Communication Practices for Agricultural and Life Sciences
AEC 4035
Spring 2020 – 3 Credit Hours
Department of Agricultural Leadership, Education, & Communication

Instructor
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Office Hours: Tuesdays 1:30-3pm or by appointment

Teaching Assistants
Whitney Stone
whitney.stone@ufl.edu
Office Hours: by appointment

Class Times Location
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 scientists and Extension professionals, their teaching and research, and related STEM careers? (secondary topic: Explore Research)*

PjBL steps include:  
(Buck Institute for Education: [http://www.bie.org](http://www.bie.org))

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

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 Virtual Tour</strong></td>
<td>1, 3 Outline/Writing Draft</td>
<td>50</td>
<td>1,000</td>
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<tr>
<td></td>
<td>2 Peer Review</td>
<td>30</td>
<td></td>
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<tr>
<td></td>
<td>1, 2, 3, 4, 5 Final Draft (Google Tour / Expedition)</td>
<td>100</td>
<td>1,000</td>
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<tr>
<td><strong>Project 2: Scientist Photo Essay</strong></td>
<td>1 Outline/Writing Draft</td>
<td>100</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>2 Peer Review</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 5 Final Adobe Spark Page</td>
<td>100</td>
<td>1,000</td>
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<tr>
<td></td>
<td>1, 2, 3, 4, 5 Final Print One-Pager</td>
<td>100</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>3, 4, 5 Selfie w/ a Scientist</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 5 Source check</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing Work</strong></td>
<td>1, 3 Online Activities (OA) (12)</td>
<td>240</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>1, 3,4,5 Midterm: Project plan, skills check, portfolio draft</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,2,3,4,5 Final presentation and portfolio</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1,020</td>
<td>6,000</td>
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### Project 1: 360º Virtual Tour
We will use mobile 360º photo and video gear to create informative virtual tour.

### Project 2: Scientist Photo Essay
We will develop photo essays in online and print formats featuring our scientist and Extension 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 eleven Online Activities (OA) 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
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 me. You will receive specific information well in advance of deadline dates.

Grading scale

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

Attendance
You are expected to attend every class and arrive on time. If you must miss class, please keep up with the assigned readings and online activities, so you can make meaningful contributions
to in-person and online discussions. If you must miss class and are unable to speak with me in person, leave a voice mail or send an e-mail as soon as possible.

**Professionalism**
Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, or inattentiveness during class lectures or discussions.

**Late Assignments**
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. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Late assignments will receive a 10% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 5 points (10% of the total grade) per each day it is late. 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/sccr/process/student-conduct-honor-code](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.

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, https://disability.ufl.edu/

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
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Wellness Coaching

• U Matter We Care, www.umatter.ufl.edu/

• Career Connections Center, First Floor JWRU, 392-1601, https://career.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
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/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Reading &amp; Online Content</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td><strong>360° VIRTUAL TOURS</strong></td>
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</table>
| 1 Jan 6 | • Introductions  
• Exploring our driving question | Canvas Links | OA 1 Selfie-narrative |
| 2 Jan 13 | • 360° Cameras & iPads  
• Google Streetview | Canvas Links | OA 2 Explore topic 360° practice |
| 3 Jan 20 | • Field Site Visit: tour and practice | Canvas Links | OA 3 Google Tour Image practice |
| **DRIVING QUESTION** |
| 4 Jan 27 | • Exploring our driving question  
• Guest speakers | Canvas Links | OA 4 Driving question reflection  
Google Tours Peer Review |
| **PHOTO ESSAY PROJECT PREP** |
| 5 Feb 3 | • DSLR Cameras  
• Photo light & composition | PHOTO: 1-3 | OA 4 (con’t) Driving question reflection  
Image practice |
| 6 Feb 10 | • Contacting SMEs  
• DSLR Cameras  
• Photo composition  
• Adobe Lightroom | PHOTO: 6,7, 9, 10  
Lynda.com | OA 5 Project research and SME contact  
Google Tours Final Links Due |
| 7 Feb 17 | • Crafting questions & conducting interviews  
• Writing formats  
• Adobe Lightroom  
• Photo editing practice | PHOTO: 6,7, 9, 10  
Lynda.com | OA 5 (con’t) Project research and SME contact  
OA 6 Lightroom tutorials |
| 8 Feb 24 | • Project Plan  
• Skills Check  
• Portfolio Check | | OA 6 (con’t) Lightroom tutorials |
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Reading &amp; Online Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
<td>OA 7 InDesign tutorials</td>
</tr>
</tbody>
</table>
| 10   | Mar 9   | • Adobe InDesign  
• Adobe Spark | OA 8 Design wins  |
| 11   | Mar 16  | • Adobe InDesign  
• Adobe Spark | OA 7 (con’t) InDesign tutorials  
OA 9 Design Elements  |
| 12   | Mar 23  | Project Work             | OA 10 Outline Draft  
Writing Draft  |
| 13   | Mar 30  | Project Work             | OA 11 Photo edits  |
| 14   | Apr 6   | Review, Source Approval, and Revisions | OA 12 Peer reviews  |
| 15   | Apr 13  | Project Work/Final Presentations | Final Portfolio  |
| 16   | Apr 20  | Final Presentations/Final Surveys | FINAL FILES DUE  
Adobe Spark Page  
InDesign PDF  
Selfie w/ a Scientist  |
| FINAL| April 29 at 10am-12pm | Final Surveys/Reflections  
Final Project Feedback  |

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.*