

**AFE 576: Models of Experiential Learning**  
**COURSE SYLLABUS**  
**SPRING 2020**  
**Online course**

**Instructor:** Leah E. Wickersham, PhD  
**Office Location:** Virtual  
**Office Hours:** Virtual – drleah on skype  
**Office Phone:** 214-497-0029  
Fax Number: **903.886.5990**  
**Email Address:** [leah.wickersham@tamuc.edu](mailto:leah.wickersham@tamuc.edu)

**COURSE INFORMATION**

**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.

**Textbook:** There is no textbook for this course

**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

### 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 = 40 points total)

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** (do not confuse this with the requirement of have your original post completed by Friday) of each discussion forum week.

Discussion Forum Grading Rubric	
Timeliness and accuracy of posting your original discussion forum post to allow sufficient time for peer feedback. Post by the <b>Friday</b> of particular discussion forum week.	0 1 2 3
Quality of constructive feedback that you provide to at least <b>two</b> classmates in reviewing their original discussion forum posts prior to Midnight Sunday of particular discussion forum week.	0 1 2
	<b>Point Total = /5</b>

### SAE Reflective Exercise: 20 points each X3=60 points

You will journal on your experiences with SAEs by keeping an electronic journal in a word document. Three times during the semester, you will be asked to write in your electronic journal for review. This journal 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; however the grading rubric used for this assignment is below.

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***

5

Sentences are grammatically and mechanically correct.

4

Rare grammatical and mechanical errors exist, but do not affect readability.

3

A limited variety of grammatical errors exist.

2

A variety of grammatical errors appear throughout the paper possibly affecting readability.

1

Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.

**Earned Point Total:     /20**

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

#### **LMS Requirements:**

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

#### **LMS Browser Support:**

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

#### **YouSeeU Virtual Classroom Requirements:**

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## Interaction with Instructor Statement

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics.

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked

last minute emails with the word HELP!!!!!!! in the subject line. **HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Q&A forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address located at the beginning of the course syllabus.**

2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to [www.skype.com](http://www.skype.com) and search for **drleah** as the contact to add me to your list. You may also call me on my cell phone listed in the introduction of the syllabus.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures:**

**Late work:** Late work is not accepted

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

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

[Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

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- Room 162

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web

url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## TENTATIVE COURSE OUTLINE / CALENDAR

### 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
Week 3	Research SAEs	Week 3 Discussion
Week 4	Placement SAEs	Week 4 Discussion Reflective journal
Week 5	Entrepreneurship SAEs	Week 5 Discussion
Week 6	Building your SAE	Week 6 Discussion Reflective journal
Week 7	Assessment for SAEs and Experiential Learning	Week 7 Discussion
Week 8	Wrap up	Week 8 Discussion Reflective journal due