**Auburn University**

**Syllabus**

1. Course Number: CTCT 7970/6

Course Title: Special Topics in Agricultural Education: Agricultural Literacy

Credit Hours: 3 semester hours (Lecture 3).

Prerequisites: None

Corequisites: None

2. Term: Fall 2016 (Syllabus Prepared Aug 2016)

 **Day/Time:** Class Hours: TBD

 Lab Hours: na

 **Instructor:** James Lindner, Ph.D.

 Professor

 Office Address: Faculty Office: 5058 Haley

 Contact Information: Office Phone: 334.844.4446

 Email: jrl0039@auburn.edu

 Office Hours: Wednesday 10:00a-Noon and by appointment

3. Text and Major Resources:

All publications for this course are available at the Food and Agriculture Organization of the United Nations website <http://www.fao.org/publications/en/>

This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access.

**4. Course Description:**

Theories and application of agricultural literacy related scientific and technologically based concepts and processes required for personal decision making, participating in civic and cultural affairs, and economic productivity.

Most of the U.S. population are not agriculturally literate. Growing global populations, urbanization of populations and aging farmers exacerbates the agricultural literacy problem. Mercier notes a lack of research on agricultural literacy prevents educational programs from expanding and recommends research on broad population to better understand the problem.

**5. Course Objectives:**

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

1. Define agricultural literacy in the context of food security, safety, and production
2. Understand how agricultural literacy fits in the American Association of Agricultural Education National research agenda with particular attention to methods, models, and programs that are effective for informing public opinions about agricultural and natural resources issues and preparing people to inform policy makers on agricultural and natural resources.
3. Discuss challenges with teaching agricultural vocabulary to students including articulation of how reading comprehension is necessary for learning.
4. Teach students how to use vocabulary to help students learn contentious topics such as "Climate Change" or "GMOs".
5. Synthesize scientific literature and help the public understand where their food come from.
6. Apply the Four Mental Operations in Concept Learning Model to agricultural literacy to improve their students and their own agricultural literacy.

**6. Course Content:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session#** | **Course Topic** | **Readings**  | **Assignment** |
| Module 1 | Introductions and Course Expectations | SyllabusMurrayFAO [www.fao.org](http://www.fao.org)  |  |
| Module 2 | AAAE and Agricultural Literacy  | <http://aaaeonline.org/resources/Documents/AAAE_National_Research_Agenda_2016-2020.pdf>  | Discussion 01Research Priority 01 |
| Module 3 | Planning, implementing and evaluating Climate-Smart Agriculture in Smallholder Farming Systems | <http://aaaeonline.org/resources/Documents/AAAE_National_Research_Agenda_2016-2020.pdf> | Discussion 02Research Priority 02 |
|  |  | <http://www.fao.org/publications/card/en/c/2ac2b364-41b1-42de-a049-720542f18a2c/> | Application Project 01 |
| Module 6 | Food security: concepts and measurement |  | Discussion 03Application Agricultural Literacy is Knowledge |
|  |  | <http://www.fao.org/docrep/005/y4671e/y4671e06.htm>  | Application Project 02 |
| Module 4 | Pulses: Nutritious seeds for a sustainable future |  | Discussion 04Concept Learning |
|  |  | <http://www.fao.org/publications/card/en/c/3c37a47f-228c-4bdc-b8a5-593759464eb4/>  | Application Project 03 |
| Module 5 | Climate is changing. Food and agriculture must too |  | Discussion 05Fact versus Fiction |
|  |  | <http://www.fao.org/documents/card/en/c/9c90a681-39d4-404e-b4d1-9b2753e145bb/>  | Application Project 04 |

**7. Assignments/Projects:**

1. Participate in all class discussions and exercises.
2. Complete all reading assignments.
3. Application Project. Your assignment is to develop a well formed, grammatically correct paper [double-space, 12 pt times new roman font] based on your reading of the assigned material and other material. Each paper should between three and five pages.

1. Review the required reading and other materials as needed.

2. Identify a group of key words, terms, phrases, etc (five to eight; more if you like) in the article for which naïve readers might have acquaintance knowledge, but not ownership, defined as the ability to understand the word instantly in reading or listening and to use it accurately in speaking or writing.

3. Develop an initial presentation for these words that include plain-language explanations, examples, and nonexamples, supplemented by visuals. The goal is to “locate” the meaning boundaries of the word. Make simple judgments about the terms and complete a sentence starter that includes the term. For example, “a miser is a guy who saves every nickel; he won’t buy anything he doesn’t need, and he won’t give anything away.” Finish this sentence: “The miser didn’t have any real friends because….”

4. “Relate” words by combining two or more of the terms in “possible sentences,” i.e., sentences that correctly recognize the distinction and meaning boundaries of the words, while making a plausible guess about a factual situation. For example, a miser would not ordinarily be a philanthropist, but a philanthropist might begin as a miser, get rich, and then have a change of heart, giving much of his wealth to a project to provide clean drinking water to primitive villages.

5. “Extricate” the word from its original context and apply it in a new context. For example, how might we use the word miser to describe something other than money? Could a person be a miser with words? With his free time? With his knowledge?

6. Finally, “generate” new sentences expressing true statements that use the word.

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (5) | 40 | 2001 |
| Application Projects (4) | 200 | 800 |
|  | Total Points Available | 1,000 |

 The following grading scale will be used:

|  |  |
| --- | --- |
| 90 - 100 % | A |
| 80% - 89.9% | B |
| 70% - 79.9% | C |
| 60% - 69.9% | D |
| Below 60% | F |

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (http://www.auburn.edu/student\_info/student\_policies/).

**Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**9. Academic Honesty Statement:**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**10. Students with Disabilities Statement:**

“Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

**11. Justification for Graduate Credit:**

CTCT 7970 (Special Topics in Agricultural Education: Agricultural Literacy) builds upon previous experiences with agriculture and literacy. The course is taught at an advanced level and requires extensive student participation and self-direction. Students will be required to review, interpret, and analyze a vast amount of literature related to agricultural literacy. Grading in the course is based on students’ synthesis of a vast amount of technical literature and governmental reports and preparation of technical reports.