



PRDV 70423 Growing Your School Garden

INSTRUCTOR

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COURSE CREDIT

One-credit

FORMAT

4-week online
asynchronous

COURSE DATES

Jan 22 to Feb 16, 2024

COURSE DESCRIPTION

An examination of school gardens as an integral part of the curriculum, school nutrition program and/or school wellness activities. Participants will explore benefits, the various types of gardens, and best practices to support a successful school garden. Emphasis will be on connecting gardening lessons to state curriculum frameworks and/or food and wellness education in the classroom, as well as establishing an action plan to implement or expand school gardening.

COURSE OBJECTIVES

At the end of this course, participants will be able to:

1. Examine the benefits of school gardening and explore best practices and the variety of gardens used in schools.
2. Evaluate gardening lessons and/or activities and make relevant connections to curriculum frameworks and/or nutrition, science, food literacy, health, and wellness education.
3. Analyze resources developed to support a successful school garden.
4. Create and share one gardening initiative and implementation plan for your school based on the criteria provided.

COURSE MATERIALS

No textbook is required. Online resources for the course include, but are not limited to:

- MassSchoolWellness.org > School Gardens @ <https://massschoolwellness.org/resources/gardening/#:~:text=According%20to%20the%202018%20Massachusetts,hands%2Don%20approach%20to%20education.>
- Massachusetts Farm to School > School Gardening @ <https://www.massfarmtoschool.org/guide/school-garden-resources/>
- Massachusetts Agriculture in the Classroom > School Garden Manuals @ <https://www.aginclassroom.org/educators/manuals/>
- USDA > Team Nutrition Garden Resources @ <https://www.fns.usda.gov/tn/team-nutrition-garden-resources>
- Whole Kids Foundation > School Garden Resources @ <https://www.wholekidsfoundation.org/school-gardens/>

MASSACHUSETTS COMPREHENSIVE SCIENCE CURRICULUM FRAMEWORKS

- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment.
- K-ESS3-3. Communicate solutions to reduce the amount of natural resources an individual uses.
- 1-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.
- 1-LS1-2(MA). Recognize that all plants and animals grow and change over time.
- 2-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.
- 2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.
- 4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.
- 5-LS1-1. Ask testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.

MASSACHUSETTS COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION FRAMEWORKS – NEW 2023

- *Nutrition and Balanced Eating [2.1.NE] #6:* Describe how the foods students eat may reflect the area in which they live and/or their cultural backgrounds, ways students' families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions) and how they contribute to nutrition-related decisions.
- *Nutrition and Balanced Eating [5.1.NE] #5:* Describe how cultivation, trade routes, and regions affect food supply, and how food production affects nutrition-related decisions.
- *Nutrition and Balanced Eating [8.7.NE] #3:* Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, USDA Guidelines and Harvard's Healthy Eating plate, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices.

COURSE EXPECTATIONS AND REQUIREMENTS

You will need a computer with a reliable internet connection. This course uses [Canvas](#), which requires the most recent version of your web browser. All course material will be available via Canvas. Any changes to the schedule or other announcements will be emailed to students using Canvas, so it is vital that all students enroll and verify that an appropriate email account is being used.

This is an online course and is NOT self-paced. Weekly course modules will run Monday through Sunday, with the exception of Week 4 which ends on Friday. Students are expected to work online each week to complete the readings, assignments, and discussions for the weekly module according to the course deadlines. Assignments must be submitted by the due dates listed in the course schedule, as late assignment submissions interrupt the online learning

process. Late submissions will result in a 5% deduction of the total value of the assignment each day that it is late without instructor approval.

Discussion posts each week will require an initial post in response to the prompt, as well as responses to at least 3 peer postings for full credit.

Active participation and constructive peer-to-peer feedback are essential for the course to run smoothly and effectively. Regular participation is crucial to the success of the student and the quality of discussion. Thoughtful responses, reflections, and constructive comments are expected. Students are also expected to treat their classmates with respect. Comments and class discussions should remain on topic, with appropriate language used at all times. Additionally, the personal information (email addresses, photos, etc.) of other students may not be used or shared outside of the class without permission.

In lieu of exams, students will be expected to complete a final report to be submitted during the last week of class.

GRADING CRITERIA

Points are allotted for each assignment listed below:

Week 1 Introduction = 5 points

Week 1 Class Discussion = 10 points

Week 2 Assignment = 15 points

Week 2 Class Discussion = 10 points

Week 3 Assignment = 15 points

Week 3 Peer Review = 10 points

Week 4 Final Proposal = 50 points

Total = 115 points

Total points earned divided by possible total points = percentage (grade). Final letter grade is based on the following scale (based on 100%): A 94-100%, A- 90-93%, B+ 87-89%, B 84-86%, B- 80-83%, C+ 77-79%, C 74-76%, C- 70-73%

COURSE SCHEDULE

WEEK 1	LEARNING OBJECTIVE
Why a School Garden?	Examine the benefits of school gardening and explore best practices and the variety of gardens used in schools.
<ol style="list-style-type: none">Welcome and Introductions: Post an introduction in Canvas, meet the instructor and each participant (5 points).Complete online readings posted in Canvas and participate in class discussion exploring the benefits of school gardening, the steps involved and the application to your school (10 points).	

WEEK 2	LEARNING OBJECTIVE
Making Connections	Evaluate gardening lessons and/or activities and make relevant connections to curriculum frameworks and/or nutrition, science, food literacy, health, and wellness education.
<ol style="list-style-type: none"> Explore and review online school gardening resources posted in Canvas. Look for connections between the various lessons and activities and identify what might be feasible at your school. Select and evaluate four gardening lessons and/or activities using the evaluation form provided (15 points). In the class discussion space, post web links and a summary of the gardening lessons and/or activities evaluated. Provide peer review via constructive feedback to two classmates by discussing their evaluations, the feasibility of incorporating the lessons/activities into their school and rank the lessons/activities they evaluated (10 points). 	

WEEK 3	LEARNING OBJECTIVE
Where to Find Support	Analyze resources developed to support a successful school garden.
<ol style="list-style-type: none"> Using the online gardening resources posted in Canvas, select and submit at least two gardening project ideas that you would like to implement at your school and post your ideas in the class discussion space for instructor approval. Using the criteria provided, create an outline for your gardening proposal and share in the class discussion space with your classmates and instructor for feedback (15 points). In the class discussion space, review two other students' outlines and provide constructive feedback and suggestions on their proposal (10 points). 	

WEEK 4	LEARNING OBJECTIVE
School Gardening Project Proposal	Create and share one gardening initiative and implementation plan for your school based on the criteria provided.
<ol style="list-style-type: none"> Create and professionally present in Canvas your final gardening proposal based on your proposal outline: describe the lesson or nutrition education project, including grade level, goals, objectives, activities and tools to evaluate learning objectives, connection to curriculum frameworks and/or food literacy and long-term school gardening goals. Review all students' proposals, provide feedback and predict at least one positive outcome they might expect from their plan (50 points). 	

ACADEMIC HONESTY POLICY

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work. Please refer to the academic honesty policy in the [FSU Graduate Catalog](#), Student Conduct section on page 21.

USE OF ARTIFICIAL INTELLIGENCE (AI)

(adapted from C. Beneke, Bentley University)

Framingham State University does not currently have a policy that specifically addresses student use of AI in the classroom. AI-enabled technologies are covered under our existing academic honesty policy (referenced above). AI applications like ChatGPT are useful tools for helping us improve our writing and stimulate our thinking, but should not and cannot be a substitute for either in this course. Below I have outlined the appropriate and inappropriate uses of AI in this course.

Appropriate use of AI in this course:

You are free to use AI for:

- Spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word)
- Recommendations for rephrasing sentences or reorganizing paragraphs you have drafted yourself
- Recommendations for tweaking outlines, lesson plans, and activities you have drafted yourself

Inappropriate use of AI in this course:

You may not:

- Use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, ChatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, <https://chat.openai.com/>). For more help on citing in APA format, see <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.
- Have an app write a draft (either rough or final) of an assignment, or piece of an assignment, for you.

ACCOMMODATION STATEMENT

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. The [Disability/Access Services Office](#) serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Dean of CASA (Center for Academic Success and Achievement) at 508-626-4906 or lbridges@framingham.edu

U.S. COPYRIGHT LAW

This course website may contain copyrighted materials that are used in compliance with the U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not.

FSU NOTICE OF NON-DISCRIMINATION AND DIVERSITY

Framingham State University is committed to a policy of non-discrimination, equal opportunity, diversity and affirmative action. The University is dedicated to providing educational, working and living environments that value the diverse backgrounds of all people. Furthermore, the Massachusetts Civil Rights Act ("[MCRA," M.G.L. c. 12, §§ 11H, 11I, 11J](#)") protects the rights of all residents and visitors to Massachusetts to be free from bias-motivated threats, intimidation, and coercion that interfere with their civil rights. The MCRA protects the right to attend school, live peacefully, and enjoy other basic rights.

MY COMMITMENT TO CULTIVATE AN ANTIRACIST CLASSROOM

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work.

Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.