Communication Practices for Agricultural and Life Sciences  
AEC 4035 / 5032  
Fall 2019 – 3 Credit Hours  
Department of Agricultural Leadership, Education, & Communication

**Instructor**  
Jamie Loizzo, Ph.D.  
Assistant Professor of Agricultural Communication  
Phone: 352-273-1663  
Email: jloizzo@ufl.edu  
Office Location: 121D Bryant Hall  
**Office Hours:** Tuesdays 1:30-3pm or by appointment

**Teaching Assistants**  
Whitney Stone  
whitney.stone@ufl.edu  
Office Hours: by appointment  
Olivia Doyle  
olivia.doyle@ufl.edu  
Office Hours: by appointment

**Class Times**  
Tuesday: Periods 2-3 (8:30 a.m. - 10:25 a.m.)  
Bryant Hall 107 (Mac Lab)  
Online and in the field: throughout the week  

This is a flipped class. You are expected to actively participate in face-to-face, online, and in the field activities. *It is important you attend all class meetings, unless the absence is excused.*

**Course Description**  
This course is designed to expose students to a variety of writing, multimedia, hardware, and software for assignments that mimic the “real world” of agricultural communication. The goal is to broaden your experience and move you as close as possible to the professional level by stretching you to learn more and apply yourselves. This course will build on skills and knowledge gained in AEC 4031 and AEC 3070. Prerequisites include AEC 3070C and AEC 3071/JOU 3101.

**Course Objectives**  
By the end of this course, you will be able to:  
1. Write effectively in business, promotional, and informational contexts  
2. Effectively edit written material  
3. Communicate information tailored to the needs and expectations of target audiences  
4. Layout and design print and digital materials based on the principles of design  
5. Use industry standard software to create print and digital materials

You will practice and demonstrate theories and skills through in-class and online discussions, project-based assignments, and an exam.
Course Design
This course is structured following a project-based learning (PjBL) design. Our driving question this semester will be:

How can we as science communicators and leaders utilize 360º multimedia, photography, graphic design, and writing to educate online audiences via the Streaming Science platform about the IFAS Austin Cary Forest, conservation issues and solutions, climate change, and related research?

PjBL steps include: 

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product

(Buck Institute for Education: http://www.bie.org)

This class is also designed to follow the ‘Partnering Pedagogy’ philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

Course Readings and Resources
Required Texts:


Online:
Canvas, Google Drive, Adobe Creative Suite (Lightroom, Photoshop, InDesign, and Spark)
## Assignments

<table>
<thead>
<tr>
<th>Instructional Goal</th>
<th>Assignment/Activity</th>
<th>Possible Points</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project 1: 360º Forest Conservation</strong></td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>1, 3</td>
<td>Outline/Writing Draft</td>
<td>100</td>
<td>1,000</td>
</tr>
<tr>
<td>2</td>
<td>Peer Review</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Final Draft (Google Tour / Expedition)</td>
<td>100</td>
<td>1,000</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Source Check</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Project 2: Scientist Photo Essay</strong></td>
<td></td>
<td>370</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Outline/Writing Draft</td>
<td>100</td>
<td>1,000</td>
</tr>
<tr>
<td>2</td>
<td>Peer Review</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Final Adobe Spark Page</td>
<td>100</td>
<td>1,000</td>
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<tr>
<td>1, 2, 3, 4, 5</td>
<td>Final Print One-Pager</td>
<td>100</td>
<td>1,000</td>
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<tr>
<td>3, 4, 5</td>
<td>Selfie w/ a Scientist</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Source check</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing Work</strong></td>
<td></td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>1, 3</td>
<td>Online Activities (10)</td>
<td>200</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>Professionalism and Attendance</td>
<td>30</td>
<td></td>
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<tr>
<td><strong>Assessment Check-Points</strong></td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>1, 3,4,5</td>
<td>Midterm: Project plan, skills check, portfolio draft</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>Final presentation and portfolio</td>
<td>100</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1050</td>
<td>6,000</td>
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</table>

### Project 1: 360º Forest Conservation
We will use mobile 360º photo and video gear to create informative online multimedia featuring Florida forest conservation and climate change messages.

### Project 2: Scientist Photo Essay
We will develop photo essays in online and print formats featuring our scientist partners and their research/work. Each project consists of submitting:
- Research, planning, and pitch documents
- Web story
- Photos
- Layout

Details and rubrics for project steps will be given in class and provided in Canvas.
Ongoing Work:
Throughout the semester, you complete ten online activities that include Lynda.com tutorials about Adobe Lightroom and Adobe InDesign. You will also write reflection journal entries about your learning and project progress. Parameters for these will be provided in Canvas and during class time.

Assessment Check-Points:
At the midterm, you will take a short exam and demonstrate your learning of photography hardware and software and layout design principles, as well as a draft online portfolio of photos taken during class photo field trips. At the end of the semester, you will submit your photo essay and print piece, which includes edited photos and narration, any needed graphics, web stories, and layout. There is not a typical final exam for this course. Instead, you will present your completed projects (photo essay and print piece) during a presentation to invited students, staff, and faculty within IFAS-CALS.

Course Grading and Assignments
The course grading scale is provided in the following section. Papers and out-of-class assignments must be typed and formatted according to instructions provided by the instructor. You will receive specific information well in advance of deadline dates. Late assignments will receive a 10% point deduction per each day the assignment is late. You are expected to meet deadlines, as an AEC professional would be expected to do.

<table>
<thead>
<tr>
<th>Grading scale</th>
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<tbody>
<tr>
<td>A+ = 100%</td>
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<tr>
<td>C+ = 79 to 76%</td>
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<tr>
<td>F = Below 60%</td>
</tr>
<tr>
<td>A = 99 to 95%</td>
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<tr>
<td>C = 75 to 73%</td>
</tr>
<tr>
<td>A- = 94 to 90%</td>
</tr>
<tr>
<td>C- = 72 to 70%</td>
</tr>
<tr>
<td>B+ = 89 to 86%</td>
</tr>
<tr>
<td>D+ = 69 to 66%</td>
</tr>
<tr>
<td>B = 85 to 83%</td>
</tr>
<tr>
<td>D = 65 to 63%</td>
</tr>
<tr>
<td>B- = 82 to 80%</td>
</tr>
<tr>
<td>D- = 62 to 60%</td>
</tr>
</tbody>
</table>

Attendance and Make-Up Work
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

You are expected to attend every class and arrive on time. If you must miss class, please keep up with the assigned readings so you can make meaningful contributions to in-person and
online discussions. If you must miss class and are unable to speak with the instructor in person, leave a phone message or send an e-mail message as soon as possible. Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, or inattentiveness during class lectures or discussions.

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work, unless you receive prior permission from me – late materials will not be accepted. Permissions are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Unless otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines.

**Online Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [https://gatorevals.aa.ufl.edu/students/](https://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://ufl.bluera.com/ufl/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).

**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/scrr/process/student-conduct-honor-code](http://www.dso.ufl.edu/scrr/process/student-conduct-honor-code).

**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.

**Services for Students with Disabilities**
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**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.

- **U Matter, We Care:**
  If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center:** [https://counseling.ufl.edu/](https://counseling.ufl.edu/), 392-1575;
- **University Police Department:** 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 9-1-1 for emergencies).
  [http://www.police.ufl.edu/](http://www.police.ufl.edu/)

**Academic Resources**

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. [https://career.ufl.edu/](https://career.ufl.edu/) Library Support, [http://cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask)
- Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center,** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [http://teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)
- **Student Complaints On-Campus:** [https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/)
- **On-Line Students Complaints:** [http://distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/)
# Fall 2019 Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Reading &amp; Online Content</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **1** Aug 20 | • Introductions  
• Exploring our driving question | Canvas Links | **OA 1**  
Selfie-narrative |
| **2** Aug 26 | • Exploring our driving question  
• Guest speakers | Canvas Links | **OA 2**  
Explore topic |
| **3** Sep 3  
*holiday Sep 2* | • 360° Cameras & iPads  
• Google Streetview | Canvas Links | **OA 3**  
360° practice |
| **4** Sep 9 | • Google Tour Creator  
• Google Expeditions (grad) | Canvas Links | **OA 4**  
ACF Tours  
Image practice |
| **5** Sep 16 | • DSLR Cameras  
• Photo light & composition | PHOTO: 1-3  
Lynda.com | **OA 4 (con’t)**  
ACF Tours  
Image practice |
| **6** Sep 23 | • Contacting SMEs  
• DSLR Cameras  
• Photo composition  
• Adobe Lightroom | PHOTO: 6, 7, 9, 10  
Lynda.com | **OA 5**  
Project research and SME contact  
**OA 6**  
Lightroom tutorials |
| **7** Sep 30  
*homecoming 4 & 5* | • Crafting questions & conducting interviews  
• Writing formats  
• Adobe Lightroom  
• Photo editing practice | PHOTO: 6, 7, 9, 10  
Lynda.com | **OA 5 (con’t)**  
**OA 6**  
Lightroom tutorials |
| **8** Oct 7 | • Project Plan  
• Skills Check  
• Portfolio Check | **MIDTERM** | **OA 6 (con’t)**  
Lightroom tutorials |
| **9** Oct 14 | • Adobe InDesign  
• Google Expedition Prep (grad) | WSNY: 1-5  
Lynda.com | **OA 7**  
InDesign tutorials |
| **10** Oct 21 | • Adobe Spark | WSNY: 7-9  
Lynda.com | **OA 7 (con’t)** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Reading &amp; Online Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>InDesign/Spark tutorials</td>
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<tr>
<td>DRAFTING</td>
<td></td>
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<tr>
<td>11 Oct 28</td>
<td>Project Work</td>
<td></td>
<td>OA 8 Outline Draft Writing Draft</td>
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<tr>
<td>12 Nov 4</td>
<td>Project Work</td>
<td></td>
<td>OA 8 (con’t) Outline Draft Writing Draft</td>
</tr>
<tr>
<td>13 Nov 12</td>
<td>Project Work</td>
<td></td>
<td>OA 9 Google Tour edits Photo edits Expeditions test (grad)</td>
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<tr>
<td></td>
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<tr>
<td>PEER REVIEW and SOURCE CHECK</td>
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<tr>
<td>14 Nov 18</td>
<td>Review, Source Approval, and Revisions</td>
<td></td>
<td>OA 10 Peer reviews Expeditions test (grad)</td>
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<tr>
<td>PUBLIC PRESENTATION</td>
<td></td>
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<tr>
<td>15 Nov 25</td>
<td>Project Work/Final Presentations</td>
<td></td>
<td>Final Portfolio</td>
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<tr>
<td>16 Dec 2</td>
<td>Final Presentations/Final Surveys</td>
<td></td>
<td>FINAL FILES DUE Google Tour/Expedition Adobe Spark Page InDesign PDF Selfie w/ a Scientist</td>
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<tr>
<td></td>
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<tr>
<td>FINAL</td>
<td>December 11 3:00-5:00pm</td>
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<tr>
<td></td>
<td>Final Surveys/Reflections</td>
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<tr>
<td></td>
<td>Final Project Feedback</td>
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</tbody>
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*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.*
We are an engaged community of diverse students and faculty.

We learn to think critically and dialogue about agricultural and natural resources issues facing Florida and our world.

We explore the varied perspectives, theories and science underlying these issues.

We build our communication and leadership skills to address evolving agricultural and natural resources issues in a multicultural society.