Faculty

Dr. Michael Martin  
Dept. of Ag and Resource Economics  
B 333 Clark Building

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Office Hours: Wednesdays 11-noon or by appointment

Class Details

Tuesdays and Thursdays, 3:00 to 4:15 pm in Engineering B101

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Assignment(s) [on Thursday]</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Course and student introductions</td>
<td>Agricultural literacy in contemporary society</td>
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<tr>
<td>8/28</td>
<td>Agricultural literacy projects this Fall</td>
<td>Types of agricultural literacy programming</td>
<td>Writing Assignment #1</td>
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<tr>
<td>9/4</td>
<td>Philosophies of agricultural literacy</td>
<td>Thinking about the needs of your audiences</td>
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<tr>
<td>9/11</td>
<td>Thinking about the needs of your needs of community</td>
<td>Teaching to people versus teaching with people</td>
<td>Writing Assignment #2, Project Check Point</td>
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<tr>
<td>9/18</td>
<td>Martin at a Meeting – No Class</td>
<td>Field trip</td>
<td>Philosophy Statement</td>
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<tr>
<td>9/25</td>
<td>Agricultural literacy projects this Fall</td>
<td>Adventure at ARDEC</td>
<td>Writing Assignment #3</td>
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<tr>
<td>10/2</td>
<td>Goal setting for agricultural literacy</td>
<td>Objectives for agricultural literacy</td>
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<tr>
<td>10/9</td>
<td>Short-term curriculum for agricultural literacy</td>
<td>Agricultural literacy projects this Fall</td>
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<tr>
<td>10/16</td>
<td>Martin out of town – No Class</td>
<td>Extended curriculum for agricultural literacy</td>
<td>Writing Assignment #4</td>
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<tr>
<td>10/23</td>
<td>Advertising and promoting agricultural literacy</td>
<td>Field trip</td>
<td>Writing Assignment #5</td>
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<tr>
<td>10/30</td>
<td>Evaluation techniques in agricultural literacy - Short-term I</td>
<td>Evaluation techniques in agricultural literacy - Short-term II</td>
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<tr>
<td>11/6</td>
<td>Evaluation techniques in agricultural literacy - Long-term I</td>
<td>Evaluation techniques in agricultural literacy - Long-term II</td>
<td></td>
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<tr>
<td>11/13</td>
<td>Agricultural literacy projects this Fall</td>
<td>Using agricultural literacy to build communities</td>
<td>Writing Assignment #6</td>
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<td>11/20</td>
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<td>Fall Break</td>
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<tr>
<td>11/27</td>
<td>Working with non-profits versus corporations in ag. literacy</td>
<td>Grant writing</td>
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<tr>
<td>12/4</td>
<td>Developing resumes and portfolios in agricultural literacy</td>
<td>Student presentations</td>
<td>Written Programs due &amp; Student Presentation</td>
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<tr>
<td>Finals</td>
<td>No Class</td>
<td></td>
<td>Class Reflection Due [email to me]</td>
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## Colorado State University Resources

If you are a student who will need accommodations in this class due to a disability or chronic health condition, please make an appointment with me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying accommodation letter from Resources for Disabled Students is required before any accommodation is provided. Student Disability Center [https://disabilitycenter.colostate.edu/](https://disabilitycenter.colostate.edu/) located in TILT, room 121 or via phone 970-491-6385.
Need Help? CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970-491-6053 or go to http://health.colostate.edu. If you are concerned about a friend or peer, Tell Someone by calling 970-491-1350 to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources (http://safety.colostate.edu/tell-someone.aspx).

**Principles of Community**

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative, and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**Sexual Assault and Violence Elimination**

CSU’s Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that professors follow CSU policy as a “mandatory reporter” of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the professor in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While professors are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the professor requires that the professor inform appropriate CSU channels to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see The CSU HEALTH NETWORK, which includes a variety of counseling services that can be accessed at: http://www.health.colostate.edu/. And, The Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is http://www.wgac.colostate.edu/need-help-support.
DARE UNDERGRADUATE STUDENT LEARNING OUTCOMES IN THIS COURSE

1. **Problem-solving Skills**: Graduates will demonstrate the ability to solve real-world problems beyond the context of the classroom. Students will be able to identify a problem and its scope, evaluate resources available to address the problem, formulate alternative solutions, and select the solution(s) most consistent with a stated objective.

2. **Communication Skills**: Graduates will demonstrate proficiency in oral and written communication in terms of substance, organization, mechanics, documentation, and synthesis. Proficient students will have the ability to clearly communicate findings, critically and analytically, at a professional level within their chosen career.

3. **Leadership**: Graduates will have developed leadership qualities that they will use in their professional, personal and community interactions leveraging the other competencies acquired in the program. These leadership qualities include vision, initiative, personal responsibility, team building, and motivating collective action.

**Grading Scale**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90.0-100%</td>
<td>A</td>
</tr>
<tr>
<td>80.0-89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70.0-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60.0-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 59.9%</td>
<td>F</td>
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* 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 – 100 points
3. Six Short Written Assignments – 6 short written assignments worth 50 points each (300 points total)
   - Short Writing Assignment #1 - How has what you have seen and heard changed your beliefs (or not changed) about the need for agricultural literacy?
   - Short Writing Assignment #2 - Envision your ideal audience and community for agricultural literacy and describe the needs of that audience and how you can serve them with agricultural literacy?
   - Short Writing Assignment #3 - Do you think it is important to teach to people or teach with people?
- Short Writing Assignment #4 – What is the role of agri-tourism is agricultural literacy? What is the impact and how can we measure it? Who really benefits from these programs?
- 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.
- 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?

4. Big Project
   - Checkpoint #1 (One paragraph description of the project) - 50 points
   - Final Write-up (See rubrics) - 300 points
   - Student Presentation of Programs – 50 points
5. Class Reflections (one-page, single space, 1” margins, 12 point font, Times New Roman) – 50 points

**Description of Assignments**

1. Philosophy for Ag. Literacy (one-page, single space, 1” margins, 12 point font, Times New Roman)

   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 *(400 words, single space, 1” margins, 12 point font, Times New Roman)*

   These short written assignments ask you 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 one project throughout the course of the semester. You have two options:

   1. Develop a new program which will be due at the end of the semester
   2. Work with a local partner to fulfill a need which could be due at any point of the semester
      a. Must be approved by me
      b. We will work together to set the expectations of the project
      c. Must fulfill the needs of the group for full credit
      d. Must complete the program in a timely matter for full credit

   You can choose either option, you must decide by mid-September. We will handle projects with local partners separately. If you choose to create your own program, this 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 program needs to reach out to two different audiences. Here are some generally 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.

The assignment is going to be broken apart to make it easier for you. There will be a checkpoint for the program 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 program to the class during the last week of class. 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 Reflection

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

<table>
<thead>
<tr>
<th>Philosophy Statement Components</th>
<th>0 points</th>
<th>1 point</th>
<th>5 points</th>
<th>10 points</th>
<th>15-25 points</th>
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</thead>
<tbody>
<tr>
<td>Introduction Statement</td>
<td>Missing</td>
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<tr>
<td>Why is Agricultural Literacy Important in Society</td>
<td>Missing</td>
<td>Scant</td>
<td>Argument made, but examples and reasons are unclear</td>
<td>Argument is clear and there is one example and /or reason with details</td>
<td>Argument is clear and there are more than two examples and /or reasons with details</td>
</tr>
<tr>
<td>What can People Expect to Learn in your Agricultural Programs</td>
<td>Missing</td>
<td>Scant</td>
<td>Ideas are present, but examples and reasons are unclear</td>
<td>Ideas are clear and there is one example and /or reason with details</td>
<td>Ideas are clear and there are more than two examples and /or reasons with details</td>
</tr>
<tr>
<td>How do you Plan on Teaching what you Expect People to Learn</td>
<td>Missing</td>
<td>Scant</td>
<td>Ideas are present, but examples and reasons are unclear</td>
<td>Ideas are clear and there is one example and /or reason with details</td>
<td>Ideas are clear and there are more than two examples and /or reasons with details</td>
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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."