

Food Insecurity: PSU, Portland, and Beyond

UNST 421 Course Syllabus

Spring 2019

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Course Description:

Food insecurity challenges our students, our metropolitan community, Oregon, and the United States. This University Studies capstone course attempts to inform, educate, and advocate in regard to the theme of food insecurity. We will, to some extent, touch upon all of these levels of food insecurity in our country. Students will consider the challenges faced in our country of food insecurity and look at hunger in our own state of Oregon. As many, many students know, our PSU student population is not immune from challenges of security sufficient quantity and quality of food to meet their nutritional needs. Service learning will be devoted to enhance student's knowledge, understanding, and observation of the implications of food insecurity. Students can learn, glean, and possibly integrate methods, strategies, or models from nonprofit organizations that help with the picture of food insecurity on our own PSU community. As an online course, students will work with a wide variety of nonprofit community partners. In regard to campus, and a group project, students will work with our campus community partner, the Committee for Improving Student Food Security (CISFS), a PSU task force made up of faculty, staff, and students that choose to be involved with food security challenges on campus. This task force helps guide the work of this capstone.

Objectives and Outcomes:

The University Studies program uses an interdisciplinary approach to help students build and develop the skills that are necessary to succeed in higher education and beyond. The four University Studies goals--communication; critical thinking and inquiry; diversity, equity and social justice; and ethical and social responsibility--can be found here: <https://www.pdx.edu/unst/university-studies-goals>

Course goals for this University Studies capstone include:

- Participate in, observe, and commit to the process of service in an ethical, professional manner while honoring and valuing diversity presented in all environments (diversity, equity and social justice; ethical and social responsibility)
- Apply professional communication skills in all communication on campus and outside campus; employ compassion, empathy, and understanding in communicating with anyone--on or off campus--in relation to a challenging topic, food insecurity (communication)
- Research a wide array of models, programs, and components related to campus food insecurity on other campuses and distinguish which could be adapted, and how, to most appropriately fit the PSU context (critical thinking and inquiry)
- Understand the primary factors that influence and impact food insecurity and how those factors are different or similar on a college campus; also understand how various cultural, racial, and societal factors play a role (diversity, equity and social justice; critical thinking and inquiry))
- Determine what role culture, lifestyle, traditions, upbringing, values, and history play in food

security on the PSU campus, in Portland, in Oregon, and in the nation (diversity, equity and social justice)

Course Design:

As an online course and capstone, this course may feel, look, and appear different than other courses you have taken. Capstones are steeped in service learning and experiential understanding and connections. Each of you brings particular expertise and interest from the courses in your major, from your life experiences, and your own passions to this course; you will be asked to contribute these to our class activities, assignments, and service learning work.

Online expectations: As an online course, students are expected to be competent and capable with technology. The expectation is that students access the course through D2L at least two or three times per week, often four. If online learning is new to you, please take several minutes to read through this PDX page:

- [Online Class Support \(D2L\) for Students](#)

Online technology: I think you're going to appreciate the technology we'll use in this class. Your weekly What is Notable "discussions" will be videos rather than a standard discussion board or forum. This will require:

- Regular access of [Flipgrid](#); our class will have a "grid" of assignments (need a webcam and headphone or built-in mike)
- Download Flipgrid on your phone
 - This allows for less formal videos that are typically sitting in front of your computer and recording; you can record while walking, while at a park, while cooking, etc.
 - This also will allow you to video the space where you're doing your service (be sure to not record any client faces and have permission if you record anyone that's agreed to be videoed)

Communication: Communication is obviously different in an online course than it is face-to-face. A few things to know:

- For an online course, you must be **more detail-oriented than usual**. YOU are in charge of your own learning and primarily answering your own questions. Read through your assignments more than one time and first try to answer your own questions before writing an email.
- **Use my pdx email**; do NOT use the D2L email. Email to jboyles@pdx.edu
- Often when I'm available, I'll set my text/chat to available. Feel free to communicate in Google **through Hangout**, the online chat.
- **No email Sundays**. I do not access, read, or answer email on Sundays. Please plan ahead.

Late Work Policy: Although I would like to maintain a "no late work policy," I know that on rare occasion, life challenges occur. Therefore, I accept late work with a **25 percent penalty for a maximum of one week** (five minutes or five days equates to the same 25 percent penalty). You must email me, jboyles@pdx.edu, to alert me when you have uploaded your late submission.

Textbook, Materials, and Required Resources:

- **D2L will be the media for access to all course materials.** No textbook is required.
- **You must use your pdx.edu Google account**
 - D2L required your PDX account
 - Google Drive files are set to require your PDX account
 - Flipgrid also requires access through your PDX account

Course Evaluation:

<i>Assignment</i>	<i>Percentages</i>
What is Notable components: Two papers submitted to D2L; two submissions of <i>What is Notable</i> files in electronic entry or written with image upload file with notes on all class materials (all entries in the D2L weekly modules); weekly What is Notable videos (as a type of discussion forum) through Flipgrid	50%
25 Hours of Service components: 25 Hours of Service Flipgrid proposal, two Flipgrid progress reports, self-reflection paper	35%
Class/group project and participation: Contribution/participation/dedication to the class project(s) during the quarter (this portion will not begin until after week 4)	15%
Total	100%

Academic integrity:

All of the work you turn-in **must be your own and must be produced for this specific course.**

Turning-in work that was submitted for another course or section will result in a 0 for that assignment with potential for much more serious implications. To learn more about what constitutes plagiarism, view this tutorial: <http://guides.library.pdx.edu/content.php?pid=354274&sid=2907105>

Student Support:

- If you are a student with a documented disability and registered with the Disability Resource Center (drc@pdx.edu, 503-725-4150), please contact me to facilitate academic accommodation.
- For tech support, call the HELP desk 503.725.HELP. The HELP desk is available 24/7 for technical questions and to help troubleshoot any problems you are having uploading documents, opening attachments, using D2L, etc.
 - [Online Class Support \(D2L\) for Students](#)
- PSU offers a wide array of services for students. There is a wealth of support and network opportunities for you at PSU, primarily on campus, but also online. Research those opportunities, please.

Capstone Student Handbook:

The student handbook is required reading. It is an electronic file accessible through D2L. It is available through the Capstone widget in d2L.

Community Partner:

We are lucky to have the **Committee for Improving Student Food Security (CISFS)** as our “community” partner. The committed members of CISFS care about the food resources, nutrition, and relationship between education and food security. More information is available at:

<http://www.pdx.edu/student-access-center/> The committee’s mission is:

Student food security is an integral element of a sustainable and equitable Portland State University (PSU) community. The Committee for Improving Student Food Security (CISFS) seeks to improve PSU students’ ability to access affordable, nutritious, culturally relevant food. This will be achieved through fostering community partnerships, increasing awareness, addressing barriers through policy advocacy, and using data to inform and build capacity for action.