

**AEC 3065: Issues in Agricultural & Life Sciences (3 credits)**  
**AEC 4932: Effectively Communicating Agricultural and Life  
Sciences Policy Issues (3 credits)**  
**AEC 6932: Effectively Communicating Agricultural and Life  
Sciences Policy Issues (3 credits)**  
**Spring 2019**

**INSTRUCTORS:**

**Ricky W. Telg, Ph.D.**  
101B Bryant Space Science Center  
Phone: 273-2094  
E-Mail: [rwtelg@ufl.edu](mailto:rwtelg@ufl.edu)

**OFFICE HOURS:**

**MW 11:30-12:30 and by appointment.**

**Lisa K. Lundy, Ph.D.**  
121E Bryant Space Science Center  
PHONE: 273-2588  
[lisalundy@ufl.edu](mailto:lisalundy@ufl.edu)

**Th 10:30-11:30 and by appointment**

**CLASS MEETS** in 120 Bryant Space Science Center (conference room).

- Class meets weekly on Friday mornings (Second period).
- Mandatory Tallahassee trip: February 15
- Mandatory Washington, DC, trip: March 2-6

**Course outline and general description:** The course is designed to educate students about major policy issues in agricultural and life sciences (ALS) and to expose students to a variety of methods used to effectively communicate, inform, and influence decisions about these issues. All discussions and activities are planned to involve you in "real world" ways.

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

- Recognize and analyze topical policy issues in agricultural and life sciences and facilitate consensus building and conflict management.
- Develop messages to communicate about topical policy issues in agricultural and life sciences using appropriate multimedia and social media.

**Prerequisites:** AEC 3030C Effective Oral Communication (or equivalent) **and** AEC 3033C Research and Business Writing in Agricultural and Life Sciences (or equivalent)

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

- Course readings will be provided as needed in Canvas.

**Grading:** 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

## Grade Composition – Undergraduate Students (3065 and 4932)

One-pager + “Elevator Message” Presentation	250
Stakeholder Analysis	250
Speaker Reflections (5 x 50 pts./each)	250
Policy Communication Professional Plan (Including Policy Communication Reflections)	250
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	1000

## Grade Composition – Graduate Students (6932)

One-pager + “Elevator Message” Presentation	250
Stakeholder Analysis	250
Speaker Reflections (5 x 50 pts./each)	250
Policy Issue Overview	250
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	1000

## **BRIEF DESCRIPTION OF COURSE ASSIGNMENTS:**

- *One-Pager + “Elevator Message” Presentation:* Students will create a one-pager, based on instructions provided in class, as a “leave-behind” on an agricultural or life sciences policy or issue. Students will present their one-pager in a mock “elevator message” presentation.
- *Stakeholder Analysis:* In groups of two, students will create up to a two-page summary of a specific organization or agency the class will meet with in Tallahassee or Washington, DC or will have as a guest speaker in class. Students will present this information to classmates to “prep” them the class period or day before we meet the individual, organization, or agency. The analysis must include background on the organization/agency, major “players” in the organization/agency, and its position on given policies.
- *Speaker Reflections:* Students will provide a thoughtful reflection on guest speakers and/or overall topics (including reflections on the mandatory trips to Tallahassee and DC). Students will discuss what they learned about communicating to policymakers from the speakers and/or their experiences (DC, Tallahassee).
- *Policy Issue Overview<sup>1</sup>:* In group, students will select an agricultural and life sciences policy issue and track that issue through the semester (or for the life cycle of that issue). Students will analyze the media coverage related to the issue and discuss major implications of how this issue is communicated by various audiences, and how the student would communicate to stakeholders about the issue.
- *Policy Communication Professional Plan<sup>2</sup> (including policy communication reflections):* Students will create a plan for themselves on how they will stay connected and foster relationships with a given individual (for example, a guest speaker), organization or agency, and what sources of information and news sources students will use to stay updated on current events related to policy issues. As part of this assignment, students will synthesize their

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<sup>1</sup> For graduate students only.

<sup>2</sup> For undergraduate students only.

reflections on guest speakers and location visits throughout the semester, specifically focusing on content related to communicating policy issues.

**UF grading policies:** For information about UF grades and grading policies, including the new **minus grades**, please visit **<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>**.

**Attendance:** 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**. Only documented doctor's excuses or UF-approved activities will be excused. **The trips to Tallahassee and Washington, DC, are mandatory.**

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>**.

## Course schedule

Day	Topics	Assignments Due
Week 1: Jan. 11	<ul style="list-style-type: none"> <li>Course introduction</li> <li>Policies, laws, statutes: What are they?</li> </ul>	
Week 2: Jan. 18	<ul style="list-style-type: none"> <li>News, persuasion, media literacy</li> <li>Communicating about policy</li> </ul>	Stakeholder analysis Florida Farm Bureau
Week 3: Jan. 25	<ul style="list-style-type: none"> <li>Grassroots policy communications Jaime Jerrells, Florida Farm Bureau</li> </ul>	Stakeholder analysis UF/IFAS
Week 4: Feb. 1	<ul style="list-style-type: none"> <li>Local and national policy communications Jeanna Mastrodicasa, UF/IFAS (+ former Gainesville City Council member)</li> </ul>	
Week 5: Feb. 8	<ul style="list-style-type: none"> <li>State policy communications Mary Ann Hooks, UF/IFAS Gov't Relations</li> </ul>	Stakeholder analysis (Tallahassee organizations) Reflection 1
Week 6: Feb. 15	<p><b>TALLAHASSEE TRIP (tentative agenda)</b>            9 a.m.: Arrive in Tallahassee            9:30-10:30: Ag Coalition (includes several lobbyists, including Adam Basford, Florida Farm Bureau;            10:30-11:30: Tour of Capitol            11:45: Lunch, Mary Ann Hooks, UF/IFAS Gov. Relations            1:30-2: Meet with Commissioner of Agriculture            2-3: FDACS, DEP, FWC</p>	Reflection 2
Week 7: Feb. 22	<ul style="list-style-type: none"> <li>"Elevator message" presentation</li> <li>DC trip logistics and overview</li> <li></li> </ul>	One pager + "elevator message" Reflection 3: Tallah.
Week 8: March 1	<ul style="list-style-type: none"> <li><b>NO CLASS. GET READY FOR DC TRIP!!!!</b></li> </ul>	
DC TRIP: March 2 (Saturday)	<p><b>WASHINGTON, DC TRIP (tentative agenda)</b>            Travel day: Students arrive in DC  <b>Hotel is Hyatt Place at the National Mall</b></p>	
DC TRIP: March 3 (Sunday)	<p><b>AM:</b> Newseum tour  <b>PM:</b> "Free day" to tour National Mall area.            Monuments by Moonlight bus tour</p>	Stakeholder analysis (DC organizations)
DC TRIP: March 4 (Monday)	<p>Breakfast: Sarah Edison, Nat'l Association of State Departments of Agriculture  <b>AM:</b> American Farm Bureau            AFBF Policy Staff, Reporters who cover agriculture issues            USDA  <b>PM:</b> Lunch at Hogan Lovells Law Firm            NCBA, CropLife USA, Ag Retailers Association, Animal Agriculture Alliance, Environmental Law Institute            Dinner with UF's CARET delegation</p>	Stakeholder analysis (DC organizations)
DC TRIP: March 5 (Tuesday)	<p>Breakfast: Sarah Mathias, UF Federal Relations  <b>AM:</b> House Agriculture Committee, Meet with staffers  <b>PM:</b> Tour Capitol, networking dinner with DC Gators</p>	
DC TRIP: March 6 (Wedn.)	<ul style="list-style-type: none"> <li>Students leave DC</li> </ul>	
Week 10: Mar. 15	<ul style="list-style-type: none"> <li>DC trip debrief</li> </ul>	Stakeholder analysis (FL organizations) Reflection 4: DC
Week 11: Mar. 22	<ul style="list-style-type: none"> <li>Industry policy communication</li> </ul>	

	Representatives from FNGLA, FCA, FFVA (vid-conf)	
Week 12: Mar. 29	<ul style="list-style-type: none"> <li>Media consumption analysis discussions</li> </ul>	Policy issue overview Reflection 5: Ag organizations
Week 13: April 5	<ul style="list-style-type: none"> <li>Policy issue overview discussion</li> </ul>	
Week 14: April 12	<ul style="list-style-type: none"> <li>Policy issue overview discussion</li> </ul>	Policy communication professional plan
Week 15: April 19	<ul style="list-style-type: none"> <li>Policy communication professional plan</li> <li>End of course reflection</li> </ul>	

### **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)
  - Adobe InDesign (print layout)
  - WordPress (Web)
  - Final Cut Pro X or Adobe Premiere (video editing)

**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/](http://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/](http://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/](http://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.

# One-Pager + “Elevator Message” Presentation

The objective of this assignment is to give you the opportunity to translate information on a policy issue into a “**one-pager**” for a “leave behind” to a legislator or agency. The one-pager will be graded on succinctness, focus, design, appropriate tone of the communication message, and grammar/punctuation.

Students will then develop an “**elevator message**” to present the one-pager to a specific legislator or agency. The presentation will be graded based on brevity, focus, appropriate tone of the communication message, and clarity of the topic conveyed in the presentation.

Students will have the opportunity to redo the presentation the second week of presentations if they would like more practice.

## Stakeholder Analysis

In groups of two, students will create up to a two-page summary of a specific organization or agency the class will meet with in Tallahassee or Washington, DC or will have as a guest speaker in class. Students will present this information to classmates to “prep” them the class period or day before we meet the individual, organization, or agency. The analysis must include background on the organization/agency, major “players” in the organization/agency, and its position on given policies. Students must provide copies of the summary to all students in the class. Students will provide a brief overview of the stakeholder analysis to fellow students. Your **TARGET audience** for this assignment will be fellow students in this class.

Stakeholders are organizations (and sometimes loosely organized groups or even individuals) with an interest in the outcome of an issue. Following are some questions for you to consider as you develop this section.

- What do stakeholders say is the issue or problem?
- What does each stakeholder organization say is its position? Why?
- What’s in it for them?
- What are the resources of the stakeholders (membership size, budget, media exposure, coalition with other stakeholder groups)?
- What did stakeholders do to make the issue more (or less) visible to the public, or closer to (or farther from) government action?

## **Speaker Reflections**

Students will provide a thoughtful reflection on guest speakers and/or overall topics (including reflections on the mandatory trips to Tallahassee and DC). Students will discuss what they learned about communicating to policymakers from the speakers and/or their experiences (DC, Tallahassee).

## **Policy Issue Overview**

In groups of two, students will select an agricultural and life sciences policy issue and track that issue through the semester. Students will analyze the media coverage related to the issue and discuss major implications of how this issue is communicated by various audiences, and how the student would communicate to stakeholders about the issue.

## **Policy Communication Professional Plan**

Students will create a plan for themselves on how they will stay connected and foster relationships with a given individual (for example, a guest speaker), organization or agency, and what sources of information and news sources students will use to stay updated on current events related to policy issues. As part of this assignment, students will synthesize their reflections on guest speakers and location visits throughout the semester, specifically focusing on content related to communicating policy issues.