

Framingham State University | PRDV 73522 School Gardening 101

1 credit online course

Course Description:

An introductory school gardening course for teachers, school nutrition directors and community stakeholders interested in incorporating gardening into their curriculum, school nutrition program and/or school nutrition activities. Participants will investigate and apply resources to create a gardening initiative proposal for their school district that connects to the state curriculum frameworks and/or nutrition education in the classroom.

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Course Dates: This is a 4-week on-line course beginning January 14, 2019 and ending February 11, 2019.

Course Objectives:

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

1. Correctly define school garden terminology and explore and discuss the benefits of school gardening.
2. Investigate and evaluate gardening lessons and/or activities and make relevant connections to their gardening proposal.
3. Find and use online resources developed to support school gardening and create an outline for a gardening proposal using the instructions provided.
4. Create and share one short-term gardening initiative and implementation plan for your school based on the criteria provided.

Massachusetts Comprehensive Science Curriculum Framework:

1. K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment.
2. K-ESS3-3. Communicate solutions to reduce the amount of natural resources an individual uses.
3. 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.
4. 1-LS1-2(MA). Recognize that all plants and animals grow and change over time.
5. 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.
6. 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.

7. 4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.
8. 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.

Course Expectations and Requirements:

You will need computer access to log into FSU Blackboard (BB) to participate in this course. This is an online course and is NOT self-paced. Students are expected to work online each week to complete readings, assignments, and discussions according to the course deadlines. The course begins on a Monday, so new “weeks” in the course will begin each Monday. The due date for all materials from the previous week will be Sunday nights at Midnight. The syllabus is subject to change, check BB for announcements.

Please allow 4-6 hours/week to do the work for the first three weeks and 8-10 hours in the last week. 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. Late assignments interfere with the online community learning and will be graded accordingly.

Students are 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 (e-mail addresses, photos, etc.) of other students may not be used or shared outside of the class.

Course Materials:

Online readings and resources include, but are not limited to:

- [JSI Resource Center](#) : This online directory has resources specific to gardening. For example, [Go Green for Schools](#) ;
- [Massachusetts Agriculture in the Classroom](#) and various school gardening blogs including the [USDA Food and Nutrition Blog](#).
- Resources for [Creating and Sustaining School Gardens from the California School Garden Network](#) ;
- [TEAM Nutrition: Resource Library](#): This resource library offers gardening and classroom resources;
- [USDA Farm-to-School School Gardens and Garden Curriculum Resources](#);
- Whole Kids Foundation and FoodCorps [School Gardening Guide](#);
- The Let’s Move! [School Garden Checklist](#).

Syllabus | School Gardening 101

Grading Criteria:

Points are allotted for each assignment in the chart below. Total points earned / possible total points = percentage (grade). Final letter grade is based upon the FSU official grading scale. A 5% point deduction/day will apply to late assignments and posts.

Discussion Boards: 28%

Assignments: 24%

Quiz: 8%

Final project: 40%

Week 1 Student's Intro Blog in BB Week 1 Class Discussion Quiz	5 points 10 points 10 points
Week 2 Assignment: Evaluating Gardening Resources and Making Connections Week 2 Class Discussion	15 points 10 points
Week 3 Assignment: Gardening Proposal Outline Week 3 Peer Review	15 points 10 points
Week 4 Final Proposal Presentation and Peer Review	50 points
Total Points	125 points

The following scale will be used to determine final letter grades (based on 100%):

Points	Grade	Points	Grade
94 – 100	A	80 – 82	B-
90 – 93	A-	77 – 79	C+
87 – 89	B+	73 – 76	C
83 – 86	B	70 – 72	C-

Course Outline:

	Learning Objective	Readings, Assignments and Participation
Week 1: Why a School Garden?	Correctly define school garden terminology and explore and discuss the benefits of school gardening.	Welcome and Introductions: Post an introduction in the Student Intro's blog in BB and meet the instructor and each participant (5 points). Review and study the gardening definitions posted in BB, complete a quiz until at least 90% accuracy is achieved (10 points). Complete online readings posted in BB and participate in class

		discussion exploring the benefits of school gardening, the steps involved and the application to your school (10 points).
Week 2: Making Connections	Investigate and evaluate gardening lessons and/or activities and make relevant connections to their gardening proposal.	<p>Explore and review online school gardening resources posted in BB. Look for connections between the various lessons and activities and identify what might be feasible at your school.</p> <p>Select and evaluate 4 gardening lessons and/or activities using the evaluation form provided. (15 points)</p> <p>In the class discussion space, post web links and a summary of the gardening lessons and/or activities evaluated. Provide 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).</p>
Week 3: How to Start...Your Proposal Outline	Find and use online resources developed to support school gardening and create an outline for a gardening proposal using the instructions provided.	<p>Using the online gardening resources posted in BB, 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.</p> <p>Using the criteria provided create an outline for you gardening proposal and share with your classmates and instructor for feedback (15 points).</p> <p>Review two other students' outlines and provide constructive feedback and suggestions on their proposal (10 points).</p>
Week 4: Gardening Project Proposal for Your School	Create and share one short-term gardening initiative and implementation plan for your school, based on the criteria provided.	Create and professionally present in BB 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 nutrition education 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: Please refer to the FSU student handbook for the Academic Honesty policy posted for 2017-2018. All students are expected to generate materials and thoughts that are their own. You can access the student handbook online by clicking [HERE](#).

Accommodation Statement for Special Needs Students: 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. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at <http://www.framingham.edu/center-for-academic-support-andadvising/disability-services/index.html> or contact Dr. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu