

AEC 3209: Instructional and Event Planning in

Agricultural & Life Sciences (3 credit hours)

 **Fall 2025**

**Tuesdays 2-3 (8:30 – 10:25 am)**

**Thursdays 2 (8:30 – 9:20 am)**

**INSTRUCTOR: Undegraduate Teaching Assistant: Becky Raulerson, PhD Gracy Johnson**

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**Course website: On Canvas**

**OFFICE HOURS:**

**Thursdays 12:30 – 1:30 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.

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

* *Agricultural and Natural Resources Communications*, an online text found at <https://anrcommunications.org/>. Access to the text is no cost.
  + You will need this e-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.

**Canvas:** This course is managed on Canvas, although this is not an online course. Grades and files can be found on Canvas.

**Canvas Technology Requirements**

* **Computers, Internet, and Web browsers**: Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. It is recommended to use a computer less than five years old with at least 1GB of RAM. It is recommended to have a minimum Internet speed of 512kbps. It is **strongly recommended** to not use a wireless connection, phone, tablet, or notepad for critical course tasks such as exams and discussions.
* Canvas currently supports the following browsers: Chrome, Safari, Firefox, Edge. Canvas supports the last two versions of most browsers. It is **highly recommend** updating to the **newest version** of whatever browser you are using. Note that your computer’s operating system may affect browser function. Failure to use one of these browsers will cause problems.
* For more information on approved computers and browsers please visit: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>   On this web page there is an area titled “Is My Browser up to Date?” Use it to check each computer and browser you may use in this course. There is another important area on “Browser Privacy Settings.”  Read the section(s) for any browser intended for use. For example, **Note that**: In browsers such as Safari, insecure content will never be displayed in the browser. Return to the page to check for updates on technology issues in Canvas.
* If you encounter technical difficulties in this course, **contact the UF Computing Help Desk** right away to troubleshoot. <https://helpdesk.ufl.edu/> or (352) 392-HELP. If the problem cannot be fixed immediately, **notify your instructor, and provide them with the Help Desk ticket number.**

**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

1000

1. *Event critique:* Students will attend an event and provide a critique.



1. *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.
2. *Event proposal presentation:* Students, in their small groups, will present their event proposals to their “clients” and the rest of the class for evaluation.
3. *Workshop critique:* Students will attend a workshop and provide a critique.

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1. *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.
2. *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.
3. *Attendance/in-class/participation:* Students are expected to actively participate in class and to be present at all class periods. 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 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 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 on campus, and I may record class sessions anyway via Zoom, attendance is still mandatory. This course requires a **LOT** of in-class participation and the building of a classroom community.

**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.

**Artificial Intelligence (A.I.) Use**

Due to the importance of understanding and sharing multiple perspectives in this course, including your own, the use of an AI Generator such as ChatGPT, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor.  This includes text and artwork/graphics/video/audio. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism.  Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It’s imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct.

At times, after communicating valid reasoning for use with the instructor, you may be given permission to use these tools. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). You may not submit any work generated by an AI program as your own. The best way to use AI is for idea generation, synthesis, rephrasing, essentializing and gathering information about the typical understanding of a topic. However, it should be you that guides, verifies and crafts your ultimate answers, so please don't just cut and paste without understanding. Let's leverage the tools as an extension of ourselves with a base of knowledge to make them powerful.

**University-Wide Policies and Student Support Services**

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). (<https://syllabus.ufl.edu/syllabus-policy/uf-policy-on-course-syllabuses/>) Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

Academic Resources

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

Campus Health & Wellness

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools

### Course schedule

| Tuesdays (8:30 – 10:25 am) – 115 Rolfs Hall | Thursdays (8:30 – 9:20 am) – 115 Rolfs Hall |
| --- | --- |
|  | **August 21**  **TOPIC: Introduction & Syllabus Review, Careers in event planning and workshop development**  **READINGS:** [**https://anrcommunications.org/**](https://anrcommunications.org/) |
| August 26  TOPIC: Site selection, site management, Event types, goals, project management (timetable)  TOPIC: Volunteers, committees  ACTIVITY: Scout location for an event | **August 28**  **ACTIVITY: Discuss event critique and event proposal assignments/rubrics & receive group assignment for event proposal groups** |
| September 2  TOPIC: Meet your client! - TBA | **September 4**  **TOPIC: Food, beverages, catering, services**  **GUEST: TBD** |
| September 9  TOPIC: Contracts, budgets, sponsors, communication, marketing, social media, branding  GUEST: TBD | **September 11**  **TOPIC: Audiovisual equipment, entertainment, exhibits, conferences, working booths and exhibits and making them interactive**  **GUEST: TBD** |
| September 16  TOPIC: On-site registration, “what can go wrong?”  GUEST: TBD | **September 18**  **WORKDAY FOR EVENT PROPOSAL AND PRESENTATION (Class WILL meet.)** |
| September 23  SITE TOUR AT HOTEL (HOTEL TBD).  Meet at hotel at 8:45. Class ends around 10 a.m. | **September 25**  **WORKDAY FOR EVENT PROPOSAL AND PRESENTATION (Class will NOT meet. Instructor will be in office.)**  **DUE: DRAFT of EVENT PROPOSAL** |
| September 30  TOPIC: Etiquette and business communication, Evaluating the event **DUE: EVENT CRITIQUE** | **October 2**  **WORKDAY FOR EVENT PROPOSAL AND PRESENTATION (Class will NOT meet.)** |
| October 7  DUE: EVENT PROPOSALS (all groups)  DUE: EVENT PLAN PRESENTATIONS  *(5 groups x 12-14 minutes per group)* | **October 9**  **TOPIC: EVENT PROPOSALS – DEBRIEF & REVIEW** |
| October 14  TOPIC: Introduction to designing workshops and instructional planning  ACTIVITY: Discuss workshop critique and workshop plan assignments/rubrics & receive pair assignment for workshop plan pairs | **October 16**  **TOPIC: Educational theory, learning styles, social styles, Instructional planning design, evaluation, and activities** |
| October 21  TOPIC: Instructional planning for adults  GUEST: TBD | **October 23**  **TOPIC: Instructional planning for youth**  **GUEST: TBD** |
| October 28  TOPIC: Webinars and technology used in instructional planning  GUEST: TBD  Rest of class will be WORKDAY FOR MINI-WORKSHOP PLAN AND PRESENTATION | **October 30**  **WORKDAY FOR MINI-WORKSHOP PLAN AND PRESENTATION (Class WILL meet.)** |
| November 4  TOPIC: Creating the learning environment & Facilitation skills in instruction  GUEST: TBD  *\*Answer final questions about mini workshop plans and presentations.*  DUE: WORKSHOP CRITIQUE | **November 6**  **WORKDAY FOR MINI-WORKSHOP PLAN AND PRESENTATION (Class will not meet. Instructor will be in office.)** |
| November 11  DUE: MINI-WORKSHOP PLANS & PRESENTATIONS  *(5 pairs/groups x 15-20 each)* | **November 13**  **DUE: MINI-WORKSHOP PLANS & PRESENTATIONS**  ***(2 pairs/groups x 15-20 min each)*** |
| November 18  DUE: MINI-WORKSHOP PLANS & PRESENTATIONS  *(5 pairs/groups x 15-20 min each)* | **November 20**  **MINI-WORKSHOP PLANS & PRESENTATIONS – DEBRIEF**  **Review for End-of-Course Assessment (via Canvas video)** |
| November 25 – THANKSGIVING HOLIDAY | **November 27 - THANKSGIVING** |
| December 2  LAST DAY OF CLASS – WE WILL MEET.  (End-of-Course Assessment – Take Home via Canvas) |  |
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AEC-CLD language with an image of an alligator - We are AEC-CLD at the University of Florida. 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 perspective, 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. 