



Agricultural Leadership, Education and Communications

A&M-COMMERCE

ALC 3311- Contemporary Issues in Agricultural Leadership, Education, and Communications

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Office Hours:

The following office hours are the official times that I will be available for drop-in student consultation. I have an open-door policy when possible and will try to assist students any time that I am available. However, occasionally the demands of class preparation, my role at the university, and service prohibit immediate drop-in service. You are welcome to email me to arrange a meeting time.

Monday-Thursday 10am to 2:00pm and/or by appointment.

Course Meeting Time and Location

- Online/D2L

Materials – Textbooks, Readings, Supplementary Readings

- No textbook is required for this course. The instructor will provide supplementary readings and materials throughout the course. Material will come from a variety of sources including scientific and professional journals, publications from governmental agencies, information from agricultural organizations, and guest presenters.
- Reliable Internet Access
- MS Word 2007 or newer

Course Description: (as in catalog) This course is an evaluation of current issues pertaining to leadership in agriculture including a historical look at leadership and its impact on producers and consumers. Content and teaching will promote understanding of the agricultural industry with a focus on advocacy, written, online, and oral communications.

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

Student Learning Outcomes:

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

1. demonstrate **knowledge** of the interconnectedness current issues pertaining to agricultural leadership, education, and communications in agriculture.
2. **apply** knowledge of the interconnectedness of current issues pertaining to agricultural leadership, education, and communications as evidenced through course related activities and assignments.
3. view themselves as **engaged** agricultural leaders within an interconnected and diverse world as reflected in the final *Issues in Retrospect* essay.

The following instructional objectives will guide course content to achieve these outcomes.

1. Recognize historical and contemporary issues of concern in agricultural leadership, education, and communications.
2. Identify, analyze, and utilize various sources/types of information and:
 - a. Discuss relevance to her/his profession.
 - b. Distinguish between facts, values, and beliefs.
 - c. Determine the credibility of the source.
 - d. Recognize limitations of the information.
3. Evaluate the *pros (advantages)* and *cons (disadvantages)* of contemporary issues in agricultural leadership, education, and communications.
4. Present contrasting viewpoints in a civil and effective manner.
5. Compose informative and persuasive essays on controversial topics.
6. Collaborate with team members of varied backgrounds, beliefs, and values
7. Develop and deliver an informative or persuasive speech on an issue relevant to agricultural leadership, education, and/or communications.
8. Engage in public debate and discussion in a civil manner.
9. Identify sources of influence in the development of regulations and policies affecting the production, distribution, and management of food, agriculture, and natural resources systems.

Course Assignments and Grading

Activities & Assignments	Details	Point Value and Grading Scale
D2L Discussions		10 Discussion for 20/each=200 Points (Discussion participation is how I will monitor attendance in this course.)
Ag Extension Bulletin/Poster Presentation	Students will develop two ALEC related bulletins or a research based poster presentation.	400 Points

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	Bulletins will be developed in the style of Texas A&M AgriLife Extension Bulletins. Examples are provided in D2L. Posters will be developed using AAAE Research Poster guidelines.	
Bulletin Presentation/Poster Presentation	Each student will develop a 3-minute presentation over one of their Extension Bulletins or a Poster Presentation. The student may use the rules for <i>Texas FFA Extemporaneous Public Speaking</i> or <i>Texas University Interscholastic League (UIL) Persuasive or Informative Speaking</i> guidelines as a suggested format.	200 Points
Issues in Retrospect Essay (Final Exam)	Each student will compose an essay that synthesizes the key elements of issues*	200 Points
Final Grade		Points Earned/1000=Your Grade (don't panic...move the decimal) A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

***Written Assignments**

The essay should be written in a format aligned with the *American Psychological Association (APA) Manual for Publication*, 6th edition. Exemptions to APA formatting will be specified when appropriate. A tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the A&M Commerce on-campus Writing Center. APA will be used for punctuation, writing style, headings, and citations.

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COURSE OUTLINE / CALENDAR

Week	Topic	Assignment Due
Week 1	Module 1 Introductions, syllabus and class expectations	Discussion
Week 2	Module 2 Contemporary Issues-What does that mean?	Discussion
Week 3	Module 3 Farm Structure	Discussion
Week 4	Module 4 Food Safety and GMO's	Discussion
Week 5	Module 5 Food Security Regulation and Demand	Discussion Ag Extension Bulletin/Poster Presentation Due
Week 6	Module 6 Dissemination of Information	Post Ag Extension Bulletin 1
Week 7	Module 7	
Week 8	Module 8 International Trade	Discussion
Week 9	Module 9 Environmental Impacts	Discussion Ag Extension Bulletin/Poster Presentation Due
Week 10	Module 10	Post Ag Extension Bulletin 2

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	Dissemination of Information...Part Deux	
Week 11	Module 11 Agricultural Biotechnology	Discussion
Week 12	Module 12	Bulletin Presentation Due (Facebook)
Week 13	Module 13 Animal Ethics Research Ethics	Discussion
Week 14	Thanksgiving Break	Take a moment to reflect and be consciously thankful. Happy Thanksgiving.
Week 15	Module 14 Fake News	Discussion
Week 16	Module 15 Final	Issues in Retrospect Essay (Final Exam)

**There will be no extra credit work available.
Late assignments will earn, at maximum, a grade of 70.**

UNIVERSITY PROCEDURE/POLICIES

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>

Students with Disabilities:

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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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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.

References:

The following web sites will be useful references.

AgHires

<https://ag hires.com/>

AgCareers

<https://www.agcareers.com/>

National FFA Organization

www.ffa.org

Texas FFA

www.texasffa.org

Vocational Agriculture Teachers Association of Texas

<http://www.vatat.org>

National 4-H Headquarters (USDA-CSREES)

<http://www.national4-hheadquarters.gov/>

National 4-H Council

<http://www.fourhcouncil.edu/>

Texas 4-H Web Page

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<http://texas4-h.tamu.edu/>

National FCCLA

<http://www.fcclainc.org/>

Texas FCCLA

<http://www.texasfccla.org/>

Judging Card

www.judgingcard.com

Educational Excellence for AFNR

Teachers***

<http://www.txeducationalexcellence.com/>

Relevant Online Research Journals

Journal of Extension

<http://www.joe.org/>

Journal of Agricultural Education

<http://jae-online.org/>

**Journal of Southern Agricultural Education
Research**

<http://www.jsaer.org/>

**Texas Journal of Agriculture and Natural
Resources**

http://www.tarleton.edu/Departments/txjanr/Online_Jrnl.html

Journal of Family and Consumer Sciences

Education <http://www.natefac.org/JFCSE/jfcse>.

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