<tr>
<td>AH</td>
<td>93.4-96.6%</td>
<td>AH</td>
</tr>
<tr>
<td>A-H</td>
<td>90.0-93.3%</td>
<td>A-H</td>
</tr>
<tr>
<td>B+H</td>
<td>86.7-89.9%</td>
<td>B+H</td>
</tr>
<tr>
<td>BH</td>
<td>83.4-86.6%</td>
<td>BH</td>
</tr>
<tr>
<td>B-H</td>
<td>80.0-83.3%</td>
<td>B-H</td>
</tr>
<tr>
<td>&lt; 59.9%</td>
<td></td>
<td>F</td>
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</tbody>
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**Course Grade Breakdown:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation (weekly readings)</td>
<td>40</td>
</tr>
<tr>
<td>Presenter Invitation (group)</td>
<td>25</td>
</tr>
<tr>
<td>Reflection Paper (individual)</td>
<td>10</td>
</tr>
<tr>
<td>Group Presentation Evaluation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
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Each unexcused absence will warrant 5 points deduction from Attendance/Participation part of the grade. The evaluation form for the presentation is available on the next page. 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.
ACES 399
Group Presentation Evaluation Form

Group Number:__________________________________________________________

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:________________________
Additional Resources

**Family Educational Rights and Privacy Act (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.

**Students with Disabilities**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities should contact the course instructor 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@illinois.edu. More information may also be found at [http://www.disability.illinois.edu/](http://www.disability.illinois.edu/)

**Academic Integrity**

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/](http://studentcode.illinois.edu/) Academic dishonesty may result in a failing grade of the assignment and the course. Every student is expected to review and abide by the Academic Integrity Policy: [http://studentcode.illinois.edu/](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.

**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. In addition, a one-page PDF with instructions on what to do in emergencies may be found on the next page. A two-minute video can be found at: [http://police.illinois.edu/emergency-preparedness/run-hide-fight/](http://police.illinois.edu/emergency-preparedness/run-hide-fight/)
Emergency Response Recommendations (Continued)

Run > Hide > Fight
Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we’re faced with any kind of emergency – like fire, severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.

Run
Leaving the area quickly is the best option if it is safe to do so.
Take time now to learn the different ways to leave your building.
Leave personal items behind.
Assist those who need help, but consider whether doing so puts yourself at risk.
Alert authorities of the emergency when it is safe to do so.

Hide
When you can’t or don’t want to run, take shelter indoors.
Take time now to learn different ways to seek shelter in your building.
If severe weather is imminent, go to the nearest indoor storm refuge area.
If someone is trying to hurt you and you can’t evacuate, get to a place where you can’t be seen, lock or barricade your area, silence your phone, don’t make any noise and don’t come out until you receive an Illini-Alert indicating it is safe to do so.

Fight
As a last resort, you may need to fight to increase your chances of survival.
Think about what kind of common items are in your area which you can use to defend yourself.
Team up with others to fight if the situation allows.
Mentally prepare yourself – you may be in a fight for your life.

Please be aware of persons with disabilities who may need additional assistance in emergency situations.

Other resources
police.illinois.edu/safe for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.
emergency.illinois.edu to sign up for Illini-Alert text messages.
Follow the University of Illinois Police Department on Twitter and Facebook to get regular updates about campus safety.