

ANR 210: Pathways in Connected Learning

Liberty Hyde Bailey Scholars Program, Fall 2024

- TIME:** Tuesdays & Thursday, 10:20 to 11:40 a.m.
- LOCATION:** 50 Agriculture Hall
- CONVENERS:** Dustin DuFort Petty – he/him/his – pettydus@msu.edu
Graham Diedrich – she/her/hers – kuiperzo@msu.edu
- OFFICE HOURS:** We are happy to meet with you individually as desired.
Please contact us to make an appointment.

Pathways in Connected Learning, ANR 210 is the first three-credit course in the Bailey Scholars Program in which co-learners and course conveners create learning experiences. ANR 210 is intended to introduce new Bailey Scholars to the philosophy and approaches that are unique to connected-learning. ANR 210 co-learners are expected to stretch their interest into new areas, experiment with innovative ideas and concepts, explore areas of interest, and express learning in multiple ways.

EXPECTATIONS OF BAILEY SCHOLARS

The goal of our program is to enhance **whole person development**. Through whole person development, we seek to develop personally, professionally and academically. To develop as whole persons, we are guided by the Declaration of Bailey and the Bailey Five Questions.

Declaration of Bailey: *The Bailey Scholars Program seeks to be a community of scholars dedicated to lifelong learning. All members of the community work toward providing a respectful, trusting environment where we acknowledge our interdependence and encourage personal growth.*

Bailey 5 Questions: *Who am I? What do I value? How do I learn? What is my worldview? How do these connect?*

Bailey Principles: There are three pillars of Bailey Principles: (1) Individual Scholars, (2) Collaborative Learning Community, and (3) Radical Influence. Each Bailey core course will utilize a separate pillar to measure their growth as a learner and leader. How they choose to do that is up to each class of co-learners to determine. ANR 210 will focus on the pillar of *Collaborative Learning Community*:

- We are a dynamic, diverse learning community.
- We rely on our interdisciplinarity for the cultivation of authentic learning experiences.
- We foster relationships through dialogue and accountability within a larger community by remaining a small collective of scholars.

In addition, we our scholars to live out certain qualities, including:

- Being curious, showing initiative, and asking questions
- Being flexible, patient and open to new experiences
- Getting to know our fellow Bailey Scholars
- Being respectful or one another and encouraging of one another's growth and development
- Being a leader, a follower, a teacher and a learner – at different times
- Doing good work, leaving the community something of value and substance

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- Being “authentically present” (i.e. attend class, be engaged, speak honestly about your thoughts and feelings, and trust emergence)

ASSUMPTIONS ABOUT LEARNING IN BAILEY CLASSES

- Learning takes place in a space that is **respectful, supportive, nonjudgmental and trusting**. This special environment does not make stretch learning painless but makes painful learning possible.
- Each person’s **learning journey** is legitimate and valuable.
- Meaning learning is both **emergent and co-constructed** – it unfolds over time through our shared experience together.
- Our **collaborative learning** is grounded in our mutual interdependence as learners and not based on our academic positions (e.g. faculty, staff, graduate students, upper classman, freshman, etc.)
- **Reflection** on our learning is essential as we strive to become aware of and understand the meaning of our experiences, individually and collectively. While some reflections are private and personal, sharing reflections with your co-learners is expected because it is a significant way to deepen our understanding.
- **Documented learning** is valuable for personal and shared reflection and learning and is expected through the development of your learning vision statements, learning places, class presentations, and learning journey portfolios.

BAILEY APPROACH TO LEARNING

In ANR 210, co-learners and conveners will decide what kind of learning activities to pursue to achieve the course learning objectives. Together, we will approach learning in multiple ways, including:

- **Learning by reflecting** – taking time to discover or uncover the meaning of our experiences and exploring connections within ourselves and to one another.
- **Learning with, through and by ourselves** – sharing stories and life experiences, participating in dialogue, making group decisions, inviting others to join in learning experiences, and/or reading others’ ideas.
- **Learning by doing** – experiencing hands-on activities such as class projects, field trips and/or art, music or theatre performances.
- **Learning by sharing** – expressing our learning in multiple ways, including through essays or journals (written), presentations (verbal), portfolios or art (visually), and/or PowerPoint, Prezi, video, technology – with our class, with the Bailey community, and beyond.
- **Learning by serving** – serving the needs of others – on or off campus – including the Bailey community, campus community, and/or local communities.

By experiencing multiple ways of learning, you will come to understand your own preferred learning style(s) and will recognize the importance of learning in ways that are not your preference in order to accommodate co-learners.

LEARNING VISION STATEMENT

You will be asked to construct your Bailey learning journey in a formal Learning Vision Statement (LVS). This is a requirement for the program. Your LVS may be a written narrative, a list or an art form (e.g. a collage, painting or drawing). You will be given guidance on how to construct your LVS early in the semester. It will be part of your portfolio and will be included in your Bailey student records. There is no grade attached to the LVS but failure to submit one to

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the program's Academic Advisor Dustin Petty before the end of the semester will result in you receiving an Incomplete (I) or on your transcript for ANR 210.

ROLE OF CONVENERS

Unlike faculty who *teach* traditional MSU courses, scholars convene class in the Bailey Scholars Program; *they co-create the time and space in which the group can realize its potential*. They (along with all co-learners) ensure that all scholars are co-learners during class, help to set the rules for dialogue, contribute learning resources if/when appropriate, ensure fair decision-making practices, keep the class moving forward, and help focus the class on appropriate grading and assessment practice – if needed.

Conveners are also *co-learners*, engaging in class activities, including stretch learning, reflection, and sharing.

University policy requires the course instructors (Bailey conveners) to assign the final course grade for each scholar; however, the manner by which final grades are determined is influenced by the scholars participating in the class.

MARY POPPINS

If you email your conveners a photo of Mary Poppins before Tuesday, September 5, 2023, you will receive 15 extra points to be applied to your final grade.

WHAT IS TOL?

Tools of Learning, or TOL, aim to build capacity in our scholars as they work to become self-directed learners brimming with the skills that 21st century employers and educational institutes seek: critical thinking, project management, cultural competencies, teamwork, dialogue, etc.

Each Bailey core course has a TOL that is specifically designed to address the pillar of the Bailey principles that that class focuses on.

ePORTFOLIOS

The electronic portfolio (ePortfolio) is a required component of ANR 210, ANR 310 and ANR 410 courses, and the Specialization for Connected Learning. ePortfolio is more than just a repository of photos, assignments and ideas. Instead, this course requirement is to assist students in documenting the “messiness” of learning. What is meant by “messiness” is that learning is not a simple, linear process but instead learning often requires multiple iterations, different combinations of ideas, reflective moments and the work in progress of idea development. Portfolios should not just house the final end product of an assessment

Within all ANR 210, ANR 310 and ANR 410 courses, students will prepare an ePortfolio that provides evidence of student learning. This evidence may take the form of different types of media such as videos, poetry, essays, voice recordings, photos, drawings, etc.

Finally, all students are required to make their portfolios available for comment. What is meant by this statement is that the Bailey Community would like to see what you've been working on and help you work through some of your thought processes as you progress throughout the semester. Students will post on other people's portfolios throughout the semester and at points as requested by the Faculty Conveners.

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Your ANR 210 learning experience will be compiled in an **ePortfolio** via MSU Commons. It should include your Learning Vision Statement, reflections from activities and lessons throughout the semester, and any other items you may wish to include (e.g. articles, writings, quotes, pictures, feedback from others, etc.). ***The ePortfolio must be included in your class assessment and be a portion of your final grade; however, it is up to the class to determine the overall weight of the portfolio and how to assess artifacts in the portfolio.***

ASSESSMENT & GRADING

In ANR 210, co-learners and conveners will collaborate on the design and implementation of a grading and assessment system reflective of the learner's experiences. **Co-Learners will be responsible for 30% of the grades and course conveners are responsible for the remaining 70%**

At the minimum, your grading and assessment system should include the following:

- Discussion of quality, grading, and assessment at the outset of the course
- Decisions about who will determine the grades and how the grades will be determined
- The role of attendance/participation in the grading/assessment system
- Agreement as to what percentage of the final grade will be based on the ePortfolio
- A mid-course check-in to consider how the course is going so that adjustments can be made in the direction, format or style of the course before the end of the semester
- Agreement of how ePortfolio artifacts will be assessed

At least ten percent of your conveners' grade will consist of an assessment of the pillar of *Collaborative Learning Community*.

Conveners will provide co-learners with a mid-semester grade update by Friday, October 19, 2024.

SEMESTER SCHEDULE

Date	Activity/Lesson
Tuesday, August 27	
Thursday, August 29	
Tuesday, September 3	
Thursday, September 5	
Tuesday, September 10	<i>GUEST: Keyante Saxon (whole class)</i>
Thursday, September 12	
Tuesday, September 17	
Thursday, September 19	<i>Last Day to Drop with Refund</i>
Tuesday, September 24	
Thursday, September 26	
Tuesday, October 1	
Thursday, October 3	
Tuesday, October 8	<i>GUEST: Keyante Saxon (whole class)</i>
Thursday, October 10	
Monday, October 14	<i>Last Day to Drop with No Grade Reported</i>
Tuesday, October 15	
Thursday, October 17	

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Tuesday, October 22	<i>Fall Break – No Class</i>
Thursday, October 24	
Tuesday, October 29	
Thursday, October 31	
Tuesday, November 5	
Thursday, November 7	
Tuesday, November 12	
Thursday, November 14	
Tuesday, November 19	
Thursday, November 21	
Tuesday, November 26	
Thursday, November 28	<i>Thanksgiving Break – No Class</i>
Tuesday, December 3	
Thursday, December 5	
Tuesday, December 10	<i>Core Course Share Night — MANDATORY Final Exam – 5:45 to 7:45 p.m.</i>

PROGRAM/COURSE POLICIES

Final Exam Policy: Your final exam date and time is included in this syllabus. Students must plan on being present during their final exam. Failing to attend your final exam period will result in a failing grade.

Service/Engagement Hours: Each student enrolled in a Bailey core course (ANR 210, ANR 310, or ANR 410) is required to complete four hours of service/engagement during the semester they are enrolled in that core course. At least three of those hours must be met by attending BSP events (e.g. community lunches, meetings of the Bailey Community Council, BSP-sponsored engagement events, BSP-sponsored service events). The other hour may be from a volunteer opportunity outside of the BSP. Students who fail to meet this requirement will have their final grade lowered by 0.5 (e.g. final grade is a 4.0 but if the student didn't complete this requirement, they will receive a 3.5). Service hours must be reported here: <https://forms.gle/zYSfS5vgDZYkgyLW8>. (Policy was shaped by Bailey Community Council resolutions adopted in spring 2013, fall 2018, and fall 2022.)

Honors Option: Scholars may propose an Honors Option in any of the Bailey Scholars Program core courses. The BSP Academic Advisor handles all these requests. The advisor should be contacted within the first two weeks of the course to request an Honors Option. Requests made after that time will not be granted.

Spartan Code of Honor: Michigan State University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity. Academic integrity is the foundation for university success. Learning how to express original ideas, cite works, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Learn more here <http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>.

Academic Integrity: Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

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Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

RVSM Limits to Confidentiality: All University employees, with some exceptions, have reporting obligation when the employee becomes aware of relationship violence, stalking, or sexual misconduct that involves a member of the University community (faculty, staff, or student) or occurring at a University event or on University property. This includes your faculty convener. Learn more here <https://oie.msu.edu/resources/mandatory-reporters.html>

RCPD Disability Accommodations Statement: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Diversity, Equity, and Inclusion: Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: <https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion>)

Mental Health: College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are at no-charge.

- If you are struggling with this class, please contact your conveners by email.
- Meet with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU. The BSP Academic Advisor is Dustin Petty and you can reach him at 517.420.1658.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional information.
- Drop by Counseling & Psychiatric Services (CAPS) main location for a same-day mental health screening. (3rd floor of Olin Health Center at 463 E. Circle Drive)
- Call CAPS at (517) 355-8270 any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line (517) 372-6666 or visit <https://centerforsurvivors.msu.edu/>

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Religious Observance Policy: It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. The faculty and staff must be sensitive to the observance of religious holidays so that students who absent themselves from classes on these days are not disadvantaged in any way. Students who miss class, assignments, or exams to observe a religious holiday must be accommodated in ways that include, but are not limited to, the following:

- Professors and instructors should make every effort to avoid scheduling exams and oral presentations during the major holidays of religions on campus (Jewish, Muslim, Hindu, etc.). If a professor has scheduled such an exam or oral presentation, exams must be reasonably rescheduled without academic penalty.
- Absences may not be counted as a missed class in any course in which attendance is a measure of academic performance. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty, or allowing a certain number of “unexcused” absences during a semester. This kind of policy should not be applied to religious observances, as this penalizes religions with more holidays that require absences than others.
- Reasonable extensions of time must be given, without academic penalty, for missed assignments; students must be allowed to schedule presentations around such absences. Make-up work should be appropriate and not more difficult than the original assignment.
- It is the responsibility of those students who need to be absent to inform their instructor at least two weeks before the holiday, make arrangements in advance with their instructors, and to catch up on any material discussed and assignments given during that class period. Accommodations must never fundamentally alter an essential requirement of the course or academic program.
- All faculty must refer to this religious policy in their syllabi as well as provide the deadline in the syllabus by which students need to inform instructors of a conflict. Faculty should remind students of the deadline during the first day of class.
- Orientation programs for new students -- including the orientations for international students -- must inform incoming students about this policy and urge them to check for conflicts before the deadline for informing their instructors.

To support implementation of these requirements, the Office of the Provost maintains a [Religious Observance Calendar](#) resource webpage to identify major religious observation days. Faculty must consult the calendar when planning their syllabi to make every effort to avoid having major exams or presentations on any of the major religious observation days and be responsive to requests for accommodation related to these observances.

Pronoun usage: The Bailey Scholars Program affirms the gender identity of each of its members. If you have a pronoun or name that differs from the one in your MSU record, don't hesitate to inform your conveners and co-learners.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the [Distance Learning Services Support Site](#) or call Distance Learning Services: 800.500.1554 or 517.355.2345
- If you need specific help in creating your ePortfolio, reach out to the BSP Academic Advisor at pettydus@msu.edu for support