



AFE 576: Models of Experiential Learning
COURSE SYLLABUS
SPRING 2016
Online course

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| COURSE INFORMATION |
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Course Description: This course offers students a theoretical understanding of experiential learning programs and practical examples how experiential learning programs are used in secondary, postsecondary and extension programs in Agricultural Sciences, Natural Resources, and Family and Consumer Sciences as well as Community and Youth Development.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

Upon successful completion of this course the student will be able to:

1. Recognize and apply various models of experiential learning to extracurricular, enrichment and/or other non-formal educational settings.
2. Utilize experiential learning in Ag, FCS, and Extension activities.
3. Integrate experiential learning in character/citizenship development.
4. Identify and compare opportunities for experiential learning through
 - a. FFA, FCCLA, and 4-H activities
 - b. Field trips/school-related travel
 - c. Work-based learning
 - d. Outdoor recreation
 - e. Adventure education
 - f. Community service
 - g. Study abroad/international travel
5. Document experiential learning through appropriate assessment.
6. Promote experiential learning through recognition and awards.

COURSE REQUIREMENTS

This is an online class. Students are required to review the eCollege weekly agendas that complement the course calendar and be aware of the announcements within our AFE 576 *eCollege* course home page for updated information pertaining to this course.

In order to minimize confusion and repetition, I like to communicate through personal email as little as possible. Therefore, each of the weekly agendas within our course shell has a link entitled *Weekly Q&A* where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through these *Weekly Q&A* forums. If you prefer to correspond via telephone, simply email me a telephone number where I can reach you and a time that will be convenient for me to call you. Prior to asking a question, please quickly review previous responses within a particular *Weekly Q&A* forum as your question may already have been addressed. You are also welcome to respond to a classmate's question if you can accurately address the issue.

Assignments and Grades:

Assignments that you complete for this course should not have been used in other courses. **You must complete all assignments to earn an A in this course.**

Grading Rubric: A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 and below

Weekly Discussion Forums: (8 @ 5 points each)

Eight weekly agendas within this course contain a discussion forum. I would like for you to respond to the question or activity that is specifically designated for each discussion forum activity. Utilize the resource/reading list that complements each discussion forum and create an original discussion post to respond to a particular forum by **Friday** of each discussion forum week.

I would then like for you to interact and provide feedback to at least two of your classmates' original discussion forum posts. Your contribution to the discussion forums will be graded for **quality** not quantity, **timeliness** of your contributions (please do not wait until Sunday to begin participation), and a **detailed analysis** of linking together theory to application via critical thinking evident within your discussions. Each discussion forum will be open **until Midnight Sunday** of each discussion forum week.

Discussion Forum Grading Rubric

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| Timeliness and accuracy/quality of posting your original discussion forum post to allow sufficient time for peer feedback. Post by the Friday of particular discussion forum week. | 0 1 2 3 |
| Quality of constructive feedback that you provide to at least two classmates in reviewing their original discussion forum posts prior to Midnight Sunday of particular discussion | 0 1 2 |

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| forum week. | |
| | Point Total = /5 |

SAE Reflective Blog: 20 points each X3=60 points

You will create a blog in blogger and keep a journal on your experiences with SAEs. Three times during the semester, you will be asked to submit your blog for review. This blog should document the types of SAEs or SAE you were involved with, either as a student or with your students if you're teaching, what you learned or your students learned, how you documented your SAE or had your students document their SAE, and the overall experience of your students or yourself with the SAE. More information will be provided in the course shell.

AFE 576 Reflection Assignment Grading Rubric
 CLAQWA (modified), Flateby & Metzger - University of South Florida

Assignment Requirements

5

The writer addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.

4

The writer addresses each aspect of the assignment.

3

The writer addresses the appropriate topic and partially fulfills assignment requirements.

2

The writer addresses the appropriate topic, but omits most or all of the assignment requirements.

1

The writer is off topic or vaguely addresses the topic.

Quality of Details

5

Details help to develop each element of the text and provide supporting statements, evidence or examples of necessary to explain or persuade effectively.

4

Details support the elements of the text with sufficient clarity, depth and accuracy.

3

Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.

2

Details are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.

1

Details do not develop the elements of the text.

Quantity of Details

5

All points are supported by a sufficient number of details. 4
 All points are developed by some may need additional details. 3
 Additional details are needed to develop some points. 2
 Additional details are needed to develop most points. 1
 Virtually no details are present.

Grammar and Mechanics

Sentences are grammatically and mechanically correct. 5
 Rare grammatical and mechanical errors exist, but do not affect readability. 4
 A limited variety of grammatical errors exist. 3
 A variety of grammatical errors appear throughout the paper possibly affecting readability. 2
 Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning. 1

Earned Point Total: /20

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| COURSE AND UNIVERSITY PROCEDURES/POLICIES |
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Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Each weekly agenda begins on a Monday and concludes the following Midnight Sunday, with the exception of Week 8, which concludes Midnight Thursday.

Course Calendar (*tentative to change*)
AFE 576: Experiential Learning - Course Calendar

| Date | Topic | Assignment Due |
|-------------|---|--|
| Week 1 | What are SAEs? | Week 1 Discussion |
| Week 2 | Exploratory SAEs | Week 2 Discussion Create blog |
| Week 3 | Research SAEs | Week 3 Discussion |
| Week 4 | Placement SAEs | Week 4 Discussion Reflective blog |
| Week 5 | Entrepreneurship SAEs | Week 5 Discussion |
| Week 6 | Building your SAE | Week 6 Discussion Reflective blog |
| Week 7 | Quality Counts http://agriflife.org/qualitycounts/texas-trails/ | Week 7 Discussion |
| Week 8 | Wrap up | Week 8 Discussion Reflective Blog due |