ACES 399: HONORS SEMINAR
Vision 2050 – Grand Challenges of the Millennium
Spring 2018, 3:00-3:50 PM Wednesdays, 208 AESB
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:
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.

Student Expectations

Students are expected to actively engage in a variety of presentations given by University of Illinois faculty members or other invited experts through classroom discussions and assignments.

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. Turn off/silence cell phones and PDAs during class.
4. Attend all classes.

Textbook/Course Management System

No textbook is required. The Illinois Compass2g online portal (https://compass2g.illinois.edu) will provide you with grades, submissions, and communication about the course, as well as information for all assignments and deadlines. Weekly 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.
Meet the Primary Instructors

Dr. Prasanta Kalita

I am a Professor in the Department of Agricultural and Biological Engineering, and serve as Associate Dean of Academic Programs. My research interests include water quality, environmental protection, water resources, soil erosion, watershed water-quality management, and non-point source pollution control. As the Associate Dean of Academic Programs in the College of ACES, I oversee the James Scholars Program; college-wide scholarships; college recruitment, admissions and student support; career services; and ACES diversity initiatives. I also oversee ACES study abroad, and am a strong advocate for student, faculty and staff engagement across the globe.

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Office hours: by appointment

Dr. Jason Emmert

I am a Professor in the Department of Animal Sciences, and serve as Associate Director for the Agricultural Education Program. My area of specialty is poultry nutrition, most specifically the areas of amino acid nutrition and efficiency of nutrient utilization in broiler chicken diets. For the Agricultural Education Program I provide leadership and mentorship, assist with development of financial support, and help the program connect with agricultural education-related organizations.

One of my joys is teaching, and my classroom activities include ACES 101, ACES 399, ANSC 100, ANSC 103, ANSC 205, and AGED 260. I also hope to start a collegiate poultry judging team – if you’re interested, let me know!

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Office hours: by appointment
**ACES 399 Schedule – Spring 2018**

<table>
<thead>
<tr>
<th>Date (week)</th>
<th>Presenter and topic</th>
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</table>
| January 17 (week 1) | Dr. Prasanta Kalita and Dr. Jason Emmert  
Course introduction and overview                                                      |
| January 24 (week 2) | Dr. Tony Grift (Agricultural and Biological Engineering)  
*Feed the World in 2050*                                                           |
| January 31 (week 3) | Professor Paul Stoddard (Agricultural and Consumer Economics)  
*Future of Agriculture and Agribusiness 2050*                                        |
| February 7 (week 4) | Dr. Cory Suski (Natural Resources and Environmental Sciences)  
*Grand Challenges: Aquatic Ecosystem Conservation*                                    |
| February 14 (week 5) | Dr. Jonathan Beever (Animal Sciences)  
*Role of the Animal Sciences in Food Security and Sustainability*                      |
| February 21 (week 6) | Dr. Tony Studer (Crop Sciences)  
*Grand Challenges in Crop Sciences*                                                    |
| February 28 (week 7) | Dr. Karen Kramer (Human Development and Family Studies)  
*Work Family Integration*                                                            |
| March 7 (week 8)    | Mr. Rob Chappell (ACES Office of Academic Programs)  
*Vision 2050: Grand Challenges of the Millennium*                                      |
| March 14 (week 9)   | Student selected presenter 1                                                        |
| March 21 (week 10)  | Spring Break                                                                        |
| March 28 (week 11)  | Student selected presenter 2                                                        |
| April 4 (week 12)   | Student selected presenter 3                                                        |
| April 11 (week 13)  | Student selected presenter 4                                                        |
| April 18 (week 14)  | Topic to be determined                                                              |
| April 25 (week 15)  | Grand Finale presentations                                                           |
| May 2 (week 16)     | Course wrap-up and evaluations                                                      |

Dr. Tony Grift (ABE)  
Prof. Paul Stoddard (ACE)  
Dr. Cory Suski (NRES)  
Dr. Jon Beever (ANSC)  
Dr. Karen Kramer (HDFS)  
Dr. Tony Studer (CPSC)
Description of Assignments

1. **Class attendance and participation**
   Attendance and participation are graded components of the course (2 points per class period), and include factors such as punctuality, collegial attitude, and teamwork. It is your responsibility to inform the instructor in advance if you must be absent to observe a religious holiday, serve jury duty, or participate in required military service, university/class sanctioned events, family emergencies, or personal illness.

2. **Presenter Invitation (group)**
   Each student group will identify a faculty member or expert in one of the ACES disciplines, who has insight into 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. Instructions for inviting expert presenters to class:
   a. As a group, choose your topic and determine who your guest speaker will be; your choice must be approved by Drs. Kalita and Emmert by Feb. 7.
   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. 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).
   d. Come up with a list of questions you have for them (at least 5 questions that are not yes/no questions is ideal), so you can lead Q & A session and use time if no classmates have questions. Provide Drs. Kalita and Emmert with a copy of these questions the day of the presentation. *(5 points)*
   e. At least 48 hours prior to the arranged guest speaking time, contact your speaker again to confirm they are still able to speak, and remind them of the date, time and location. Also send them the questions you have developed for the Q & A Session. Make sure they know where the building/room is.
   f. Prepare an introduction lasting 1-2 minutes about the speaker and the topic they will be presenting *(2 points)*. 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 *(3 points)* and copy me or scan/photograph the handwritten note.

3. **Weekly response to prompts**
   A response to ONE of the following prompts required for each of the guest speakers, with the exception of the guest speaker invited by your group. The total number of required responses is 10 (4 points per response). You are required to respond to each of the following prompts TWICE (2 per prompt x 5 prompts = 10 total responses). You should not submit responses to the same prompt on consecutive weeks. Prompt responses must be submitted through the Compass 2g portal prior to the next class period.
   a. Write an informational blog post summarizing the information presented by today’s speaker (target audience – peers, friends, colleagues). 300-500 words
   b. Write a recruitment-oriented blog detailing how the U of I/College of ACES/department or program is addressing the challenge that was presented today (target audience – prospective students). 300-500 words, or maximum of 1.5 minutes if you choose a different medium (video, podcast, etc.)
   c. Write a reflection about how this topic is related to your personal and/or professional goals. 300-500 words
   d. What were ONE or TWO opinions or assumptions you had about this topic before the presentation? How has the presentation changed or reinforced your thoughts? Provide justification. 300-500 words
   e. Summarize a project you would initiate to address this issue, and include the research questions you would ask related to this topic. You should convey a sense of why this topic is important to you, and what you could (or will) do about it. 500 word minimum
4. **Grand Finale**  
For the Grand Finale, prepare a visual (poster, slide, video, etc.) highlighting the most impactful or meaningful thing you learned about during the course. You may draw upon one or more of the prompt responses when preparing the information. You’ll give a brief (2-3 minute) presentation highlighting your Grand Finale to the class on April 25.

5. **Reading assignments**  
Reading assignments may be provided by the presenters. The readings will be distributed by 1) email, 2) Illinois Compass course site, and/or 3) handout in class at least a week in advance of the presentation. Completing the reading assignments will significantly aid in your preparation for discussion of that topic.

**Grading policies**

Assignments are expected to be submitted on time; failure to submit by due date and time will result in a reduction of points. 10% of the total points will be subtracted for each day of late submission, with the lowest being 50%. An assignment is counted as one day late if it is not turned in when it is due, even if it is turned in late on the same day it is due.

Each unexcused absence will warrant 2 points deduction from attendance/participation part of the grade, and 4 points deducted for the missing prompt response. If you receive an excused absence, you may write a second prompt response the following week to make up for the missed assignment.

**Course Grade Breakdown**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>30</td>
<td>(15 class periods x 2 points per class period)</td>
</tr>
<tr>
<td>Presenter invitation (group)</td>
<td>15</td>
<td>(5 points for questions, 3 points for thank you, 2 points for intro)</td>
</tr>
<tr>
<td>Weekly response to prompts</td>
<td>40</td>
<td>(10 prompt responses x 4 points per response)</td>
</tr>
<tr>
<td>Grand finale project</td>
<td>15</td>
<td>(1 project – 15 points total)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
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**Grading Scale**

Please note that a grade of at least B- must be earned to obtain honors credit in this course.

- 100.0-96.7% A+H 86.7-89.9% B+H 76.7-79.9% C+ 66.7-69.9% D+ Below 60.0% F
- 93.4-96.6% AH 83.4-86.6% BH 73.4-76.6% C 63.4-66.6% D
- 90.0-93.3% A-H 80.0-83.3% B-H 70.0-73.3% C- 60.0-63.3% D-
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 for more information on FERPA.

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/.

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 of the assignment and the course. 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.

Emergency response recommendations can be found at the following website: http://police.illinois.edu/emergency/. We 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/

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.
**Emergency Response Recommendations (Continued)**

**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**
See [www.police.illinois.edu/safe](http://www.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.

See [http://emergency.illinois.edu](http://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.