AEC 3209: Instructional and Event Planning in Agricultural & Life Sciences (3 credit hours)

Spring 2016
Mondays 2 (8:30 - 9:20), Wednesdays 2-3 (8:30 - 10:25)

INSTRUCTOR:
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Course website: On Canvas

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OFFICE HOURS:
MW 1:00 – 2:00 pm
By appointment as needed.

CLASS MEETS in 115 Rolfs Hall

Course outline and general description: Instructional methodology that focuses on the selection and use of innovative teaching, presentation, event and meeting planning, and evaluation strategies for teaching agricultural subjects in various educational settings.

Objectives: After this course, the student will be able to:

- Utilize a variety of instructional approaches and methods appropriate for teaching agriculture subjects in non-formal learning environments.
- Develop an educational event using appropriate instructional and event planning techniques.
- Describe methods to assess and evaluate the effectiveness of a workshop/presentation or event.

Text/required readings: Successful students will read assigned materials **before class** and be prepared for discussion with the instructor and fellow students.

- *Agricultural Communications in Action: A Hands-On Approach* by Telg & Irani.
  - You will need this textbook for other communications courses in the department.
- Other course readings will be provided as needed.

E-mail: Students are **REQUIRED** to be able to send and receive **e-mail**.

Grading: For some assignments, you will work in groups. **Teamwork** is an essential element in digital media production. On group assignments, you will submit a log of your efforts and your teammates' efforts in the development of your projects. Teammates **must** pull their weight on all assignments. **All written assignments MUST be typed.** Following is the grading scale and assignments:

Grading Scale

A = 930-1000
A- = 900-929
B+ = 860-899
B = 830-859
B- = 800-829
C+ = 760-799
C = 730-759
C- = 700-729
D+ = 660-699
D = 630-659
D- = 600-629
E = 599 and below

ASSIGNMENTS

Event critique	100
Event proposal (group)	200
Event proposal presentation (group)	100
Workshop critique	100
Mini-workshop plan (pairs)	125
Mini-workshop presentation (pairs)	75
End-of-Course Assessment	200
Attendance/participation	100
	1000

- *Event critique:* Students will attend an event and provide a critique.
- *Event proposal:* Students, in small groups of three or four, will create a comprehensive event proposal for one of three events that the instructor will assign.
- *Event proposal presentation:* Students, in their small groups, will present their event proposals to their "clients" and the rest of the class for evaluation.
- *Workshop critique:* Students will attend a workshop and provide a critique.
- *Mini-workshop plan and presentation*: Students, in groups of two, will create a 12-15-minute workshop plan and present the actual workshop to the class.
- *End-of-Course Assessment*: Assessment will cover any material taught in class, any material in the textbook, and <u>any information from guest speakers</u>. Students who know they will be absent for the assessment must make arrangements to take it prior to the scheduled assessment time.
- *Attendance/in-class/participation:* Students are expected to actively participate in class and to be present at all class periods. Attendance is **<u>mandatory</u>**. Attendance will be taken each class.
  - **<u>Fifty points</u>** of "Participation/Attendance" will be based on in-class participation. The other **<u>50 points</u>** will be based on attendance and tardies.
  - You should be <u>in class</u> and <u>on time</u> in order to actively participate in class. If you are **<u>absent</u> or <u>tardy</u> <u>repeatedly</u>**, you will **<u>not</u>** receive <u>full</u> or possibly **any** in-class participation credits.
  - **<u>Late or Absent</u>**
    - 0-2 = 0 points deducted
    - 3 = 10 points deducted

- 4 = 20 points deducted
- 5 = 30 points deducted
- 6 = 40 points deducted
- 7+ = 50 points deducted

UF grading policies: For information on current UF policies for assigning grade points, see **https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx**.

ATTENDANCE: Given the importance of class discussion and participation in demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Students are **required** to attend class and to be in class **on time**. Students are still responsible for making up excused work in a timely manner. Students who are repeatedly absent, even with a doctor's excuse, will find it difficult to succeed in this course. (**NOTE**: A note from the Student Health Care Center is not considered an "official" excuse.) Students' grades will be lowered if they repeatedly miss class or are late. Tardy arrivals (anything after five minutes after class starts) are counted the same as absences. Students who miss an exam for an excused absence will be allowed to take a make-up, but it will be a slightly different exam. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: **https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx**.

Late assignment policy: A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late will **not** be accepted. This policy will be strictly enforced. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

AEC Expectations for Writing:
In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following **writing** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means…
  - Not using "tweet-talk" in your assignments.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.
  - Not having sentence fragments.
  - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

AEC Expectations for Design:
In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following **design** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.

- Proper grammar, punctuation, and sentence structure are mandatory. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the *actual* graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
    - Microsoft PowerPoint
    - Microsoft Word
    - Adobe Photoshop (photographs)
    - Adobe Illustrator (graphics). This software program is taught only in AEC 4035. The expectations for actual graphic design in other courses will be minimal.
    - Adobe InDesign (print layout)
    - WordPress (Web)
    - Final Cut Express or Pro X (video)

The University of Florida has an agreement with Lynda.com to provide FREE online tutorials to students and faculty on many software programs. If you feel "rusty" with any program, after being introduced to it in an AEC course, it is **highly recommended** that you take it upon yourself to go through some of the Lynda.com tutorials: http://www.it.ufl.edu/training/. Click on the Lynda.com yellow box on the right side of the screen.

DIGITAL DEVICES (cell phones, iPads, laptops): Students are asked to turn off their cellular phones before entering the classroom. Unless students are taking notes on their laptops, laptops should be OFF during class. If students are found to be Facebooking or texting, they will be asked to turn off their digital device.

PROFESSIONALISM STATEMENT: Educators and learners are professionals guided by specific values and engaging in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor PRIOR TO the scheduled class time; otherwise, your attendance and participation are firm expectations.

STATEMENT ABOUT PLAGIARISM: A student who represents another's work as the original work of the student is plagiarizing. If you do *not* think you will get caught plagiarizing, you are **wrong**. Plagiarism will be dealt with up to the full extent of the UF Honor Code, including a zero for the assignment and possibly a zero for the entire semester. A full explanation of plagiarism and its consequences can be found at http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment*."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:
http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* **www.counseling.ufl.edu/cwc/** Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Training Programs Community Provider Database
- *Career Resource Center,* First Floor JWRU, 392-1601, **www.crc.ufl.edu/ Services for Students with Disabilities** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, **www.dso.ufl.edu/drc/ Recommended Statement for Distance Courses** The following statement is recommended for all distance-delivered courses but is not required. Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its

academic and administrative departments at the program level. See http://distance.ufl.edu/student-complaints for more details.

Course schedule

Mondays (8:30 – 9:20 am)	Wednesdays (8:30 – 10:25 am)
	January 6 **TOPIC:** Introduction, Careers in event planning and workshop development
January 11 **TOPIC:** Site selection, site management, Event types, goals, project management (timetable) **ACTIVITY:** Scout location for an event	**January 13** **TOPIC:** Volunteers, committees **TOPIC:** Contracts, budgets, sponsors **GUEST:** TBD **ACTIVITY:** **Discuss event critique and event proposal assignments/rubrics & receive group assignment for event proposal groups**
January 18 **MARTIN LUTHER KING, JR DAY - HOLIDAY**	**January 20** **TOPIC:** Food, beverages, catering, services **Event planning groups: Meet with your clients and groups.**
January 25 **TOPIC:** Communication, marketing, social media, branding **GUEST:** TBD	**January 27** **TOPIC:** Audiovisual equipment, entertainment, exhibits, conferences, working booths and exhibits and making them interactive **GUEST:** TBD
February 1 **TOPIC:** On-site registration, "what can go wrong?" **GUEST:** TBD	**February 3** **TOPIC:** Etiquette and business communication, Evaluating the event + **WORK DAY** **DUE: EVENT CRITIQUE**
February 8 **WORK DAY FOR EVENT PROPOSAL AND PRESENTATION**	**February 10** **SITE TOUR AT HOTEL (HOTEL TBD).** **Meet at hotel at 8:45. Class ends around 10 a.m.**
February 15 **DUE: EVENT PROPOSALS (all groups)** **DUE: EVENT PLAN PRESENTATIONS**	**February 17** **DUE: EVENT PROPOSAL PRESENTATIONS**
February 22 **DUE: EVENT PROPOSAL PRESENTATIONS**	**February 24** **TOPIC: EVENT PROPOSALS – DEBRIEF & REVIEW**
February 29 **SPRING BREAK - HOLIDAY**	**March 2** **SPRING BREAK – HOLIDAY**
March 7 **TOPIC:** Introduction to designing workshops and instructional planning **ACTIVITY:** **Discuss workshop critique and workshop plan assignments/rubrics & begin pair/trio assignment for workshop plan pairs/trios**	**March 9** **TOPIC:** Educational theory, learning styles, social styles

March 14 **TOPIC:** Instructional planning design, evaluation, and activities	**March 16** **TOPIC:** Instructional planning for adults **GUEST:** TBD **TOPIC:** Instructional planning for youth **GUEST:** TBD
March 21 **TOPIC:** Webinars and technology used in instructional planning **GUEST:** TBD	**March 23** **TOPIC:** Creating the learning environment **DUE: WORKSHOP CRITIQUE** **REST OF CLASS IS A WORK DAY FOR MINI-WORKSHOP PLAN AND PRESENTATION**
March 28 **TOPIC:** Facilitation skills in instruction **GUEST:** TBD	**March 30** **TOPIC:** Marketing & branding yourself (in general and as a qualified workshop presenter) **REST OF CLASS IS A WORK DAY FOR MINI-WORKSHOP PLAN AND PRESENTATION**
April 4 **DUE: MINI-WORKSHOP PLAN (all groups)** **DUE: MINI-WORKSHOP PRESENTATIONS**	**April 6** **DUE: MINI-WORKSHOP PRESENTATIONS**
April 11 **DUE: MINI-WORKSHOP PRESENTATIONS**	**April 13** **DUE: MINI-WORKSHOP PRESENTATIONS**
April 18 **MINI-WORKSHOP PRESENTATIONS - DEBRIEF** **Review for End-of-Course Assessment**	**April 20** **END-OF-COURSE ASSESSMENT**