**Auburn University**

**Syllabus**

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| **1.** | **Course Number:** | CTCT 7970/6 |
|  | **Course Title:** | Special Topics in Agricultural Education: Critical Thinking |
|  | **Credit Hours:** | 3 semester hours (Lecture 3) |
|  | **Prerequisites:** | None |
|  | **Corequisites:** | None |
| **2.** | **Term:** | Fall 2020 (Syllabus Prepared Aug 2020) |
|  | **Day/Time:** | Distance Delivery |
|  | **Instructor:** | M’Randa Sandlin, Ph.D.  Instructor Auburn University |
|  | **Office Address:** | na |
|  | **Contact Information:** | Email: [mrs0127@auburn.edu](mailto:mrs0127@auburn.edu) |
|  | **Office Hours:** | na |
| **3.** | **Text and Major Resources:** | | |
|  | This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access.  All publications for this course are available on the course homesite.  <https://www.globaleducationlab.org/educational-materials/> | | |
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| **4.** | **Course Description:** | | |
|  | Theories and application of critical thinking related scientific and technologically based concepts and processes required for personal decision making, participating in civic and cultural affairs, and economic productivity. | | |
| **5.** | **Course Objectives:** | | |
|  | Upon completion of this course, students will be able to:   * Define critical thinking in the context of food security, safety, and production * Analyze components of critical thinking * Integrate strategies for the teaching of thinking to course content * Apply constructivism in developing a lesson related to food security or climate change * Develop and understanding of the components of scenario development * Enhance their instruction by evaluating and using purposively selected digital media * Identify approaches to teaching contentious issues * Discuss strategies used to integrate global perspectives in your classes | | |

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| **6.** | **Course Content:** |
| |  |  |  |  | | --- | --- | --- | --- | | **Date/**  **Module #** | **Course Topic** | **Readings** | **Assignment** | | **Aug 17-21**  Module 01 | Introductions and Course Expectations  What is Critical Thinking | Syllabus  Assigned online | Quiz 1 | | **Aug 24-Sep 4**  Module 02 | Teaching for Critical Thinking | Assigned online | Quiz 2  Discussion 1 | | **Sep 7-11**  Module 03 | **\*Sep 7th – Labor Day**  Instructional Design | Assigned online | Quiz 3 | | **Sep 14-25**  Module 04 | Scenario Development | Assigned online | Quiz 4  Discussion 2 | | **Sep 28-Oct 9**  Module 05 | \***Oct 6th – Mid-Semester**  Using Digital Media to Enhance Instruction | Assigned online | Quiz 5  Discussion 3 | | **Oct 12-23**  Module 06 | Teaching Contentious Subjects | Assigned online | Quiz 6  Discussion 4 | | **Oct 26-30**  Module 07 | Global Food Security and Hunger Basics | Assigned online | Quiz 7 | | **Nov 2-6**  Module 08 | Teaching Globally-Relevant Topics | Assigned online | Quiz 8 | | **Nov 9-13**  Module 09 | Synthesis | Assigned online | Discussion 5 | | **Nov 16-24**  Module 10 | **Final Project** |  | **Case Study Due** | | Thanksgiving Break Nov 25-27 | | | | | **Nov 30-Dec 4** | **Course Clean Up**  Turn in any outstanding assignments | | | | |

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| **7.** | **Assignments/Projects:** | | |
|  | A. | Participate in all class discussions and exercises. |
|  | B. | Complete all reading assignments. |
|  | C. | Complete all quizzes and Exams |
|  | D. | Complete Scenario Based Case Study (Using the provided template)   1. Title 2. Learning Objectives 3. Overview 4. Critical Forces and Drivers 5. High Impact/High Uncertainty Forces 6. New Threats or Opportunities 7. Future Scenario 8. Scenario Response 9. Scenario Summary 10. References | | |
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|  | **Rubrics and Grading Scale:**   |  |  |  | | --- | --- | --- | | **Graded Activity** | **Pts for each activity** | **Total points available** | | Discussions (5)   * Original Post-20 pts * Peer-response Post-10 pts | 30 | 150 | | Quizzes (8) | 75 | 600 | | Case Study (1) | 250 | 250 | | 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.  **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 & COVID Related Policies: As an online, asynchronous course, this course is generally less impacted by such situations; however, if normal class 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, an addendum to your syllabus and/or course assignments will replace original materials.  *COVID specific information*: The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible. | | | | | | |
| **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: Critical Thinking) builds upon previous experiences with theories of teaching and learning. 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 critical thinking. Grading in the course is based on students’ synthesis of a vast amount of technical literature and governmental reports and preparation of technical reports. | | | | | | |