



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

Fall 2020 – via Zoom

Tuesdays 2-3 (8:30 – 10:25 am), Thursdays 2 (8:30 – 9:20 am)

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### **INSTRUCTOR:**

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Course website: On Canvas

### **OFFICE HOURS:**

Thursdays 11:30 – 1:30 pm

By appointment as needed

**CLASS MEETS** via **ZOOM** – Link located in Canvas

**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.

**OPTIONAL Text/suggested 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 either in class or on Canvas.

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

**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 peer evaluation 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
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	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 any information from guest speakers. 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 via Zoom. Attendance is **mandatory**. Attendance will be taken each class.
  - **Fifty points** of “Participation/Attendance” will be based on in-class participation. The other **50 points** will be based on attendance and tardies.
  - You should be in class via Zoom and on time in order to actively participate in class. If you are **absent or tardy repeatedly**, you will **not** receive full or possibly **any** in-class participation credits.
  - **Late or Absent**
    - 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/UGRD/academic-regulations/grades-grading-policies/>.

**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 via Zoom 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/UGRD/academic-regulations/attendance-policies/>.

**ZOOM:** Although this course will be taught online via Zoom in synchronous class sessions, I do NOT plan to record any class sessions, just as I would not record them if they were being taught face-to-face. This course requires a lot of in-class participation and the building of a classroom community. Therefore, to prevent any privacy or infringement issues, class sessions will not be recorded. Cameras are expected to be turned on, and audio is expected to be unmuted as appropriate with participation.

**Late assignment policy:** A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late (7 days) 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/UGRD/academic-regulations/attendance-policies/>.

### **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)

**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/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.

### **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/](http://www.counseling.ufl.edu/cwc/) Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Training Programs Community Provider Database*
- *U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)*
- *Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>*
- *Students with disabilities requesting accommodations: 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 accommodation0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>.*
- *Student Complaints:*
  - Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
  - Online Course: <http://www.distance.ufl.edu/student-complaint-process>

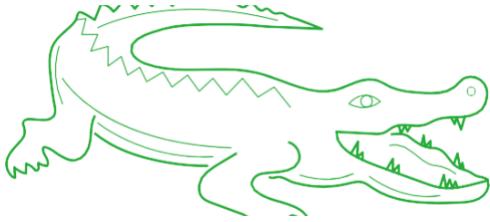
### **Course Evaluations**

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/>. 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/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Course schedule

Tuesdays (8:30 – 10:25 am) – via ZOOM	Thursdays (8:30 – 9:20 am) – via ZOOM
<p>September 1  <b>TOPIC:</b> Introduction, Careers in event planning and workshop development  <b>READINGS:</b> Telg &amp; Irani, Chapter 16</p>	<p>September 2  <b>TOPIC:</b> Site selection, site management, Event types, goals, project management (timetable)</p>
<p>September 8  <b>TOPIC:</b> Volunteers, committees  <b>ACTIVITY:</b> Scout location for an event</p>	<p>September 10  <b>ACTIVITY:</b> Discuss event critique and event proposal assignments/rubrics &amp; receive group assignment for event proposal groups</p>
<p>September 15  <b>TOPIC:</b> <b>Meet your client!</b> - TBA</p>	<p>September 17  <b>TOPIC:</b> Food, beverages, catering, services  <b>GUEST:</b> TBD</p>
<p>September 22  <b>TOPIC:</b> Contracts, budgets, sponsors, communication, marketing, social media, branding  <b>GUEST:</b> TBD</p>	<p>September 24  <b>TOPIC:</b> Audiovisual equipment, entertainment, exhibits, conferences, working booths and exhibits and making them interactive  <b>GUEST:</b> TBD</p>
<p>September 29  <b>DUE: EVENT CRITIQUE</b>  <b>TOPIC:</b> On-site registration, “what can go wrong?”  <b>GUEST:</b> TBD</p>	<p>October 1  <b>WORK DAY FOR EVENT PROPOSAL AND PRESENTATION</b> (Class will not meet. Instructor will be available.)</p>
<p>October 6  <b>VIRTUAL TOUR</b> of Event Site</p>	<p>October 8  <b>WORK DAY FOR EVENT PROPOSAL AND PRESENTATION</b> (Class will not meet. Instructor will be available.)</p>
<p>October 13  <b>TOPIC:</b> Etiquette and business communication, Evaluating the event</p>	<p>October 15  <b>WORK DAY FOR EVENT PROPOSAL AND PRESENTATION</b> (Class will not meet. Instructor will be available.)</p>
<p>October 20  <b>DUE: EVENT PROPOSALS</b> (all groups)  <b>DUE: EVENT PLAN PRESENTATIONS</b>  <i>(5 groups x 12-14 minutes per group)</i></p>	<p>October 22  <b>TOPIC: EVENT PROPOSALS – DEBRIEF &amp; REVIEW</b></p>
<p>October 27  <b>TOPIC:</b> Introduction to designing workshops and instructional planning</p>	<p>October 29  <b>TOPIC:</b> Discuss workshop critique and workshop plan assignments/rubrics &amp; receive pair assignment for workshop plan pairs</p>

Tuesdays (8:30 – 10:25 am) – via ZOOM	Thursdays (8:30 – 9:20 am) – via ZOOM
<p>November 3  <b>TOPIC:</b> Educational theory, learning styles, social styles, Instructional planning design, evaluation, and activities</p>	<p>November 5  <b>TOPIC:</b> Educational theory, learning styles, social styles, Instructional planning design, evaluation, and activities (continued)  <b>TOPIC:</b> Instructional planning for adults  <b>GUEST:</b> TBD</p>
<p>November 10  <b>TOPIC:</b> Instructional planning for youth  <b>GUEST:</b> TBD  Rest of class will be WORK DAY FOR MINI-WORKSHOP PLAN AND PRESENTATION</p>	<p>November 12  <b>TOPIC:</b> Webinars and technology used in instructional planning  <b>GUEST:</b> TBD</p>
<p>November 17  <b>TOPIC:</b> Creating the learning environment  <b>TOPIC:</b> Facilitation skills in instruction  <b>GUEST:</b> TBD  <b>DUE: WORKSHOP CRITIQUE</b>  <i>*Answer final questions about mini-workshop plans and presentations.</i></p>	<p>November 19  WORK DAY FOR MINI-WORKSHOP PLAN AND PRESENTATION (Class will not meet. Instructor will be in office.)</p>
<p>November 24  <b>DUE: MINI-WORKSHOP PLANS &amp; PRESENTATIONS</b>  <i>(5 pairs/groups x 15-20 each)</i></p>	<p>November 26  <b>THANKSGIVING HOLIDAY</b></p>
<p>December 1  <b>DUE: MINI-WORKSHOP PLANS &amp; PRESENTATIONS</b>  <i>(5 pairs/groups x 15-20 min each)</i></p>	<p>December 3  <b>MINI-WORKSHOP PLANS &amp; PRESENTATIONS - DEBRIEF</b>  Review for End-of-Course Assessment</p>
<p>December 8  <b>End-of-Course Assessment</b></p>	



we are  
**AEC-CLD**  
at the University of Florida

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

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