Course Name: World Soil Resources  
Course Number: SOIL 395  
Terms Offered: F, W, S, U  
Credits: 3  
Instructor name: Adam Lindsley  
Instructor email: Adam.Lindsley@oregonstate.edu  
Instructor phone: (541) 737-1632  
Instructor office: 3057 Agriculture & Life Sciences Building  
Co-Instructor name: Kimberly Japhet  
Co-Instructor email: kimberly@oregonstate.edu  
Co-Instructor phone: (541) 609-0939

Course Description  
World Soil Resources is a course designed to give students sufficient understanding of basic soil science to explore the role of soils in the greater sociopolitical and historical context of human civilization. The properties, global distribution, and agricultural productivity of major world soil groups are described. Potentials for human-accelerated soil degradation are introduced for each soil group, and reasons for conflicting assessments of degradation are discussed. (Bacc Core Course) Offered via Ecampus only.  
PREREQS: CH 121 [D-] and /or equivalent.

Communication  
Please post all course-related questions in the General Discussion forum, so that the whole class may both benefit from our conversation and participate in the discussion. Please email your instructor for matters of a personal nature. I will reply to course/assignment-related questions and email within 24-48 hours on weekdays. I will strive to return your assignments and grades for course activities to you within four days of the due date.

Course Credits  
This course combines approximately 90 hours of instruction, readings, and assignments for 3 credits. This is in keeping with the OSU standard of 3 hours per week per credit hour.

Technical Assistance  
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources  


*AVAILABLE FOR FREE FROM OSU LIBRARY ONLINE

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/Academics or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes Specific to Soil Science
All students completing SOIL 395 should be able to:

- Interpret soil profiles for various cultural and natural uses.
- Define the soil in terms of soil ecosystem process.
- Use the Web Soil Survey and County Soil Surveys as a resource for the evaluation of soil use and potential.
- Label soil horizons and classify soil profiles according to US Soil Taxonomy.
- Describe and discuss soil attributes contributing to “soil health”.
- Describe the processes of salinization, water and wind erosion.
- Understand the relationship between irrigation water quality and soil salinization.
- Know the primary components of the N-cycle and the role of the “soil food web” in the maintenance of fertility.
- Understand the relationship between compaction, infiltration, and runoff and their effects on soil erosion in the urban environment.

Bacc Core Course
This course fulfills the Baccalaureate Core requirement for the Science, Technology, and Society category. It does this with a series of modules exploring the influence of human management on soil health. Students engage in critical analysis of modern farming techniques, salinity, and desertification, through evidence-based writing. Textbook readings place the course subjects in historical context, and provide additional opportunities to gain perspective.

Learning Outcomes Specific to the Baccalaureate Core
All students completing SOIL 395 should be able to:

- Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
- Analyze the role of science and technology in shaping diverse fields of study over time.
- Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.
Evaluation of Student Performance

Assessment
Students taking the course for credit will have their grades assessed based on a variety of brief labs/activities (with accompanying write ups), essays, and annotated bibliographies as listed below.

Assignments

<table>
<thead>
<tr>
<th>Points</th>
<th>Overall Percentage</th>
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<tbody>
<tr>
<td>Research/ Writing Assignments</td>
<td>355</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>25</td>
</tr>
<tr>
<td>Experiments</td>
<td>20</td>
</tr>
<tr>
<td>Soil Reports/ Analysis</td>
<td>60</td>
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<tr>
<td>Descriptive Timelines</td>
<td>30</td>
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<tr>
<td>Extra Credit Experiments</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>490</strong></td>
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</tbody>
</table>

Grading Scale
 Grades are based on the percentage of maximum points accumulated and assigned according to the following table:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A 93-100%</td>
<td>B+ 87-89%</td>
</tr>
<tr>
<td>A- 90-92%</td>
<td>C+ 77-79%</td>
</tr>
<tr>
<td>B 83-86%</td>
<td>C 73-76%</td>
</tr>
<tr>
<td>B- 80-82%</td>
<td>D 63-66%</td>
</tr>
<tr>
<td>B- &lt;60%</td>
<td>D 60-62%</td>
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</tbody>
</table>

Course Content
Note: readings for the course are described in the Module Overview for each Module on the course website.  Also, all assignments are due by 11:59 PM of the day listed, unless otherwise noted.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Learning Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Soil?</td>
<td>Article Annotation for “Ecosystem Services Supplied by Soil” by Daily et al. (1997) (50 pts)</td>
<td>Sat. of Week 1</td>
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<tr>
<td></td>
<td></td>
<td>Discussion 1 (5 pts)</td>
<td>Sun. of Week 1</td>
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<tr>
<td>2</td>
<td>Finding Soil Information: Using the Web Soil Survey and County Surveys</td>
<td>Soil Report from an area of your interest (30 points)</td>
<td>Thurs. of Week 2</td>
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<td></td>
<td></td>
<td>Discussion 2 (5 pts)</td>
<td>Fri. of Week 2</td>
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<tr>
<td></td>
<td></td>
<td>Soil Report Analysis (30 pts)</td>
<td>Sun. of Week 2</td>
</tr>
<tr>
<td>3</td>
<td>Tillage, Nitrogen Fertilizer, and Soil Health</td>
<td>Discussion 3 (5 pts)</td>
<td>Tues. of Week 3</td>
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<td></td>
<td></td>
<td>Water Stable Aggregates Experiment (10 pts)</td>
<td>Fri. of Week 3</td>
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<td></td>
<td></td>
<td>Mod. 3 Inquiry Memo 1 (5 pts)</td>
<td>Sat. of Week 3</td>
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<tr>
<td></td>
<td></td>
<td>Mod. 3 Inquiry Memo 2 (10 pts)</td>
<td>Thur. of Week 4</td>
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<td></td>
<td></td>
<td>Mod. 3 Prospectus (Peer Review Draft; 20 pts)</td>
<td>Wed. of Week 4</td>
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<tr>
<td></td>
<td></td>
<td>Mod. 3 Prospectus (Final Draft; 55 pts)</td>
<td>Sun. of Week 5</td>
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<tr>
<td>Unit</td>
<td>Topic</td>
<td>Assignments</td>
<td>Due Dates</td>
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<td>4</td>
<td>Salinity and Irrigation</td>
<td><strong>Discussion 4 (5 pts)</strong>&lt;br&gt;Mod. 4 Inquiry Memo 1 (10 pts)&lt;br&gt;Salinity Experiment (10 pts)&lt;br&gt;Mod. 4 Prospectus (Peer Review Draft; 20 pts)&lt;br&gt;Mod. 4 Prospectus (Final Draft; 45 pts)</td>
<td>Tues. of Week 6&lt;br&gt;Fri. of Week 6&lt;br&gt;Tues. of Week 7&lt;br&gt;Thur. of Week 7&lt;br&gt;Sun. of Week 7</td>
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<tr>
<td>5</td>
<td>The Dust Bowl</td>
<td><strong>Mod. 5 Inquiry Memo 1 (5 pts)</strong>&lt;br&gt;Dust Bowl Family Timeline (15 pts)&lt;br&gt;Government Response Timeline (15 pts)&lt;br&gt;Mod. 5 Inquiry Memo 2 (10 pts)&lt;br&gt;Mod. 5 Inquiry Memo 3 (Peer Review Draft; 20 pts)&lt;br&gt;Discussion 5 (5 pts)&lt;br&gt;Mod. 5 Inquiry Memo 3 (Final Draft; 105 pts)</td>
<td>Sat. of Week 8&lt;br&gt;Tues. of Week 9&lt;br&gt;Tues. of Week 9&lt;br&gt;Fri. of Week 9&lt;br&gt;Thurs. of Week 10&lt;br&gt;Fri. of Week 10&lt;br&gt;Thurs. of Finals Week</td>
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**Course Policies**

**Discussion Participation**
Please introduce yourself on the Introduction section of the Discussion Board during the first week of the term. Participation in discussion for each module is required.

**Late Work**
Late work is accepted, at a 25% penalty per week late. Note, however, that the majority of assignments build on one another and being substantially late on the first part of a paper will cause you to miss feedback that would’ve otherwise improved your score on the next part. If you are more than one day late on PEER REVIEW DRAFT assignments, you will receive a grade of zero for that assignment.

**Turnitin**
In modules 3-5, we use the Turnitin plugin to aid in revising writing and eliminating plagiarism. If you are unfamiliar with the use of Turnitin, there are tutorials available.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in >65% of the points possible (i.e. the majority of the assignments). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let us know right away.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct**

Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

**Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

   (i) **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

   (ii) **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

   (iii) **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

   (iv) **TAMPERING** - altering or interfering with evaluation instruments or documents.

   (v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

**Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real-time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.