

**Text:**

There is no textbook for this class. However, the materials used in the class will be available online through designated hyperlinks in the D2L online course management tool. You may access D2L through *you myleo* account.

**Timeline and Procedures**

This course is designed to be completed over a four-week span and consists of 8 modules. Each module has two or more discussion prompts but overall, participation in each module's full discussion (response all prompts) is worth 30 points toward the course total. Discussion should be your own and not a revised version of what another student has posted. In some cases, you will have to review all prior posts related to a prompt to ensure that your post is not offering the same example. **Discussions must be posted by 11:30 p.m. the due date.**

There will be four assignments. Assignments are found in even numbered modules. Each assignment is briefly described in this syllabus. More details about each assignment, as well as the due date, is posted in D2L.

There will be an assignment folder associated with each assignment. You will need to follow the directions and upload your assignment to this assignment folder. If you have technical difficulties or extenuating circumstances, you should email me or call me at my personal cell number, 903.xxx-xxxx. **Do not text me!**

**Course Objectives/Student Learning Outcomes:**

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

1. Discuss water issues and ethics in an informed and civil discourse.
2. Interpret water laws and policies in context of landowner, farmer, and consumer.
3. Identify key factors contributing to water use, quality, and distribution.
4. Apply economic and social theories to water planning and development.
5. Utilize maps and data to compare geographic availability and uses of water.
6. Analyze abstracts/executive summaries of water policy statements and proposals.
7. Compare water laws and conservation practices in the United States.
8. Recognize agencies and organizations involved in Texas water planning and protection.
9. Consider the economic and ecological factors associated with regional water planning in Texas.
10. Compose position papers, policy abstracts, and/or reflective essays related to:
  - a. water as a human right,
  - b. Water as an economic good,

- c. Water as a private property right,
  - d. Water for recreation,
  - e. Water for industrial, agricultural, and/or commercial use.
11. Distinguish between scientific, emotional, and philosophical promotional media.
  12. Develop a personal policy statement on water use, conservation, and ownership.
  13. Identify contemporary issues regarding global water use and conservation.
  14. Present examples of instructional resources and professional development related to water education and outreach.

**Grade Determination:**

	<i>Possible Points</i>
Online interaction and discussion participation	240
Reflective <b>essay</b> regarding water as human or property right	100
Written <b>report</b> over water protection or conservation initiative/technology	100
<b>Poster</b> presentation over a proposed regional water development project	100
<b>Resource</b> example of a teaching resource/professional development	100

$$\text{Your Grade (\%)} = \frac{\text{Points Earned}}{640}$$

**Online Interaction and Participation in Discussions**

Students are expected to discuss experiences and observations, as well as ask questions. By discussing issues and asking questions online, you will reinforce learning through a multi-sensory approach. The instruction evaluation tools on D2L allows the instructor to monitor time spent online.

**Reflective Essay over Water as a *Human or Property Right***

Students will submit an essay reflecting on issues, ideas, and ethical considerations presented in class in context of their personal experiences, observations, and philosophies which will be submitted to **the corresponding assignment folder in D2L**.

**Written Report over a Water Protection or Conservation Initiative**

Students will compose a “term paper” that describes in 3-5 pages a water protection or conservation initiative or project. This can be a media campaign, pollution prevention project, or conservation project. This may be a local, regional, national, or international initiative. It is expected that there will be a *minimum of three sources* of information upon which the paper is based. An abstract summarizing key points of the paper is also required. Completed assignment should be submitted to **the corresponding assignment folder in D2L**.

**Poster Presentation over a Proposed Regional Water Development Project**

Students will be provided a Texas Regional Water Development Plan that contains detailed descriptions of several proposed projects such as pipelines, dams, lakes,

desalinization plants, etc. Each student will select one proposed project from the plan and use the *Innovative Idea* poster concept from American Association for Agricultural Education to develop one-page, conference-type poster that conveys relevant information about the proposed project. The poster will be developed using a PowerPoint slide template and will be submitted to **the corresponding assignment folder in D2L**.

### **Description of an Instructional Resource or Professional Development Opportunity**

Each student will submit a 1-2 paragraph description about an instructional resource or professional development opportunity available for teachers. The report should be in MS Word or PDF and be submitted to **the corresponding assignment folder in D2L**.

## Class Syllabus Addendum

### **Professionalism**

Student participation in class discussion and instructional activities should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. Failure to comply with instructor's guidelines may result in suspension from remaining online discussions/modules of instruction. Repeat offenses may result in additional consequences.

### **Office Hours**

This is a virtual (web-based) course and is designed to eliminate the need to come to class or campus. I may be reached via email or via cell phone at **903.348.1386**.

### **Academic Honesty and Integrity**

Students are expected to do their own work. The discipline of Agricultural Education uses the APA format (7<sup>th</sup> edition) as its primary style guide for publications, including research papers and reports. **Term papers and essays should follow this format.** Assistance with this format and general guidelines for written assignments are available at the following two sources:

**The Online Writing Lab at Purdue University**  
<http://owl.english.purdue.edu/owl/resource/560/01/>

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying and plagiarism (as defined by the Council of Writing Program Administrators <http://www.wpacouncil.org/node/9>) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

**In other words, do not cut and paste from other sources and claim it as your own. Any direct quotes must include page number and all work of others must be cited in text.**

**Assessment activities in this course are designed to help prepare you for the comprehensive written exam for non-thesis students. Please take advantage of this opportunity.**

*The professor reserves the right to modify this syllabus during the semester, if needed. The professor also reserves the right to extend credit for alternative assignments, projects, or presentations.*