



Faculty

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Office Hours: *Just email me or talk to me or whatever*

Class Details

Tuesdays, 1:00 pm to 3:50 pm in 236 Education Building

Prerequisites

AGED 220 – Understanding Agricultural Education

Course Description

This course will prepare students to develop programs in agricultural literacy through experiential experiences. Students will work with real agencies and programs during the design process. Students will also have the opportunity to learn about assessment strategies in agricultural literacy and practice program assessment in real-life contexts.

Course Objectives

1. Work with local partners on real-life agricultural literacy projects
2. Understanding how culture, history, and society shape agricultural literacy work
3. Design a variety of programs for agricultural literacy events
4. Assessing the agricultural literacy needs of participants
5. Write curriculum for a variety of agricultural topics
6. Create and adapt agricultural curriculum for diverse audiences
7. Describe how to align agricultural literacy to a variety of curriculum standards and participant needs
8. Design assessment tools for agricultural literacy events
9. Describe evaluation techniques for agricultural literacy programs
10. Integrating cultural and historical perspectives into agricultural literacy programming
11. Exploring partnerships in agricultural literacy work
12. Develop a philosophy for agricultural literacy programs

Course Calendar

Date	Topic	Assignment
August 25 th	Agricultural literacy in contemporary society	
September 1 st	Types of agricultural programming	
September 8 th	Guest speaker for Colorado Foundation for Ag, Philosophies of agricultural literacy, and Needs of audiences and communities	
September 15 th	Martin in Oregon	
September 22 nd	Field trip – Growing Project of Fort Collins	
September 29 th	Teaching to people versus teaching with people	Writing Assignment #1

October 6 th	Building curriculum for agricultural literacy	Writing Assignment #2
October 13 th	Field trip – Agri-Tourism	Philosophy Statement
October 20 th	Designing programs of agricultural literacy	Writing Assignment #3 & Project Check Points
October 27 th	Advertising and promoting agricultural literacy	Writing Assignment #4
November 3 rd	Goal setting for agricultural literacy	Writing Assignment #5
November 10 th	Evaluation techniques in agricultural literacy I	
November 27 th	Evaluation techniques in agricultural literacy II	
November 24 th	Fall Break	
December 1 st	Working with non-profits, corporations, etc.	Writing Assignment #6
December 8 th	Student presentations	Written Programs due & Student Presentation
Finals - TBA		Class Reflection Due

Colorado State University Resources

If you have any physical or learning disability which might compromise your success in this class, please make an appointment to see the instructor(s). They are willing to make appropriate accommodations that will enhance your learning opportunities in this class. If you have not already contacted the Office of Resources for Disabled Students, please do so. The location is 100 General Services Building.

Grading Scale

90.0-100%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
Below 59.9%	F

* Please note that Plus/Minus grades (+/-) can be given at the discretion of the instructors. The instructors reserve the right to move the percentages for each grade downwards; grade percentages for an “A,” for example, may be moved to 85%. Grade thresholds will never be moved upwards of the percentage grading scale listed above.

Assignments

All assignments must be typewritten. Late assignments will be accepted only if you can adequately explain why the assignment was late. This explanation must be typed, separate from the assignment, and turned in at the same time of the assignment. The explanation must be honest, trustful, and detailed. I want you to do the assignments, get credit for doing, and take responsibility for your own actions and circumstances.

**Do not email assignments to me!
Turn the assignments in during class or bring them to my office!**

Outline of Assessments

1. Assigned Reading/Discussion – 10 in-class activities worth 10 points each (100 points total)
 - These will be unannounced and make-up assignments will revolve around the topics of the day.
2. Philosophy for Agricultural Literacy (Due October 13th)– 100 points
3. Six Short Written Assignments – 6 short written assignments worth 50 points each (300 points total)
 - a. Short Writing Assignment #1 - How has what you have seen and heard changed your beliefs (or not changed) about the need for agricultural literacy? (Due September 29th)
 - b. Short Writing Assignment #2 - Envision your ideal audience and community for agricultural literacy and describe the needs of that audience and community and how you can serve them with agricultural literacy? (Due October 6th)
 - c. Short Writing Assignment #3 - Do you think it is important to teach to people or teach with people? (Due October 20th)
 - d. Short Writing Assignment #4 – Thinking about your program design assignment, how do you plan on teaching people your content? Why would you use this method or procedure? (Due October 27th)
 - e. Short Writing Assignment #5 – Many educators debate between staffing informational booths at community events, providing short workshops on topics, or facilitating day-long or multiple day educational events. Which do you prefer and how do you balance the advantages and disadvantages of this programming style. (Due November 3rd)
 - f. Short Writing Assignment #6 – Evaluation is one the most important components of education. However, this is a difficult ask in agricultural literacy. How do you envision using evaluation in your agricultural literacy programming? (Due December 1st)
4. Final [Big] Projects
 - Checkpoint #1 (Due October 20th) – (25 points for each project) 50 points
 - Final Write-up (Due December 8th) – (150 points for each project) 300 points
 - Student Presentation of Programs (December 8th) – 50 points
5. Class Reflections (Due Week of Finals) – 50 points

Description of Assignments

1. Philosophy for Agricultural Literacy

Personal philosophy statements are important. You need to be able to articulate the principles of your agricultural literacy programming and education. This assignment asks you to formulate your own statement of why agricultural literacy is important and what people can expect to learn from your program. You should be able to give your philosophy statement to an employers, stakeholders, partners, and most importantly, average people. Thus, your philosophy statement should be easy to understand.

2. Short Written Assignments

These short written assignments ask you to reflect to reflect on the previous week(s) content. I expect you to personalize what you learned in this assignment. I also expect you to include over **400** words in each written assignment. See the rubric for more details and list above for the topics.

3. Final Projects

This assignment is at the heart of the course. You will be asked to develop two different programs of agricultural literacy. A program can be conceived in multiple ways. A program can be a series of workshops over a week. A program can also be a series of events over a whole year. I am not limiting you on the duration of your program. I ask that you align the design and purpose of the programs to the context of your intended audience. Also, the programs need to reach out to two different audiences. Here are some general parameters to the assignment:

1. Describe your intended audience of the programs
2. Identify the purposes, outcomes, and goals of the programs
3. Describe the length and style of activities in the programs
4. Identify an evaluation plan for the programs

I am open to a variety of ideas. I also recognize your need for this class to align to your future endeavors, so there are many possibilities of tailoring this assignment to your desires. If you want to work with a group (i.e., Growing Project, Colorado Foundation for Agriculture, etc.) in designing your programming to match their needs (possibly having it actually implemented!) please do. I highly recommend this opportunity.

The assignment is going to be broken apart to make it easier for you. There will be a checkpoint for each of the programs (2 checkpoints) which will be graded. I will also have informal checkpoints along the way to ensure you are making progress. This assignment cannot be done the night before, so I will ensure that you not do it the night before. You will also be required to present your workshop to the class on December 8th. There are rubrics for this large assignment. The rubrics vary on the type and length of programming you develop. We will discuss these rubrics later in the semester.

4. Class Reflections

The class reflection will be due at the end of the course during the week of Finals. Details for this assignment will be shared later in the semester. The assignment will resemble the short writing assignments in requirements and rubric.

Rubrics

1. Philosophy for Agricultural Literacy

Philosophy Statement Components	0 points	1 point	5 points	10 points	15-25 points
Introduction Statement	Missing	Statement is present, but unclear	Statement is clear, but not engaging	Statement is clear and engaging	
Why is Agricultural Literacy Important in Society	Missing	Scant	Argument made, but examples and reasons are unclear	Argument is clear and there is one example and /or reason with details	Argument is clear and there are more than <i>two</i> examples and /or reasons with details
What can People Expect to Learn in your Agricultural Programs	Missing	Scant	Ideas are present, but examples and reasons are unclear	Ideas are clear and there is <i>one</i> example and /or reason with details	Ideas are clear and there are more than <i>two</i> examples and /or reasons with details
How do you Plan on Teaching what you Expect People to Learn	Missing	Scant	Ideas are present, but examples and reasons are unclear	Ideas are clear and there is <i>one</i> example and /or reason with details	Ideas are clear and there are more than <i>two</i> examples and /or reasons with details
Conclusion Statement	Missing	Statement is present, but unclear	Statement is clear, but not argument is not rewritten	Argument is clear and argument is rewritten	
Grammar and Readability	What language is this?	Some errors	Error free as far as I can tell		
					100 Points Possible

2. Short Written Assignments

Short Written Assignments	0 Points	1-5 points	7-17 points	20 points
Argument is Made		There is not argument or argument is incoherent	Argument is made but does not relate well to the class and/or ideas are not personalized.	Argument is well-made, relates well to the material, and ideas are personalized
Examples are Provided		There are no examples provided	The examples do not match the argument or examples are illogical	The examples accurately explain the argument and are well conceived
Grammar and Readability	What language is this?	Some errors (5 points)	Error free as far as I can tell and is 400 words (10 points)	
				50 points possible

Academic Integrity

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due."

If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog.

CSU Student Honor Policy - "I have not given, received, or used any unauthorized assistance."