

# ANR 310: Connected Learning Seminar I

## Liberty Hyde Bailey Scholars Program, Spring 2025

**TIME:** Mondays & Wednesdays, 3:00 to 4:20 p.m.

**LOCATION:** 50 Agriculture Hall

**CONVENERS:** Marcie Ray – she/her/hers – [raym@msu.edu](mailto:raym@msu.edu)  
Graham Diedrich – he/him/his – [diedgr@msu.edu](mailto:diedgr@msu.edu)

**OFFICE HOURS:** We are happy to meet with you individually as desired.  
Please contact us to make an appointment.

*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.*

### COURSE DESCRIPTION

Connected Learning Seminar I, is the second BSP core course. Building on the pedagogical concepts introduced in ANR 210, this course emphasizes critical and creative investigations. Student scholars explore different areas of content while simultaneously learning about alternative group planning processes and learning environments. Through this exploration student scholars will practice effective communication and facilitate learning experiences for themselves and others. The learning cycle will also include assessment of learning experiences and the development of an authentic assessment tool for all learners in ANR 310.

### LEARNING OBJECTIVES

Together, we will be strategic – making meaningful choices in how to create and meet our learning objectives. We will be self-motivated – leading and organizing learning for the class and others. We will be accountable – finding creating and authentic ways to evaluate the quality of our learning.

### 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.*

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**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 310 will focus on the pillar of *Individual Scholars*:

- We welcome, value, learn from, and rely on diverse voices, stories, and experiences.
- We cultivate exploration and creative thought.
- We are radical thinkers who depend on self-reflection to deepen and stretch our learning.
- We foster the holistic growth of the individual through experience-centered, scholar-driven learning journeys.

### 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.

### 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 21<sup>st</sup> century employers and educational institutes seek: critical thinking, project management, cultural competencies, teamwork, dialogue, etc.

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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.

Your ANR 310 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 310, 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 50% of the grades and course conveners are responsible for the remaining 50%.**

ANR 310 Assessment and Grading	
Co-Learners (50% of Total)	
Item	Percent
Facilitations	25%
Attendance	20%
Icebreakers	5%

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Course Conveners (50% of Total)	
Item	Percent
Unit Reflections (4 total)	25% (6.25% per reflection)
Core Course Share Night	20%
Pillars of Learning	5%

### Units Reflections

- One reflection per unit, four total. Accounts for 25% of total grade. At least one reflection should be a visual format (not a traditional written reflection). The length is up to you, and these will be assessed based on the learning assessment model.
- Scored a 0% if it was not completed, 50% if completed but does not adhere to learning assessment model, and 100% if it meets the requirements of the learning assessment model.
- Who will grade: Marcie and Graham

### Facilitations

- Accounts for 25% of total grade, 20% for facilitating your own and 5% for responding to exit surveys, typically during the last 5 minutes of Monday facilitations
- Who will grade: co-learners

### Icebreakers

- 5% of total grade
- Each co-learner conducts an icebreaker at the beginning of each facilitation
- Who will grade: co-learners

### Attendance

- Accounts for 20% of total grade
- Who will grade: co-learners
- Each co-learner has three unexcused absences.

### Core Course Share Night

- Held during final exam period on April 28, 5:15-7:15 p.m., counts for 20% of total grade
- Who will grade: Marcie and Graham
- Core course has 10-15 minutes to present as a class on what we learned (presentation cannot be slides)

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### Pillars of Learning

- Self-assessment and conversation with course conveners
- Who will grade: Marcie and Graham

Conveners will provide co-learners with a mid-semester grade update by Friday, March 15, 2025. Also, by this time, at least one ePortfolio post using the Bailey Learning Assessment Model must be submitted and assessed, with feedback provided to students so they fully understand what is expected of them.

### **SEMESTER SCHEDULE**

<b>Date</b>	<b>Activity/Lesson</b>
Monday, January 13	Tools of Learning
Wednesday, January 15	Tools of Learning
Monday, January 20	<i>MLK Day – No Class</i>
Wednesday, January 22	Tools of Learning
Monday, January 27	Tools of Learning
Wednesday, January 29	Tools of Learning
Monday, February 3	Tools of Learning
Wednesday, February 5	Tools of Learning
Thursday, February 6	<i>Last Day to Drop with a Refund</i>
Monday, February 10	
Wednesday, February 12	
Monday, February 17	
Wednesday, February 19	
Monday, February 24	
Wednesday, February 26	
Monday, March 3	<i>Spring Break – No Class</i>
Wednesday, March 5	<i>Spring Break – No Class</i>
Monday, March 10	<i>(Last Day to Drop with No Grade Reported)</i>
Wednesday, March 12	
Monday, March 17	
Wednesday, March 19	
Monday, March 24	
Wednesday, March 26	
Monday, March 31	
Wednesday, April 2	
Monday, April 7	
Wednesday, April 9	
Monday, April 14	
Wednesday, April 16	
Monday, April 21	

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Wednesday, April 23	
Monday, c	<b>MANDATORY Final Exam/Core Course Share Night – 5:15 to 7:15 p.m.</b>

### PROGRAM/COURSE POLICIES

**Final Exam Policy:** Your final exam date and time is included in this syllabus (as Core Course Share Night). 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](http://www.msu.edu).)

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

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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](http://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](http://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.

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- 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/>

**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.

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- 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](mailto:pettydus@msu.edu) for support