**AGRICULTURAL
EDUCATION AND
COMMUNICATION**

EVENT PLAN

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

Spring 2025
Tuesdays 2-3 (8:30 – 10:25 am)
Thursdays 2 (8:30 – 9:20 am)

INSTRUCTOR:
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Course website: On Canvas

OFFICE HOURS:
Thursdays 12:30 – 1:30 pm
By appointment as needed

CLASS MEETS in 205 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

- *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. 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…
  o Not using "tweet-talk" in your assignments.
  o Making sure that your sentences have a subject, verb, and (when needed) an object.
  o Not having sentence fragments.
  o 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**.

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.

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/** Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Training Programs Community Provider Database
- *U Matter We Care*, **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/.

In-Class Recordings
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Course schedule

Tuesdays (8:30 – 10:25 am) –205 Rolfs Hall	Thursdays (8:30 – 9:20 am) – 205 Rolfs Hall
January 14 **TOPIC:** Introduction, Careers in event planning and workshop development **READINGS: https://anrcommunications.org/**	**January 16** **TOPIC:** Site selection, site management, Event types, goals, project management (timetable)
January 21 **TOPIC:** Site selection, site management, Event types, goals, project management (timetable) - continued **ACTIVITY:** Scout location for an event	**January 23** **ACTIVITY:** Discuss event critique and event proposal assignments/rubrics & receive group assignment for event proposal groups
January 28 **TOPIC:** Meet your client! - TBA **VIRTUAL TOUR of Event Site**	**January 30** **TOPIC:** Food, beverages, catering, services **GUEST:** TBD
February 4 **TOPIC:** Contracts, budgets, sponsors, communication, marketing, social media, branding **TOPIC:** Volunteers, committees **GUEST:** TBD	**February 6** **TOPIC:** Audiovisual equipment, entertainment, exhibits, conferences, working booths and exhibits and making them interactive **GUEST:** TBD
February 11 **TOPIC:** On-site registration, "what can go wrong?" **GUEST:** TBD	**February 13** **WORK DAY FOR EVENT PROPOSAL AND PRESENTATION (Class will not meet. Instructor will be available.)**
February 18 **DUE: EVENT CRITIQUE** **TOPIC:** Etiquette and business communication, Evaluating the event	**February 20** **WORK DAY FOR EVENT PROPOSAL AND PRESENTATION (Class will not meet. Instructor will be available.)**
February 25 **DUE: DRAFT of EVENT PROPOSAL** **TOPIC:** Discuss projects & expectations for presentations	**February 27** **WORK DAY FOR EVENT PROPOSAL AND PRESENTATION (Class will not meet. Instructor will be available.)**
March 4 **DUE: EVENT PROPOSALS (all groups)** **DUE: EVENT PLAN PRESENTATIONS** *(5 groups x 12-14 minutes per group)*	**March 6** **TOPIC: EVENT PROPOSALS – DEBRIEF & REVIEW**
March 11 **TOPIC:** Introduction to designing workshops and instructional planning	**March 13** **TOPIC:** Discuss workshop critique and workshop plan assignments/rubrics & receive pair assignment for workshop plan pairs
March 18 **SPRING BREAK**	**March 20** **SPRING BREAK**

Tuesdays (8:30 – 10:25 am) –205 Rolfs Hall	Thursdays (8:30 – 9:20 am) – 205 Rolfs Hall
March 25 **TOPIC:** Educational theory, learning styles, social styles, Instructional planning design, evaluation, and activities	**March 27** **TOPIC:** Educational theory, learning styles, social styles, Instructional planning design, evaluation, and activities (continued) **TOPIC:** Instructional planning for adults **GUEST:** TBD
April 1 **TOPIC:** Instructional planning for youth **GUEST:** TBD **Rest of class will be WORK DAY FOR MINI-WORKSHOP PLAN AND PRESENTATION**	**April 3** **TOPIC:** Webinars and technology used in instructional planning **GUEST:** TBD **DUE: WORKSHOP CRITIQUE**
APRIL 8 **TOPIC:** Creating the learning environment **TOPIC:** Facilitation skills in instruction **GUEST:** TBD *Answer final questions about mini-workshop plans and presentations.*	**April 10** **WORK DAY FOR MINI-WORKSHOP PLAN AND PRESENTATION (Class will not meet. Instructor will be in office.)**
April 15 **DUE: MINI-WORKSHOP PLANS & PRESENTATIONS** *(4 pairs/groups x 15-20 each)*	**April 17** **DUE: MINI-WORKSHOP PLANS & PRESENTATIONS** *(2 pairs/groups x 15-20 each)*
April 22 **DUE: MINI-WORKSHOP PLANS & PRESENTATIONS** *(4 pairs/groups x 15-20 min each)* **MINI-WORKSHOP PLANS & PRESENTATIONS – DEBRIEF** **Review for End-of-Course Assessment (TAKE HOME)** **End-of-Course Assessment DUE Sunday, April 27 by 11:59 pm – Take Home (via Canvas)**	