

# AgEd 180 - Introduction to Agricultural & Extension Education

Fall 2009

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Department of Agricultural and Extension Education  
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## Meeting Time and Place

Tuesdays & Thursdays, 2:00-2:50 PM - JML 42

## Office Hours

Please ask questions and make appointments through email at: [bswan@uidaho.edu](mailto:bswan@uidaho.edu)

## Course Description

Overview of the goals, mission, and purpose agricultural and extension education programs within society. Course content will include topics related to career opportunities in Agricultural and Extension Education, key issues facing agricultural education programs in high school and extension education programs at the local, state, and national levels; the importance of agricultural education to society; and the role of the agricultural educator or extension educator in schools and communities. This course will also focus on developing a personal success plan and orientate you to the department, college, university, and community.

## Objectives

Upon satisfactory completion of this course, students will be able to:

1. Identify information and procedures necessary for student success at the University of Idaho.
2. Describe the undergraduate major and career opportunities of a professional agricultural educator related to public schools, extension, and the agricultural industry.
3. Become acclimated to the culture of AEE, CALS, U of I, Palouse.
4. Plan an undergraduate program in Agricultural and Extension Education.
5. Explore the historical and philosophical foundations of education, extension education, and agricultural education.

## **COURSE EXPECTATIONS**

Students are expected to conduct themselves in a professional manner.

### **Attendance and Participation:**

AgEd 180 relies heavily on discussions and other class activities. Therefore, your attendance and participation are critical to your success and the success of other students. Students are expected to arrive for class on time, be prepared, actively participate in class interactions, and stay for the entire class period. As life sometimes gets in the way, there are obviously some valid exceptions to this expectation. In these instances, contact the instructor **PRIOR TO** class time; otherwise, your attendance and participation are firm expectations. Because student attendance and participation is crucial in this course, it will be reflected in grading.

### **Make-up Policy:**

Students who miss class for any reason assume complete responsibility for all information missed. Students who miss class because of an officially approved absence are responsible for making up any missed assignments. Officially approved absences should be approved by the instructor prior to the absence. If an officially approved absence occurs on a date in which a course assignment is due, it is still the responsibility of the student to turn the assignment in on or before the assigned due date.

### **Classroom Behavior:**

Appropriate classroom behavior is expected. Appropriate behavior includes:

- Demonstrating respect for the instructor, other students, guest speakers, etc.
- Demonstrating cooperation and exhibiting a collegial attitude
- Removing your hat upon entering the classroom
- Refraining from using tobacco products in the classroom
- Turn cell phones and pagers off during class

### **Academic Honesty:**

Maintaining academic honor and intellectual integrity is a core value at the University of Idaho. As such, students are expected to be honest in all of their academic endeavors and turn in their own work at all times. Any student caught cheating or turning in work that is not their own will receive a grade of "F" in this course.

### **Disability Support Services Reasonable Accommodations Statement:**

*Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.*

208-885-6307

[dss@uidaho.edu](mailto:dss@uidaho.edu)

[www.access.uidaho.edu](http://www.access.uidaho.edu)

Students should present a completed and signed Accommodation Checklist for the current semester, from our office when requesting accommodations. Students should not present the checklist before or after class, if they do, request that they see you during your office hours. If they do not have a current checklist both completed and signed, please refer them to the Disability Support Services office (Idaho Commons, Room 306) to obtain one. If you have any questions regarding a student(s) with a disability(s), or how to best work with a particular student in class, please contact our office.

## GRADING

All assignments are due at the beginning of class on the due date. **Late assignments will not be accepted.** Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objectives of the assignment were addressed. Unless otherwise stated, all assignments should be typed. Due dates might be adjusted, but only back in time.

Course Assignments (format)	Due Date	Points Possible
Letter of Gratitude	9/3	0
Biographical Sketch (word)	9/10	100
Personal Introduction (PowerPoint)	9/10	100
Personal Success Plan (word)	10/1	150
Scavenger Hunt Report (PowerPoint)	10/8	100
Degree Template (excel)	10/29	50
Agricultural Education Issue Reflection Paper (word)	11/10	150
Research Presentation (Oral Report & PowerPoint)	12/8	200
Research Presentation (Peer Review & word)	12/14	50
Attendance and Participation (30 sessions @ 20 pts. each)	semester	600
<b>Total Points Possible</b>		<b>1500</b>
<b>Extra Credit Opportunities</b>		
2 Movie Nights (TBD) (1 max) with 1 page reflection paper		25
Attend CFFA function (Ag Days, Meetings, etc.) (2 max for extra credit)		25
AEE Landscaping Project (TBD)		25

Grades will be calculated based on points earned. There are a total of 1500 possible points for AgEd 180. Grades will be assigned based on the scale below:

- A** = 1350 and above
- B** = 1200 - 1349
- C** = 1050 - 1199
- D** = 900 - 1049
- F** = Below 900

## DESCRIPTION OF COURSE ASSIGNMENTS

All assignments are to be single spaced, 12 point Times New Roman font, one-inch margins.

**Letter of Gratitude:** Write a one page letter to a change agent within a school or extension system who made a difference in your life. I will provide the paper, envelope, and postage.

**Biographical Sketch:** Compose a biographical sketch about yourself. Include background information, reasons for selecting UI, your degree option, and future career goals.

**Personal Introduction:** You will create and submit by deadline via email attachment. Your presentation will be shared prior to class as a means of introducing you and your background.

**Personal Success Plan:** Each student will develop a personal success plan unique to your past experiences, present circumstances, and future hopes, dreams, and goals!! This will be a culminating process as we build the plan!

**Scavenger Hunt Report:** You will be placed into teams and given a list of required and optional items to find around the Palouse. Documentation of your finds will be captured in picture format with you in the picture. The final document will be in PowerPoint format.

**Degree Template:** Complete the template for your degree requirements which is used each semester to visit with your advisor and will help you stay on track to complete your degree.

**Agricultural Education Issue Reflection Paper:** Select what you believe to be a key issue facing agricultural and extension education today and write a 3-5 page paper (single spaced, Times New Roman 12 pt. font, 1" margins) reflecting on the issue and the impact you see it having on agricultural education in Idaho and across the nation. As you write your paper, consider factors such as: the issue itself and why you see it as a key issue; the strengths, weaknesses, opportunities, and threats of the issue and its impact on agricultural education; possible causes of the issue; possible solutions to the issue, etc.

**Research Presentation:** Work with your group members to prepare a five to ten minute presentation on the topic selected by your group. All members of the team should be involved in both the preparation and presentation of the assignment. Some material related to each topic will be discussed in class, but it is expected that you will seek outside materials and references as you prepare for the presentation. Groups will turn in any supplemental materials (i.e. visual aides, etc.) and a bibliography citing any materials used in the development of the presentation on the day of the presentation. Presentations will be graded using the following criteria:

- Thoroughness of research
- Ability to express the entire situation described in the topic
- Clarity, organization, and effectiveness of the presentation
- Ability of the group to work together and present effectively as a group
- Supplemental materials
- Completeness and accuracy of the bibliography

**Research Presentation Peer Evaluation:** Working with others to achieve a common goal is an important skill to develop. As your teams have formed to complete the assignment, you have gone through a complicated process. This process generally includes: meeting, brainstorming, dividing duties, pooling information, and then synthesizing this information to complete the assignment. In light of all of this collaborated effort, it is crucially important that you evaluate your peers by reflecting on your experiences. *Here are the areas you will be evaluated on: Completed tasks, communication (face to face/electronic), cooperation within team, contributed to assignments, and attend team meetings. Each area is worth 10 points and will be the average of your team members score. Please use the following scale to evaluate each peer's effort.*

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0 = Non Existent, 2 = Poor Effort, 4 = Average Effort, 6 = Good Effort, 8 = Strong Effort, 10 = Excellent Effort

Tentative Schedule

## AgEd 180 - FALL 2009 Schedule

Date	Topic	DUE
8/25	Intro, Syllabus, & Pictures	
8/27	Personal Success	
9/1		
9/3		Letter Due
9/8		
9/10		Bio & Intro
9/15		
9/17		
9/22		
9/24		
9/29		Scavenger Hunt – No Class
10/1	Recognizing Good Teaching	Personal Success Plan
10/6	Library – A group	
10/8	Library – B group	Scavenger Hunt
10/13	AEE Majors	
10/15		
10/20-22	Meet in Groups – Project	Swan in Indianapolis
10/27	Total AgEd Program	
10/29	History & Philosophy of AgEd	Degree Template
11/3		
11/5	History & Philosophy of Ed	
11/10		Reflection Paper
11/12	History & Philosophy of Extension	
11/17		
11/19	Wrapping Up History & Philosophy	
11/23-27	Fall Break	Be Thankful!!
12/1	Future of Extension System (Prof. McCawley)	
12/3	Career Opportunities	
12/8	Group Presentations	Presentation Material
12/10		
12/14	Electronically Turn in Peer Evaluation form by midnight	