



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

**Professional Education Program Proposal
COVER SHEET**

Institution: University of Arkansas **Date Submitted:** 4/20/22

Program Contact Person: Christopher Estep

Position/Title: Associate Professor **Phone:** 479-575-2037 **Email:** estep@uark.edu

Name of program: Agricultural Education **CIP Code:** 01.0801

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): B.S.A.

Indicate the title and grade range of the license for which candidates will be prepared:

Title: Agriculture **Grade Range:** 7-12

Proposal is for:

- New First-Time Licensure Program** (Complete Section A)
- New Educator Licensure Endorsement Program** (Complete Section B)
- Revision(s) to Approved Licensure Program** (Complete Section C)
- Deletion of Approved Licensure Program** (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): _____ %

Proposed program starting date: _____

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

Instructor Information

 Mrs. Hanna Estes, Instructor
 575-6335
 hkildow@uark.edu

Office Hours

Mrs. Estes will hold open office hours (AFLS E110) during the times listed below. If you prefer to meet virtually please email Mrs. Estes to schedule a Zoom meeting.

- Monday 1:00pm – 3:00pm
- Wednesday 1:00pm – 3:00pm

Course Information

Course Meeting

Meets in person at the Abernathy lab (ASTC) once per week on Tuesdays from 8am to 12:15pm (unless otherwise stated) during the block (1/18/22 – 2/1/22).

Purpose

To guide students in the development of realistic, proactive classroom management strategies that establish a safe culture of student learning and academic success.

Recommended Text

Shindler, J. (2009). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success*. ISBN-13: 978-0470448434

Course Objectives

- This course will focus on the philosophies and methods teachers use to develop realistic, proactive class management strategies.
- This course will focus on the concepts of safety, culture, and student success as priorities in class management plans.
- This course will focus on the standards by which students are held accountable for their actions within a class.

Learning Outcomes

1. How can proactive classroom management improve the culture of a classroom?
 - a. Evaluate the practices and outcomes of proactive and reactive classroom management practices.
 - b. Identify examples of proactive and reactive classroom management.
 - c. Create a vision for classroom culture and environment.
2. How do teachers establish quality classroom management plans?
 - a. Describe the components of a quality classroom management plan.
 - b. Evaluate the outcomes of options within each component of the classroom management plan.
 - c. Create a classroom management plan that aligns with a positive vision for classroom culture and environment.
3. How do teachers manage classroom disruptions?
 - a. Identify avenues for classroom disruption and methods of closing these avenues.
 - b. Evaluate choices in managing classroom disruptions and determine which are most appropriate in maintaining the desired classroom culture.

Course Assignments

Assignment	Learning Outcome	Points
Attendance/Participation	All	100
Discussion Posts	All	100
Classroom Culture/Environment Vision	1a, 1b, 1c	100
Classroom Management Plan	2a, 2b, 2c	100

Assignment Summaries

Attendance/Participation

Attending each class meeting AND active participation are crucial elements for success in this course. Your daily attendance points will be allocated each day for timely attendance and active participation.\

Discussion Posts

Each student will respond to a weekly discussion prompt on Blackboard. You should also reply to at least 2 different posts from your classmates.

Classroom Culture/ Environment Vision

Each student will create a written vision displaying their intentions for the classroom culture they want to create. Justifications for each choice and its influence on students and student learning will be included. A rubric will be provided.

Classroom Management Plan

Each student will create a written classroom management plan that details expectations of students, policies and procedures for each aspect of the classroom, and a disciplinary action plan for students who do not meet those expectations. A rubric will be provided.

Grading Scale

Letter Grade Points

A	360 – 400 points
B	320 – 359 points
C	280 – 319 points
D	240 – 279 points
F	< 240 points

Safety Guidelines:

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Educational Access

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Inclement Weather Policy

In the event of inclement weather, your instructor may pivot to a virtual class or may release online materials for the class. During inclement weather, class changes will be communicated via email/Blackboard announcements. Information regarding University closings can be obtained by calling 575-7000 or check the University of Arkansas homepage.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning)

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, window, and doors

Violence/Active Shooter (CADD):

- Call 9-1-1
- AVOID – if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

The instructor reserves the right to change the schedule and syllabus at any time. Changes will be announced in class.

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-  hkildow@uark.edu

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- Monday 1:00pm – 3:00pm
- Wednesday 1:00pm – 3:00pm

Course Information

Course Meeting

Meets in person at the Abernathy lab (ASTC) once per week on Thursdays from 8am to 12:15pm (unless otherwise stated) during the block (1/18/22 – 2/1/22).

Purpose

To expose students to the roles and responsibilities of professional teachers. Students will understand the characteristics common to professionals and apply these to the teaching setting. Real-world examples of “grey-area” situations will allow students to evaluate issues holistically and determine appropriate solutions following the ethical and professional guidelines of the teaching discipline. Additionally, students will prepare resumes and engage in mock interviews to enhance their professional dispositions as they consider employment opportunities.

Recommended Text

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.)
ISBN-13: 978-1416605171

Course Objectives

- This course will expose students to roles and responsibilities of professional teachers.
- This course will focus on the characteristics common to professionals within teaching settings.
- This course will focus on the decision-making process and its alignment with the philosophies of professional educators.

Learning Outcomes

1. How are teachers professionals?
 - a. Identify characteristics common to all professionals.
 - b. Apply professional characteristics to the teaching discipline
 - c. Evaluate teachers' professional identities
 - d. Create a personal professional growth plan that includes methods for improving professionalism in each trait common to professionals
2. How can I display my professionalism to potential employers and other stakeholders?
 - a. Create a professional resume appropriate for employment as a teacher
 - b. Engage in a mock interview for a teaching position

Course Assignments

Assignment	Learning Outcome	Points
Attendance/Participation	All	100
Teaching Philosophy	1b, 2	50
Resume	2a	100
Teacher Disposition Inventory	1b, 1c	100
Personal Professional Growth Plan	1a, 1b	100
Mock Interview	2b	100

Assignment Summaries

Attendance/Participation

Attending each class meeting AND active participation are crucial elements for success in this course. Professionals are able to manage their time wisely, and prioritize their responsibilities. Your ability to do so will be evaluated via attendance and participation.

Teaching Philosophy

Each student will submit a teaching philosophy to be used when submitting job applications for teaching positions. Students should use experiences from their internship to modify their teaching philosophy as necessary.

Resume

Each student will create a professional teaching resume to be used when submitting job applications for teaching positions.

Teacher Disposition Inventory

Each student will complete a Teacher Disposition Inventory at the beginning and end of the internship. Results will be discussed in class, and each student will provide a 1 page reflection regarding any changes (or lack of change) between the two scores.

Personal Professional Growth Plan

Each student will complete a personal professional growth plan to be used during their first year of teaching. The plan will include realistic methods for improving each characteristic common to professionals. A template will be provided.

Mock Interview

Each student will participate in a mock interview with a teaching professional. Students will receive an evaluation from the interviewer, and will then reflect on changes they could make in response to the evaluation.

Grading Scale

Letter Grade Points

A	495 – 550 points
B	360 – 494 points
C	385 – 359 points
D	330 – 384 points
F	< 330 points

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Course Information

Course Meeting

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Purpose

This course is designed to familiarize students with important concepts and abilities necessary to plan, supervise, evaluate, and facilitate an effective agricultural educational program in secondary settings.

Recommended Text

Texts and reading materials will be supplied throughout the course by the instructor.

Course Objectives

1. Identify characteristics of a complete school based agricultural education program.
2. Evaluate programmatic components for quality, including Supervised Agricultural Experience programs, FFA, and instruction.
3. Analyze program models and determine exemplary characteristics.
4. Identify and synthesize methods of overcoming challenges experienced by teachers when planning and implementing a school based agricultural education program.

Course Assignments

Assignment	Objectives	Points
Attendance/Participation	All	100
Program of Activities Evaluation	All	50
Guest Speaker Reflections	All	60
Program Mission Statement	All	100

Assignment Summaries

Attendance/Participation

Attending each class meeting AND active participation are crucial elements for success in this course. Your daily attendance points will be allocated each day for timely attendance and active participation. Active participation includes engaging with guest speakers as they present and ask questions as appropriate.

Program of Activities Evaluation

Each student will evaluate the program of activities from their school. Students will evaluate and critique the POA.

Guest Speaker Reflections

Each student will engage in the guest speaker presentations over the course of the block. During the presentation students will record things they learned as well as questions they still have. Students will end the reflection by stating how they can apply what they learned to their program.

Program Mission Statement

Each student will create a written Mission Statement explaining their guiding priorities for their agricultural education program. A justification for the mission statement should be included.

Grading Scale

Letter Grade Points

A	279 – 310 points
B	248 – 278 points
C	217 – 247 points
D	186 – 216 points
F	< 186 points

Safety Guidelines:

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The instructor reserves the right to change the schedule and syllabus at any time. Changes will be announced in class.

AGLE 3153/3153H: Leadership Development in Agriculture

Spring 2022 | T/Th 12:30 – 1:45 pm | AFLS D-025

Dr. K. Jill Rucker

Instructor:

Dr. Jill Rucker

Office Hours: by appointment (please email to schedule)

Office: D05 AFLS

Email: kjrucker@uark.edu

Graduate Assistant:

Ms. Samantha Jones

Office: D111 AFLS

Email: skj018@uark.edu

Course Description:

A study of the identifications of styles and roles of leadership; development of leadership techniques and skills required in working with organizations; dynamics of group action; methods of resolving conflict; ethical considerations for leaders; and personal skill development.

Required Textbook:

Northouse, P.G. (2020). *Introduction to Leadership* (5th edition). Thousand Oaks, CA: Sage Publications, Inc.

ISBN: 978-1544351599

Course Objectives:

Upon successful completion of this course, students should be able to:

1. identify personal leadership strengths and weaknesses;
2. analyze leadership theories, models and concepts;
3. apply and test leadership skills and techniques in actual leadership positions;
4. work as an effective team member; and
5. implement ethical leadership policies.

Course Involvement:

A successful experience in this course is dependent on student participation in reading and lecture discussions as well as the willingness to participate in self-evaluations and leadership activities. Students are expected to attend each class session and take an active role in discussions, group work and activities. Because of the nature of the course, failure to attend class or participate will impact your final grade. Many of the concepts you will be tested over contain application activities not found in lecture notes or readings. ***Students with documented “university excused” absences will be allowed to make up missed work.*** See the current Catalog of Studies for the entire policy.

Course Assignments:

Assignments (written and verbal) are made in class and reinforced through email IF necessary. Assignments will be graded based on completeness (did you meet the requirements), depth of thought, application of course concepts, grammar, spelling and readability. Homework, reflections, discussion topics, papers and examinations will also be assigned and administered throughout the semester.

AGLE 3153/3153H: Leadership Development in Agriculture

Spring 2022 | T/Th 12:30 – 1:45 pm | AFLS D-025

Dr. K. Jill Rucker

All assignments are due at the beginning of class on the designated due date. Late assignments will not be accepted without UA excused absence.

Assignment Category	Assignment Description	Points	Weight
Class Participation & Expectations	Points will be awarded based on class participation (attendance, class activities, in-class quizzes, assignments, discussion, etc.)	190	20%
Group/Team Project	Group Contact Information & Contract	15	26%
	Service Objectives & Plan	35	
	Team Portfolio	75	
	Team presentation	75	
	Team Member Critique	50	
Mid-term/Exam 2	T/F, multiple choice, short answer, essay	200	21%
Individual Projects	Personal SWOT analysis (based on leadership assessments)	25	15%
	Leadership assessments (6 total)	120	
Leadership Development Papers	Personal Leadership Vision/Philosophy	50	18%
	The Look of Leadership (photography)	50	
	Leadership in Pop Culture	75	
Total		960	

Grading Scale:

Letter Grade	%
A	90-100
B	80- 89
C	70-79
D	60-69
F	59 or lower

Tips for Calculating your Course Grade

Add up points earned for course work and divide by total points possible to determine your course grade to date.

AGLE 3153/3153H: Leadership Development in Agriculture

Spring 2022 | T/Th 12:30 – 1:45 pm | AFLS D-025

Dr. K. Jill Rucker

Please Note: the instructor reserves the right to change course assignments and total class points if needed throughout the semester. All changes will be discussed in class.

Honors Students: Students enrolled in the Honors section of this course will be required to do the following:

- Lead Service Learning Project Team
- Complete essay focused exams

COVID Statement:

Masks are to be worn in the classroom at all times. The mask should fully cover your mouth and nose. No gaiters or bandanas please. If you do not have a mask, a mask will be provided for you. The graduate assistant will have masks at the front of the room. Please see the GA if you need a mask.

Class attendance is expected and required. However, if you feel sick, have symptoms, or believe you might have come into contact with someone with COVID-19, please follow university policy, contact the instructor and GA immediately, and stay home if needed. Our teaching team will do our best to accommodate you.

The pandemic has been a challenging experience for us all. Please be flexible and kind to the teaching team, your classmates, and yourself. Together we can get through this!

Educational Access:

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Academic Honesty:

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AGLE 3153/3153H: Leadership Development in Agriculture

Spring 2022 | T/Th 12:30 – 1:45 pm | AFLS D-025

Dr. K. Jill Rucker

Copyrights and Note Selling or Distribution:

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

There are companies that will try to lure you into selling the notes you take in this class. Don't let these companies take advantage of you. Selling my notes to any commercial service will be considered a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Inclement Weather Policy:

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- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

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Dr. K. Jill Rucker

Syllabus Content and Schedule Changes:

The syllabus, schedule and content may change at the discretion of the instructor. Such changes will be announced in class.

Cell Phones and Technology:

When you come into class please silence your phone. From time to time, you may be in a situation where you need to take a phone call. As a mother of three, there may be an extreme situation that I need to take a phone call. When this happens, please quietly step out of the classroom.

My pet peeve is texting during class. **Please do not text during class.** It is distracting to me and your peers. I'm pretty good at watching for text messages....**Don't do it!** You may be asked to leave class if you are breaking this class rule.

Unless it is a Bring Your Own Technology (BYOT) day, please do not use your laptop or tablet during class. I do my best to prepare for class. Therefore, I expect your undivided attention.

AGED 3133
Instructional & Presentation
Strategies
Fall 2021

Instructors

Christopher M. Estep, PhD, Associate Professor
AECT Department
Office: AFLS E111
Phone: 479-575-2037
Email: estep@uark.edu
Office Hours: M,W 8:00am-11:00am
Or by appointment

Alyssa Rohr, Graduate Assistant
AECT Department
Office: AFLS D112
Phone: 479-575-2035
Email: aj081@uark.edu
Office Hours: M 9:00am-11:00am, W 11:00am-
2:00pm Or by appointment

Time and Location

TR – 2:00pm-3:50pm; AFLS D113

Course Description

This course is designed to provide those who wish to teach agriculture in formal and non-formal settings, and to make effective presentations, with the methods and techniques of planning, organizing and delivering technical content in both one-time presentations as well as instructional programs.

Course Objectives

At the completion of the course, the learner will be able to:

1. Explain the psychological principles affecting learning, including experiential learning, learning modalities, multiple intelligences, and constructivism.
2. Describe the role of the instructor in the learning process, including characteristics of effective instructors/presenters and the principles of teaching and learning.
3. Identify factors affecting individual learner differences.
4. Write educational objectives meeting Mager's criteria.
5. Demonstrate the use of teacher-centered, social interaction, and student-centered learning activities.
6. Develop and deliver lessons/presentations using appropriate learning activities.
7. Prepare lesson plans that address diversity in student populations.
8. Utilize selected educational technology and instructional aids.
9. Effectively communicate through written, oral, and multimodal methods.

Recommended Texts

Newcomb, L.H., McCracken, J.D., Warmbrod, J.R., & Whittington, M.S (2004). *Methods of Teaching Agriculture*. (3rd ed.). Interstate Publishers, Inc.

Reardon, M., & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Zephyr Press.

Major, C.H., Harris, M.S., & Zakrajsek, T. (2016). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. Routledge.

DESCRIPTION OF COURSE ASSIGNMENTS

Effective Teacher Description – Due September 8

The purpose of this assignment is for you to start identifying characteristics that make teachers effective. In all your time in school, you had one of "those" teachers; the kind of teacher that pushed and encouraged you to learn, and one you will never forget. For this assignment, I want you to consider

the most effective teacher you ever had. Identify and describe this person in a short (1-2 page) narrative. Be sure to describe their teaching style, and include the specific attributes that you believe made them effective.

Learning Objectives – Due September 23

The purpose of this assignment is for you to practice writing proper learning objectives. You will create 10 learning objectives on a topic(s) of your choice. Use an equitable variety of cognitive levels (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation). You will need to include Mager's criteria of performance, conditions, and criterion. Additionally, your objectives need to be student-centered, specific, and measurable.

Daily Plan – Due December 9

The purpose of this assignment is for you to create a fully detailed plan for an entire class period, presentation or program utilizing multiple, various learning activities. Using the lesson plan template provided in class, create a detailed plan that outlines the learning activities for 1 class period, presentation, or program. In the template make sure you include the background information about your audience, an interest approach, and at least three unique learning activities. Remember to provide sufficient detail about your activity (what you plan to do and what learners will do), as well as, detailed content information. Remember, I should be able to pick up your plan and present this. You will be required to turn in all supporting materials that go with your plan (handouts, graphic organizers, PPTs, etc.).

PowerPoint Presentation – Due December 9

The purpose of this assignment is for you to create a PowerPoint presentation that integrates the best practices of PowerPoint creation. Using the criteria provided in class, you will create a PowerPoint presentation that will serve as a visual supplement for your daily plan. There is no limit on the number of slides, however, your PPT should align with your Daily Plan assignment

Presentation Method Application

The purpose of the presentation method application is for you to apply the concepts provided in class to a simulated class or presentation situation. See the last page for a description of each presentation method to be used.

Presentation Method Reflections

The purpose of this assignment is to have you reflect over your use of presentation methods and draw conclusions about your performance. You will be required to watch the video of your presentation and evaluate yourself using the rubric provided in class. The major components you should consider are: 1) your effective use of an interest approach, 2) your use of characteristics of effective teaching, 3) your use of various methods and their effectiveness, and 4) how well you summarized the presentation.

Participation, Attendance, and other assignments

You are expected to act like a professional. This includes attending all class sessions and actively participating in all class activities.

COURSE ASSIGNMENTS	Due	Points
Effective Teacher Description	Sept. 9	100
Learning Objectives	Sept. 23	100
Presentation Method lab 1: Lesson Introduction/Interest Approach	Oct. 5,7	50
Presentation Method lab 2: Lecture	Oct. 19,21	100
Presentation Method lab 3: Demonstration	Nov. 2,4	100
Presentation Method lab 4: Lecture, Discussion & Questioning	Nov. 16,18	100
Presentation Method reflections (4 @ 25 pts each)	Throughout	100

Daily Lesson Plan	Dec. 9	150
PowerPoint Presentation	Dec. 9	100
Attendance & Participation	Throughout	100

Grading Scale

A = 90-100%
B = 80-89%

C = 70-79%
D = 60-69%

F = below 60%

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are required. Late work will be accepted with a 10% penalty per week. No assignments will be accepted after the last day of regularly scheduled classes, nor will extension of a due date be considered on the day an assignment is due. Students should contact the instructor or assistant if they are expecting to be unable to meet a deadline. Incomplete grades will only be given in accordance with University policy and only if arrangements have been made with the instructor prior to the last day of regularly scheduled classes.

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Use of Technology During Instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Face Covering Statement

Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Currently, the University of Arkansas Board of Trustees has directed that masks be worn in classrooms. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

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About the Course

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- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd. I taught Agricultural Education courses for 7 years at Sul Ross State University in Alpine, Texas.

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Violence/Active Shooter (CADD)

- **CALL** 911
- **AVOID** – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers,
- **DENY** – Barricade the door with desk, chairs, bookcases or any items, and
- **DEFEND** – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Student Support

The Jane B. Gearhart Full Circle Food Pantry is a student-led food assistance program, dedicated to serving students, staff, and faculty at the University of Arkansas with personal support through free non-perishable foods, fresh produce, and personal care items. Full Circle provides accessible food assistance along with volunteer opportunities year-round. For more information, visit <https://service.uark.edu/services/pantry> or email pantry@uark.edu.

Disability Accommodation

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AGED 3313 Course Topics

Topics / Learning Experiences
Introduction; How People Learn; Experiential Learning Cycle; Modalities; Multiple Intelligences
Characteristics of Effective Teachers; The Learning Environment; Teacher Immediacy; Cognitive Engagement; Dale’s Cone of Experience
Establishing Interest and Motivating Students
Creating Educational Objectives
Planning for Instruction; Breaking Information into Coherent Sequences; Creating a Daily Plan; Reading, Understanding, and Applying Agricultural Frameworks
Lecture as a Learning Activity
Demonstration as a Learning Activity
Questioning and Discussion as Learning Activities
Creating and Using Visual Aids
Integrating Videos into a Learning Activity/Presentation
Cooperative Learning Activities; Audio/Visuals
Integrating Case Studies into a Learning Activity
Using Inquiry/Problem-Solving Approach as a Learning Activity
Using Individualized Application as a Learning Activity
Integrating Technology into a Learning Activity
Utilizing Field Trips and Guest Speakers

Being a Reflective Teacher
Classroom Management
Evaluating Learner Performance
Diversity in Audiences
Reflection

Presentation Method Lab Assignment Details					
Lab	Title	Description	Time	Points	Date
1	Interest Approach	Create and present an activity designed to stimulate student interest.	3 min	50	Oct. 5,7
2	Lecture	Create and present a lecture following guidelines presented in class. The lesson should include an interest approach and summary activity. Visual aids are optional .	7 min	100	Oct. 19,21
3	Demonstration	Create and present a demonstration following guidelines presented in class. The lesson should include an interest approach and summary activity.	7 min	100	Nov. 2,4
4	Lecture, Discussion & Questioning	Create and present a lecture following guidelines presented in class. Integrate at least 6 questions throughout the lecture. The lesson should also have 1 discussion activity. The lesson should include an interest approach and summary activity. Visual aids are required .	10 min	100	Nov. 16,18

Instructors

Christopher M. Estep, PhD, Associate Professor
Agricultural Education, Communications, and
Technology
Office: AFLS E111
Phone: 479-575-2037
Email: estep@uark.edu
Office Hours: M,W 8:00am-11:00am
Or by appointment

Alyssa Rohr
Graduate Assistant – AECT
Office: AFLS D112
Phone: 479-575-2035
Email: aj081@uark.edu
Office Hours: M 9:00am-11:00am, W 11:00am-
2:00pm
Or by appointment

Time and Location

TR 9:30am – 10:45am HOEC 206

Course Description

A preparatory course evaluating the historical foundations of agricultural education with an introduction to the psychological, sociological and philosophical foundations of education. This course will encourage reflective practice through understanding of educational trends, classroom environment creation and utilization, and effective program planning.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the need for public school education in agriculture.
2. Describe the primary roles and responsibilities of an agriscience teacher.
3. Communicate personal beliefs related to a philosophy of effective instruction.
4. Explain the philosophical foundations of education and agricultural education.
5. Explain the relationship between the historical development of Agricultural Education, social and industrial needs addressed by Agricultural Education and the current status of Agricultural Education.
6. Describe the impact of the three components of the Total Ag Ed program on student learning.
7. Discuss teaching as a profession, including professional ethics.
8. Effectively communicate through written, oral, and multimodal methods.

Required Texts

Readings will be provided by the instructor

DESCRIPTION OF COURSE ASSIGNMENTS

Personal Introduction Presentation – Due September 7

The purpose of this assignment is to assess your presentation skills. You will be required to create a 5-minute presentation about yourself that contains a visual aid (PPT, Prezi, etc.). The purpose of this presentation is to give your classmates some background about you. Pertinent points should include:

- Your name and hometown/high school,
- In-depth description of your past participation in FFA/4H (LDEs, CDEs, SAE program, etc.), and
- In-depth description of why you want to teach agriculture, **or** what you hope to do with your degree.

Teaching Philosophy Paper – 1st Draft Due October 7; 2nd Draft Due November 18

The purpose of this assignment is for you to describe your philosophy of education. Formalize your philosophy of teaching by writing a 2-3 page personal philosophy paper. The paper will address your philosophy of what constitutes effective instruction in agricultural education, and your beliefs about the value and role of teaching. Use the provided handout to help guide your thoughts.

Some guiding questions to consider as you prepare to write your philosophy are:

- What is the purpose of education?
- What is the student's role?
- What is the teacher's role? (in education, in relation to students, parents, colleagues, community)
- What are your beliefs about teaching and how students learn?
- What kinds of knowledge and skills are important for students to learn?
- What are your beliefs about classroom or behavior management?
- What historical figures, events, or philosophies have influenced you?

Online Reflection Journaling

The purpose of this assignment is for you to reflect upon the experience and think about what you learned. You will be required to write a reflection post in Blackboard after every guest speaker and school trip. This reflection is not a recap of what the speaker said or what you observed, but instead should encompass your thoughts. Additionally, discuss how what the speaker said or what you observed will help you in your future career as an Agricultural Educator. Each reflection will be due one week after a speaker presents or a school visit.

Teacher Interview – December 9

The purpose of this assignment is for you to obtain teachers' perspectives about teaching philosophies and education. Each student will interview two teachers: a high school (9-12) agriculture teacher and a non-agriculture teacher (any grade level). If you have a parent who is a teacher, you may not interview them. The interviews should be guided by (but not limited to) the following topics:

- Learning objectives for students
- Beliefs about effective teaching methods
- Roles of the teacher and student
- Rewarding aspects of teaching
- Teaching philosophy and changes as they have gained experience
- How they interact with the community outside of the school in relation to community outreach, activities, education, etc.
- Questions may also be asked in any other pertinent area. (i.e. Discipline and classroom management; Curriculum and instruction; Working with parents; Inclusion of children with special needs)

Each student will then create a video summary of the interviews (can be edited in clipchamp.com for free). Your video should be uploaded into an online streaming service (YouTube, Vimeo, etc.). Your video should include snippets from the interview and a video of you summarizing what you learned at the end. A successful interview video will focus in greater depth on comparing and contrasting the non-agriculture teacher with the agriculture teacher's responses. This video is not a biographical sketch of the teachers, but should go deeper into their philosophies and strategies as a teacher.

Exam #1

This exam will be an objective assessment of your knowledge and understanding of the content discussed since the beginning of the course. Particular attention will be placed on items related to historical and current legislation, organization, funding, and curriculum issues of agricultural education and vocational education. A variety of question types will be utilized in this assessment.

Exam #2

This exam will follow an oral presentation format. Each student will meet individually with the course instructor at an agreed upon time to complete this assessment. The exam will consist of two major sections. Each student will be asked a series of 3-5 questions regarding the application of ideas discussed throughout the entire course. Students will also be asked to 1) recite from memory the advisor's portion of the FFA Opening Ceremony and 2) discuss how they might modify their teaching philosophy statement submitted earlier in the course in light of new information/insight they received in the latter portion of the course.

Participation, Attendance, and other assignments

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

COURSE ASSIGNMENTS	Points
Personal Introduction Presentation – September 7	100
Teaching Philosophy Paper (1 st draft) – October 7	50
Teaching Philosophy Paper (2 nd draft) – November 18	100
Exams (200pts each)	400
Teacher Interview – December 9	150
Guest Speaker/Program Visit Reflections	100
Attendance and other assignments	100

Grading Scale

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- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
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About Me

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- **CALL** 911
- **AVOID** – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers,
- **DENY** – Barricade the door with desk, chairs, bookcases or any items, and
- **DEFEND** – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Student Support

The Jane B. Gearhart Full Circle Food Pantry is a student-led food assistance program, dedicated to serving students, staff, and faculty at the University of Arkansas with personal support through free non-perishable foods, fresh produce, and personal care items. Full Circle provides accessible food assistance along with volunteer opportunities year-round. For more information, visit <https://service.uark.edu/services/pantry> or email pantry@uark.edu.

Disability Accommodation

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to arrange for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

AGED 1123 Course Calendar (subject to change)

Date	Topics/Learning Experiences	Reading/Notes
8/24	Introductions/Expectations	Simmons
8/26	What is Philosophy? What is the Philosophy of Education?	Osborne & Wardlow Thompson & Haug
8/31	What is SBAE?; Agricultural Educator Roles and Responsibilities	Hyslop-Margison; Roberts & Ball
9/2	Professional Duties and Responsibilities of an Educator	
9/7	Personal Introduction Presentations	
9/9	Personal Introduction Presentations	
9/14	Ag Education Today – Shortages and Needs; Current Issues in Agriculture	
9/16	National Teach Ag Day Gordon Eichelberger – Arkansas FFA, Director	
9/21	Philosophical foundations of SBAE – 3 circles; Progressivism vs. Social Efficiency	
9/23	New teacher perspective – Ms. Jade Oates, Iowa Park ISD	
9/28	Philosophical foundations of SBAE – 3 circles; Progressivism vs. Social Efficiency	
9/30	Dr. Nina Crutchfield – State Relations Specialist, National FFA	
10/5	Historical Events Impacting SBAE	
10/7	Teaching Philosophy Peer Review	Teaching Philosophy (Draft 1)
10/12	FFA basics	
10/14	The Community-based Model of SBAE	
10/19	Arkansas FFA Foundation – Jennifer Cook, Director	
10/21	Exam 1	
10/26	Philosophy and History of SAE	
10/28	SAE	
11/2	SAE for All	
11/4	Virtual Tour – James Madison AMP	
11/9	Lincoln FFA Program Tour	
11/11	Virtual Tour – Centerpoint FFA	
11/16	Characteristics of effective ag teachers	
11/18	Characteristics of effective ag teachers	Teaching Philosophy (Draft 2)
11/23-25	Thanksgiving Break	
11/30	Role of CDEs/LDEs as a teaching tool	
12/2	SBAE/FFA and Extension/4H partnership	
12/7	Agricultural Education at the Postsecondary Level	
12/9	Last day of class – Schedule Exam 2; Wrap-up/reflection	Teacher Interview



AGED 4843

Methods in Agricultural Laboratories

Spring 2021 Block

Instructor

Christopher M. Estep, PhD, Associate Professor
Agricultural Education, Communications, and Technology
Office: AFLS E111
Phone: 479-575-2037
Email: estep@uark.edu
Office Hours: M,W 1:00pm-4:00pm
Or by appointment

Time and Location

Remote Delivery - Blackboard

Course Description

Methods and management techniques in all types of agricultural laboratories that may be in a secondary agricultural science program. Emphasis on management of students and facilities, equipment, and materials.

Course Objectives

At the completion of the course, the learner will be able to:

1. Assess the role of laboratory integration in agricultural education.
2. Properly design, manage, and evaluate agriscience projects.
3. Develop a system by which to evaluate agriscience laboratory activities and projects.
4. Develop and implement an agriscience laboratory safety instructional program.

DESCRIPTION OF COURSE ASSIGNMENTS

Agricultural Lab Portfolio

You will be asked to include a portfolio of the agricultural laboratory facilities available at your cooperating teaching center. Your portfolio should contain photographs of the tools and equipment available in the laboratory, photographs of the laboratory, and an explanation of how you utilized the laboratory.

Safety Exam

You will design a safety exam for the laboratory of your choice. The safety exam should be set up to be taken by students before they are permitted to work in the laboratory. The exam should be of appropriate length to adequately assess necessary safety aspects, and should include a variety of question formats as is warranted by the safety aspects. Additional requirements are included in the rubric.

Facility Design

The purpose of this assignment is for you to think about how you would design a lab facility if your school was going to build a new building. You will design an agricultural lab facility of your choice, which could be utilized by a secondary agricultural education program. The facility should be drawn to scale from a birds-eye view and adequately labeled. You must also provide explanations and justifications for your design. Additional requirements are listed on the assignment rubric.

Laboratory Rubric Design

You will design rubrics to accompany your laboratory lessons.

Laboratory Lesson Design

You will need to develop three lessons to be used in an agricultural laboratory setting (you will be assigned a laboratory). Use the lesson plan template provided unless your cooperating school requires you to use something different. Be sure your lessons include an interest approach, appropriate learning activities, a lesson summary, and evaluation method. You will need to include all graphic organizers, visual aids, and handouts. You will provide a tour of your lab settings during one online class and describe the three lessons you will be presenting. During the online session, you will provide a reflection of the lesson to include your justification for why you created this particular lesson and your thought process for including each learning activity.

Participation, Attendance, and other assignments

You are expected to act like a professional. This includes attending all class sessions and actively participating in all class activities.

COURSE ASSIGNMENTS	Due	% of Grade
Safety Exam		20%
Agricultural Lab Portfolio		20%
Facility Design		20%
Laboratory Lesson Design		30%
Laboratory Rubric		10%

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are required. Late work will be accepted with a 10% penalty per week. No assignments will be accepted after the last day of regularly scheduled classes, nor will extension of a due date be considered on the day an assignment is due. Students should contact the instructor or assistant if they are expecting to be unable to meet a deadline. Incomplete grades will only be given in accordance with University policy and only if arrangements have been made with the instructor prior to the last day of regularly scheduled classes.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of Technology During Instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Academic Integrity

As commonly defined, plagiarism consists of passing off as one's own, ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any communications field plagiarism harms the profession as a whole.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

About the Course

Being a professional educator, communicator, and leader in agriculture can be rewarding. This course is designed to help you develop your expertise and professionalism. Therefore, the activities you will be required to complete in this course work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd. I taught Agricultural Education courses for 7 years at Sul Ross State University in Alpine, Texas.

Copyrights

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Inclement Weather

In the event of extremely hazardous weather, the University may announce that the inclement weather policy is in effect. You may call 575-7000 after 5:00am for announcements. Announcements are also made on the KAUF Radio (91.3 FM) as well as local radio and television stations. Students should be aware that this policy applies to University offices and support services and is not related to the schedule of classes. Students should consult directly with the instructor about this course.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu>

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel,
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside,
- If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building, and
- Stay in the center of the room, away from exterior walls, windows and doors.

Violence/Active Shooter (CADD)

- **CALL** 911
- **AVOID** – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers,
- **DENY** – Barricade the door with desk, chairs, bookcases or any items, and
- **DEFEND** – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

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University of Arkansas, College of Education and Health Professions

Department of Curriculum and Instruction

I. Program Affiliation: Special Education

Course Number and Title: CIED 3023 - Survey of Exceptionalities

Catalog Description:

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.

Prerequisites: [CIED 1013](#), or [MUED 2012](#), or [AGED 1123](#), or [PSYC 2003](#).

II. Broad Learning Objectives

- Describe the different categories of exceptionality
- Explain the strengths and needs of students across exceptionalities
- Identify practices to promote desired outcomes for students with exceptionalities
- Describe the legal requirements related to education of individuals with exceptionalities in elementary and secondary schools.

III. Course Objectives

Listed below are the course objectives and their alignment across the [CEC Standards of Initial Preparation](#) and the [High Leverage Practices](#).

- Explain the law and regulations governing the provisions of educational services to individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 2, 5, 6)
- Determine role and responsibility in the development and implementation of educational programs for students with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3, 4, 5, & 6))
- Describe the categories of exceptionality. (CEC Initial Preparation Standard 1; HLP 4)
- Describe the learning and behavior characteristics of individuals with exceptionalities. (CEC Initial Preparation Standard 1; HLP 4)
- Explain examples of appropriate instructional and environmental interventions and/or modifications across exceptionalities. (CEC Initial Preparation Standard 2 & 5; HLP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)
- Identify barriers to providing educational services to individuals with exceptionalities of varying ages, cultures, and diverse backgrounds. (CEC Initial Preparation Standard 1, 4, & 5; HLP 1, 3, 4, 5, 6, 10, 11, 12, 13, 20)
- Describe appropriate use of technology for individuals with exceptionalities. (CEC Initial Preparation Standard 5; HLP 19)
- Examine personal beliefs and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6 & 7)
- Define the role and function of the Council on Exceptional Children (CEC) Code of Ethics in the education of students with exceptionalities and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3)

IV. Lessons

Lesson One: Introductory Activities

Objectives

After completing this lesson, you will be able to:

- Describe educator responsibilities related to mandated reporting.
- Apply person first language when discussing individuals with disabilities

Lesson Two: Evolution of Inclusion

Objectives

After completing this lesson, you will be able to:

- Describe the history of special education services (1)
- Discuss the meaning and importance of inclusion (1)
- Identify the critical elements of inclusive contexts (1)
- Identify the different environments in which students can receive services (1)
- Identify teacher's role in provision of services (3)

Lesson Three: Individual Education Plan & Section 504 of the Rehabilitation Act

Objectives

After completing this lesson, you will be able to:

- Describe services available to students with exceptionalities (2)
- Discuss the steps of the IEP process (2)
- Distinguish between Section 504 & IDEA (2)

Lesson Four: Students with Learning Disabilities

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with learning disabilities (4, 5)
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with learning disabilities (6)

Lesson Five: Students with Emotional/Behavioral Disorders

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with emotional/behavioral disorders
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with emotional & behavioral disorders

Lesson Six: Students with Intellectual Disabilities

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with intellectual disabilities
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with intellectual disabilities

Lesson Seven: Students with Attention Deficit/Hyperactivity Disorder

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with attention deficit & hyperactivity disorder
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with attention deficit & hyperactivity disorder

Lesson Eight: Students with Autism

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with autism
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with autism

Lesson Nine: Students with Speech and Language Disorders

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with speech and language disorders
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with speech & language disorders

Lesson Ten: Students with Sensory Impairments

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with sensory impairments
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with sensory impairments

Lesson Eleven: Students with Low Incidence Disabilities

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with low incidence disabilities
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with low incidence disabilities

Lesson Twelve: Students At Risk

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students at risk
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students who are at risk

Lesson Thirteen: Students with Special Gifts and Talents

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with special gifts and talents

- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with special gifts and talents

Lesson Fourteen: Teaching Students in Early Childhood Settings

Objectives

After completing this lesson, you will be able to:

- Describe supports for learners in early childhood learning settings.
- Identify different elements of inclusive early childhood classroom environments

Lesson Fifteen: Secondary Education and Transition Services

Objectives

After completing this lesson, you will be able to:

- Describe supports for learners in secondary education settings.
- Identify different steps of the transition planning process
- Describe the role of the teacher in securing transition-related services and supports

V. Assignments and Grading Scale

1. Self-Introduction

Total Points: 20

The purpose of this assignment is to introduce yourself and learn more about your peers

2. First Person Language Quiz

Total Points: 10

The purpose of this assignment is to build your knowledge related to first person language and role as a mandated reporter

3. Mandated Reporter Training

Total points: 10

The purpose of this assignment is to build your knowledge related to your role in protecting children and youth as a mandated reporter.

4. Three Asynchronous Discussion Groups

Total Points: 30 (10 points each)

Over the course of the semester, you will participate in three discussion groups. For each discussion, you will be assigned to a group and given a prompt or series of questions to respond to. To earn your points, you will post an original response to the prompt and comment on three peers' posts.

5. Eight Mini-Assignments

Total Points: 80 (10 points each)

Over the course of the semester, you will complete eight mini-assignments. These assignments are aligned with the content presented in the lessons and aim to extend your knowledge related to providing services or supports to individuals with exceptionalities. Please be sure to review the rubric for each assignment prior to submission.

6. Three Collaborate Sessions

Total Points: 150 (50 points each)

Throughout the semester, there will be three collaborate sessions held. The purpose of these sessions is to review and discuss content presented across each lesson in order to build better understanding. Prior to attending the session, you will be expected to complete the collaborate session discussion guide.

7. Interview with a Family of Child with Disability or Adult with Disability**

Total Points: 150

For this assignment, you will be interviewing the family of an individual with a disability or an adult with a disability. This assignment is meant to expand your understanding of the experiences of individuals with disabilities, the supports currently in place, and the opportunities that remain.

8. Community-Based Field Experience**

Total Points: 150

For this assignment, you will be volunteering for a minimum of 10 hours with an organization providing services to persons with disabilities. This purpose of this assignment is to expand your experiences with individuals with disabilities and the organizations that serve them. During this experience, you will be responsible for keeping a journal to reflect on your activities. Additionally, you will create a presentation to share the impact of your volunteer experience with your peers.

Total Points: 600

****Failure to complete the field experience assignments will result in failure of the course.**

Grading Scale I

Letter	Points	Percent
A	Points: 537-600	90-100%
B	Points: 477-536	80-89%
C	Points: 417-476	70-79%
D	Points:357-416	60-69%
F	Points 0-357	59.99% and Below

Note.

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the reference list.

HINT: Retain a personal copy of your field experiences since they will not be returned to you

VI. Technology & Communication

- Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.
- In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional
- **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
- Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
- Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
- The [University of Arkansas Distant Education Library and the Mullins Library](#) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
- **myCourseEval** is used for end of course evaluations and are completed online to ensure complete confidentiality

VII. Academic Honesty

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the university's 'Academic Integrity Policy' at <http://honesty.uark.edu/policy/index.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

VIII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

IX. Academic Appeals

Undergraduate students who wish to seek further review of an academic or non-academic decision or action by the University or a University employee (in an official capacity) that the student contends was in violation of written campus policies, or constitutes unfair or unequal application of such policies, should first seek to resolve such concerns through informal discussions. In particular, grievances regarding academic matters should generally begin with informal discussions with the student's instructor or with the faculty member supervising a course. If such informal discussions do not reach a satisfactory resolution, then the student may pursue a grievance following the steps [in this student grievances and appeals policy](#).

X. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

XI. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside

- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- See the inclement weather information at uark.edu. Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
- Check voice email for announcements
- Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
- Contact your supervisor or instructor

XII. Course Resources

Mullins Library
University General Access Computer Laboratories

XIII. Required Textbook

Smith, T., Polloway, E., & Taber-Doughty, T. (2020). Teaching students with special needs in inclusive settings (8th ed.). Pro-ED.

□ College of Education
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Special Education Program
"Scholar-Practitioner"

I. Program Affiliation: Curriculum and Instruction

Course Number and Title: CIED 4023 Teaching in Inclusive Secondary Settings

Catalog Description:

This course is designed to prepare secondary teachers to teach in inclusive secondary settings. Course content provides information about the various ways diversity mediates the instructor's curricular decisions and the learning experiences of secondary-level students. The course content will provide an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States, and strategies for designing and implementing interventions in secondary-level classrooms.

Instructor: Special Education Faculty

II. Relationship to Knowledge Base:

Basic Level (M.A.T.)

The Scholar-Practitioner Model at this level provides an introduction to instruction that accommodates diversity and provides a foundation for the developing professional. This course is one of the core courses required of students enrolling in the Secondary M.A. T. program.

III. Goal:

The goal of this course is to provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of secondary-level students

IV. Competencies:

CEC Standards 1-7

HL Practices 1-22

Tenets: IDEA, FAPE

- A. By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.
- B. Create an inclusive teaching environment that accommodates academic diversity among secondary-level students.
- C. Create an inclusive teaching environment that reflects evidence-based inclusive practices
- D. Give examples of how to create collaborative relationships and empower communication within a classroom environment

- E. Give examples of how to create a responsive social environment conducive to student learning in secondary-level settings
- F. Give examples of how to create successful transitions to various educational/community settings
- G. Give examples of how to implement and monitor large and small group instruction
- H. Give examples of how to implement teaching strategies in the context of specific domains (e.g., reading, writing, spelling, mathematics)

V. Textbooks

Required Course Textbooks

Gargiulo: Interactive: Special Education in Contemporary Society: An introduction to Exceptionality Interactive eBook 7th ed.

ISBN: 9781071807231

My Thirteenth Winter by Samantha Abeel, ISBN: 978-1-4176-8672-8

VI. Content

- I. Special Education in Context: People, Concepts, and Perspectives
- J. Policies, Practices, and Programs
- K. Cultural and Linguistic Diversity and Exceptionality
- L. Assistive Technology
- M. Parents, Families and Exceptionality
- N. Individuals with Intellectual Disability
- O. Individuals with Learning Disabilities
- P. Individuals with Attention Deficit Hyperactivity Disorder
- Q. Individuals with Emotional or Behavioral Disorders
- R. Individuals Who Are Gifted and Talented
- S. Individuals with Speech and Language Disorders
- T. Individuals with Hearing Impairments
- U. Individuals with Visual Impairments
- V. Individuals with Physical Disabilities, Health Disabilities and Related
- W. Low-Incidence Disabilities
- X. Individuals with Autism Spectrum Disorders

VII. Evaluation and Assignments

Textbook Chapter Quizzes (15 x 10 points = 150 points)

Lesson Discussion Posts (7 x 10 points = 70 points)

Chapter Study Questions (6 x 10 points = 60 points)

My Thirteenth Winter Analyses (3 x 60 points = 180 points)

Mind Map/Concept Map (1 x 100 points = 100 points)

Video Case Reflections (10 x 15 =150)

Quiz Information: **Each student will have the option to complete two attempts on the quizzes for each of the assigned chapters.**

This is an option--you do not have to complete the second attempt for each of the assigned chapters.

The reason for the option of taking a second attempt is to provide a second opportunity for students who do poorly on the first attempt.

Quiz 1 items will be generated randomly. The time slot is 1-hour.

If the student wishes to take the second attempt, attempt two test items will be generated randomly. However, there is a likelihood that some items from the first quiz will appear on the second attempt.

The higher grade will be entered in the grade book.

Information pertaining to the other assignments is located in the Weekly folders. Please view the Schedule to note the due dates per assignment.

VIII. Syllabus Change:

The professor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

IX. Grading Scale: Based upon a total of 710 points

- 90% to 100% = A
- 80% to 89.9% = B
- 70% to 79.9% = C
- 60% to 69.9% = D
- Below 59.9% = F

X. Due Dates and Late Work Policy

Online courses take a lot of commitment and self-direction. Your ability to schedule your time well is instrumental in being successful in this class. Lessons begin at midnight on Monday and run until end of day on Sunday. Specific due dates for all work are noted in the Class Schedule in the course. All assignments must be completed by the date due (end of day on Sunday). If assignments are not turned in by the due date the instructor reserves the option to not grade the assignment. Subsequently, you will receive a zero for that assignment.

XI. Syllabus Change

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

XII. Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

XIII. Academic Honesty

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

XIV. Inclement Weather Policy

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue.

The Chancellor, or his designee, will instruct the Office of University Relations to post appropriate inclement weather information to the University’s web site – <http://www.uark.edu>, via the RazALERT emergency communications system – <http://emergency.uark.edu>, and through notification of local and regional media.

XIII. Hardware and Software Requirements

Refer to the Hardware and Software Requirements section of the START HERE area of the course for detailed hardware and software requirements.

XV. Student Resources

Student services have united into the [Center for Learning and Student Success](#). Some of the services that CLASS+ provided:

- [+Academic Coaching](#): Learning coaches provide individualized, one-on-one sessions to help you study smarter.
- [+Supplemental Instruction](#): Once you begin a course, your faculty member will provide information about Supplemental Instruction. Registration generally opens during the second week of class.
- [+Tutoring](#): CLASS tutoring is scheduled in 50 minute appointment blocks. You can also walk in without an appointment, and if an appointment is available, a tutor will be glad to help you. If you have a quick question, you can call 479-575-2885.
- [+Writing Support](#): Our tutors provides one-on-one tutoring assistance at any stage of the writing process. You can work with our friendly and supportive tutors in person, upload your paper for online feedback, or participate in a video chat session. Tutors help you learn revision strategies for developing your academic and professional writing skills (options for online students are available).

If you have a quick question, you can call 479-575-6747 or email writcent@uark.edu. You also may find the answers and help on their [FAQ page](#).

University Libraries

- [University Libraries Homepage](#)
- Distance Learning Library (Online student access) - video tour: <https://youtu.be/OovuEBpFv58>
- Finding what you need in QuickSearch: <https://youtu.be/J979vbi48uM>
- Getting Started with Interlibrary Loan: <https://youtu.be/kgzKjsNdx4>

Helpful tips for Scholarly Research:

- Differences between a Magazine and a Scholarly Journal <https://youtu.be/zvNs14jwfTA>
- Credibility and Reliability in Scholarship 1 <https://youtu.be/kXNMBQLvP4Q>
- Credibility and Reliability in Scholarship 2 <https://youtu.be/FZTVTIMIFxU>

XVI. Equal Treatment for All

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students." Our class work will conform to the principle of equal treatment.

XVII. Netiquette

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University of Arkansas values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

XVII. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). Refer to either the [Undergraduate Catalog of Studies](#) or the [Graduate Catalog of Studies](#) for appeals structures and formal procedures for academic grievance.

XVIII. Copyright Notice

The content of this course, including publisher materials and content linked from external websites, is protected by U.S. Copyright law. This includes all materials generated for this class, including but not limited to syllabus, exams, in-class materials, and lecture outlines. Course materials (including videos, papers, notes, and etc.) may only be

downloaded or copied for personal use only and *may not be given or sold to other individuals or uploaded to content sharing websites*. You do not have permission to record any synchronous or asynchronous aspects of the class without prior consent.
<http://copyright.gov>

Syllabus

HORT 2003 – Principles of Horticulture – Spring 2022

Michelle Wisdom – Instructor – Plant Sciences Building, Room 313

Phone: (479) 575-2639 | mmwisdom@uark.edu

Rhiannon de la Rosa – Teaching Assistant

Phone: (319) 750-7602 | radelaro@uark.edu

Lecture (AGRI 0301A): Monday/Wednesday 9:40 – 10:30 am

Lab (Rosen 110): Tuesday 8:00 – 9:40 am; 10:00 am – 11:40 am; 12:55 – 2:35 pm

A website for this class is at learn.uark.edu (Blackboard). Class material will be posted to this site over the course of the semester. Course Schedule and Final Point Total is subject to change at Instructor's discretion.

OFFICE HOURS: Monday through Thursday 8 – 9 am.

COURSE DESCRIPTION:

Horticulture is the science, art, and business of growing fruits, vegetables, turfgrass, and ornamental plants. This course is designed to introduce students to the principles and practices of horticulture. It is neither a botany or a gardening course. This course will utilize botanical and biological principles to explain and demonstrate how horticultural plants are produced for commercial and residential applications.

LEARNING OBJECTIVES:

Students will develop an understanding of plant physiological processes, and acquire a working knowledge of production practices. Students will be able to correctly identify plant structures; common herbaceous, woody, and turf plants and their uses; and develop a basic understanding of vegetable and fruit production systems. Students should achieve a minimum mastery of plant ID, nomenclature, aesthetic attributes, characteristics, and use of ornamental species.

TEXT:

The Biology of Horticulture, J.E. Preece and P.E. Read, latest edition, John Wiley & Sons, Inc., NY. ISBN 0-471-46579-8. This book is available at the University of Arkansas Store.

COURSE FORMAT (SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION):

Lectures: Class meets Monday and Wednesday from 9:40-10:30 am in AGRI 0301A. **Attendance is mandatory.** The lecture PowerPoint presentation will be posted in Blackboard after each class period for further review. A 10-point quiz will be administered on Monday mornings at the beginning of class, starting Monday, January 24th, 2022, and continuing throughout the semester, covering material from the previous week.

Laboratories: Lab meets on Tuesday in Rosen 110. **Attendance is mandatory.** A substantial amount of the information and knowledge gained in this course will be acquired through laboratory exercises, experiments, and demonstrations. Students learn by seeing and doing. We will plant seed, investigate light effects and propagation methods, conduct nutrition studies, care for our seedlings and plants, and generally completely make use of the facilities at the Rosen Alternative Pest Control Center (APC). You will be responsible for a semester-long Native Seed Project (NSP) managing the planting, germination, development, and growth of native seeds, with the Discussion Board option in Blackboard being utilized weekly to document the progression of the NSP (65 points); 2 (two) 25-point lab reports; and 1 (one) student presentation (25 points). Additionally, a vocabulary quiz worth 10 points (5 points for vocab, 5 points for attendance) will be administered at the beginning of each lab period. Vocabulary Lists are posted in your lab section in Blackboard, comprised of ten vocab terms/list. Vocab quizzes will consist of 5/10 terms, plus attendance points.

NO MAKE-UP QUIZZES!

Come to lab prepared, knowing that you will get your hands and clothes dirty!

ATTENDANCE:

Please read this section carefully and contact me if you do not understand, or if there is an issue. Regular and punctual attendance has been shown to be a key factor in student success. Attendance and participation are expected and required for all class periods, with 20 points per week tied directly to attendance (5 points/day in lecture, 10 points/day lab). **UNIVERSITY OF ARKANSAS COVID-19 MASKING GUIDELINES WILL BE FOLLOWED IN LECTURE AND LAB. Please review the following statement:** *You must wear a mask while in class for your protection and for the protection of those around you. Masks must be properly worn, over your nose and mouth, at all times especially when entering and leaving the classroom. If you do not have a mask, please let me know, and a mask will be provided for you.*

ASSIGNMENTS:

All assignments are due on the assigned date, regardless of class attendance, class cancellation, or inclement weather closing. Extenuating circumstances will be taken into consideration, with instructions provided by the Instructor if weather conditions prohibit in-person submissions. Discussion Board assignments will be managed via Blackboard. Laboratory Reports should be written as Word Documents, following the instructions and rubric posted in Blackboard.

MISSED CLASSES:

Students attending a University-sanctioned event such as a conference or competition should see me as soon as possible with the dates of classes that will be missed. These absences will be excused. If you will knowingly be missing class for any other reason (family emergency, car issues, sickness, etc.) please let me know ahead of time by email. Absences will be excused in case of sickness, **when a doctor's note is provided**. Other extenuating circumstances will be taken into consideration on a case-by-case basis.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you need an accommodation due to a disability, please plan to discuss this with me during the first week of class, or as soon as possible upon diagnosis. Students must be registered with the Center for Educational Access (<http://cea.uark.edu/>); 479-575-3104; 209 Arkansas Union; ada@uark.edu and deliver an official Accommodation Letter from the Center for Educational Access for accommodations.

LECTURE GRADE:

- | | |
|--|-------------------|
| • Attendance (5 points/lecture) | 130 points |
| • Quizzes (10 points/week) | 130 points |
| • Discussion Board Assignments | 35 points |
| • Three (3) unit exams (100 points per exam) | 300 points |
| • Final Exam (200 points) | 200 points |
| • TOTAL = | 795 points |

LABORATORY GRADE:

- | | |
|---|-------------------|
| • Lab – Attendance/Vocab Quiz (10 points per lab) | 120 points |
| • Native Seed Project | 65 points |
| • Lab Reports (25 points each) | 50 points |
| • Student Presentation | 25 points |
| • TOTAL = | 260 points |

GRAND TOTAL = 1055 POINTS*

***Final Point Total is dependent on number of actual lecture periods and other extenuating circumstances.**

Percentage Letter Grade

- 100-90 A
- 80-89 B
- 70-79 C
- 60-69 D
- <60 F

Examination Format (Subject to change at Instructor's Discretion):

Exams will be administered during class periods in a paper format. Exam dates are posted on the course schedule. The Final Exam is **Monday, May 9, 2022 from 10:15-12:15.**

Makeups: No makeup exams will be given, with these exceptions:

- students traveling on official university business excused in advance
- students who have a documented illness, with communication from the attending physician (or facility) required

Exams will be available for makeup for only one week after the original exam date, excluding the Final Exam.

CLASS COMMUNICATION:

Outside of class, the instructor will communicate with students via Blackboard Announcements (found on the POH BB homepage), which feeds directly to student email. Students are expected to check their email daily. Students will be given additional information regarding lectures, labs, assignments, and study assistance through Blackboard Announcements.

ACADEMIC HONESTY:

I am committed to the principles of academic honesty and I expect each student in my class to maintain a high level of academic integrity as well. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom. Each University of Arkansas student is required to be familiar with and abide by the University's *Academic Integrity Policy* which may be found at <http://provost.uark.edu>. Students with questions about how these policies may apply to a particular course or assignment should immediately contact the instructor.

INCLEMENT WEATHER POLICY:

If **the UA is closed** due to inclement weather this class **will not meet**.

EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL** – 9-1-1
- **AVOID** – if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY** – Barricade the door with desks, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND** – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Principles of Horticulture Spring 2022 Lecture Schedule:

Unit	Date	Lecture Topic
Unit 1 – Horticulture Biology	Wed, Jan. 19	Syllabus and Hello
Unit 1 – Horticulture Biology	Mon, Jan 24	What is Hort/Intro to Native Plants
Unit 1 – Horticulture Biology	Wed, Jan 26	Plant Classification
Unit 1 – Horticulture Biology	Mon, Jan 31	Plant Structure 1: Cells, Tissues, and Wood
Unit 1 – Horticulture Biology	Wed, Feb 2	Plant Structure 2: Roots, Stems, Leaves, Flowers, Fruit
Unit 1 – Horticulture Biology	Mon, Feb 7	Plant Structure 2: Roots, Stems, Leaves, Flowers, Fruit
Unit 1 – Horticulture Biology	Wed, Feb 9	Plant Physiology
Unit 1 – Horticulture Biology	Mon, Feb 14	Plant Growth and Development
Unit 1 – Horticulture Biology	Wed, Feb 16	Plant Genotype
Unit 1 – Horticulture Biology	Mon, Feb 21	Plant Breeding/Molecular Biology
Unit 1 – Horticulture Biology	Wed, Feb 23	Dormancy, Hardening off, Vernalization
Unit 1 – Horticulture Biology	Mon, Feb 28	EXAM 1
Unit 2 – Ambient Environment	Wed, Mar 2	Light
Unit 2 – Ambient Environment	Mon, Mar 7	Photosynthesis
Unit 2 – Ambient Environment	Wed, Mar 9	Soils
Unit 2 – Ambient Environment	Mon, Mar 14	Climate and Temperature
Unit 2 – Ambient Environment	Wed, Mar 16	Water
Unit 2 – Ambient Environment	Mon, Mar 21	SPRING BREAK
Unit 2 – Ambient Environment	Wed, Mar 23	SPRING BREAK
Unit 2 – Ambient Environment	Mon, Mar 28	Nutrition and PGR's
Unit 2 – Ambient Environment	Wed, Mar 30	EXAM 2
Unit 3 – Practical Horticulture	Mon, Apr 4	Vegetable Production
Unit 3 – Practical Horticulture	Wed, Apr 6	Fruit Production
Unit 3 – Practical Horticulture	Mon, Apr 11	Pollinators
Unit 3 – Practical Horticulture	Wed, Apr 13	Ornamentals
Unit 3 – Practical Horticulture	Mon, Apr 18	Controlled Environments
Unit 3 – Practical Horticulture	Wed, Apr 20	Hydroponics
Unit 3 – Practical Horticulture	Mon, Apr 25	Invasive Plants
Unit 3 – Practical Horticulture	Wed, Apr 27	Turfgrass
Unit 3 – Practical Horticulture	Mon, May 2	Prairies
Unit 3 – Practical Horticulture	Wed, May 4	EXAM 3
	Mon, May 9	FINAL EXAM 10:15 – 12:15

Principles of Horticulture Lecture – Discussion Board Topics and Due Dates

Discussion Board Topic	Discussion Board Due Date
Introduction: What is Horticulture and why are you here?	1/23/22
Micro Lectures 1 & 2: <i>The Plant Cell and Cells Together</i>	2/6/22
Micro Lectures 3 & 4: <i>Basic Cell Types and Plant Tissues</i>	2/20/22
Micro Lecture 5: <i>Basic Plant Organs</i>	3/13/22
Micro Lecture 6: <i>Reproductive Organs</i>	4/10/22
TBD	4/24/22
Final Reflections	5/1/22

Principles of Horticulture Laboratory - Schedule

Date	Topic
Tues, Jan 18	Welcome; Rosen Rules and Scouting for pests
Tues, Jan 25	Introduction of Native Seed Project
Tues, Feb 1	Nutrition
Tues, Feb 8	Light Effects
Tues, Feb 15	Asexual Propagation
Tues, Feb 22	Substrates
Tues, Mar 1	Plant Identification
Tues, Mar 8	Field Trip – Appleseeds
Tues, Mar 22	SPRING BREAK
Tues, Mar 29	
Tues, Apr 5	Student Presentations
Tues, Apr 12	Student Presentations
Tues, Apr 19	Field Trip – Prairie

AGEC 1103 - Principles of Agricultural Microeconomics

Meeting Times: MWF 9:40 am - 10:30 am

Meeting Location: Poultry Science Auditorium A211

Instructor: Dr. Nathan Kemper
AGRI 227
479-575-2697
nkemper@uark.edu (preferred method of contact)

Office Hours: The best way to reach me directly is e-mail. I try to answer e-mails within 24 - 48 hours. I have an open door policy so you can stop by if you have questions but appointments are always appreciated. Use UASuccess or email me for an appointment. Office hours:

Monday and Wednesday 1 – 3:00 pm
Tuesday and Thursday 9 am – noon

Teaching Assistant: Brock Daniels (email: bcdaniel@uark.edu)

Prerequisites: Math 1203 or equivalent. Students are expected to be able to perform basic arithmetic, algebra, and geometry.

Course Summary: This course will use a fresh approach to Microeconomics using real data to tackle real issues, helping you take economics beyond the classroom. We will use practical content, including *Evidence-based Economics* features in each chapter that explore real-world scenarios to give you the knowledge you need to apply economic principles to guide the decisions in your own lives. The course will provide you with an understanding of economics - both how to use it in your everyday life and how economists make use of the main principles to test theory, speak to policymakers, and find facts.

Required Technology: We will be using Blackboard and MyEconLab for this course. Materials for this course including syllabus, homework, class notes, test reviews and links to suggested reading materials can be found on Blackboard. You can reach Blackboard at <http://learn.uark.edu>.

Required Textbook: Our textbook for the course is: Microeconomics w/ MyEconLab by Acemoglu, Laibson, and List, 2nd edition.

IMPORTANT: You must have a MyEconLab license in order to complete the assignments for the course.

Course Promises:

You will become familiar with the intuition underlying the cornerstones of economics: how incentives affect behavior (individual optimization), demand and supply, and equilibrium. You will be exposed to current microeconomic research to connect this economic intuition to *real-world* evidence. After successful completion of this course, you will possess a range of skills enabling you to understand economic concepts and to use those concepts to analyze specific questions in your life.

By the end of this course, you will develop the skills required to:

1. Use supply and demand diagrams to analyze the impact of overall changes in supply and demand on price and quantity
2. Analyze the behavior of firms four major market structures in the short-run and the long-run
3. Calculate producer and consumer surplus and societal welfare
4. Calculate elasticity of demand and use the concept to predict the response of consumers to changes in price
5. Use economic tools to analyze economic policies

Grading:

According to the UA instructions for reporting final grades, they generally will reflect the following:

- A – Outstanding achievement (90%+)
- B – Good achievement (80%+)
- C – Average achievement (70%+)
- D – Poor, but passing work (60%+)
- F – Failure, given for unsatisfactory work (any grade below 60%)

Grade breakdown:

Problem Sets	200	points
Quizzes	200	points
Exam 1	100	points
Exam 2	100	points
Final Exam	100	points
Total	700	points

Assignments:

One (1) getting started problem set and thirteen (13) chapter problem sets will be assigned during the semester and must be completed using Pearson MyEconLab. All homework due dates and times are posted on the course schedule and on MyEconLab. Students have two (2) attempts per question on each problem set.

LATE ASSIGNMENTS POLICY: Assignments submitted after the due date will be assessed a late submission penalty of 25% per day from the final score. Assignments submitted more than four (4) days late will be awarded zero (0) points. No exceptions.

Quizzes: Thirteen (13) chapter quizzes will be assigned during the semester and must be completed using Pearson MyEconLab. Students' three (3) lowest quiz scores will automatically be dropped at the end of the semester for an effective total of ten (10) quiz scores. All quiz due dates and times are posted on the course schedule and on MyEconLab. Students have one (1) attempt and each quiz is timed at 30 minutes.

LATE QUIZZES POLICY: Quizzes submitted after the due date will be assessed a late submission penalty of 25% per day from the final score. Quizzes submitted more than four (4) days late will be awarded zero (0) points. No exceptions.

Exams: Please bring a #2 pencil and a green scantron form No. 882-E to all exams. Calculators will be provided. There will be two (2) semester exams worth 100 points each and one (1) comprehensive final exam worth 100 points. Make up exams will not be permitted without prior arrangement due to an excused absence.

Final Exam Schedule: Our final exam is scheduled according to the University Final Exam schedule: **Wednesday, December 18, 2019 from 10:15 AM to 12:15 PM**

Class Attendance: Attendance is mandatory. There may be times, however, when illness, family crises, or university sponsored activities force a student to be absent from class. In these situations, the student is responsible for making timely arrangements with the instructor. Such arrangements should be made in writing and prior to the absence, when possible.
If attendance becomes an issue, quizzes may be given unannounced and in-class to only students attending.

Disabilities: If you need to request reasonable accommodations for this class due to a disability, you must first register with the Center for Educational Access (CAE) and see me during my office hours to discuss options.

Academic Dishonesty: "Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Inclement Weather: If the University is open, we will have class. As the instructor, I reserve the right to cancel class due to inclement weather. Students will be notified by email and Blackboard if this is the case. Please use your best judgment before getting on the road. See UA Inclement Weather Policy at <http://emergency.uark.edu/inclement-weather/index.php>.

Emergency Procedures: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu>

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- CALL- 9-1-1
- AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Course Schedule: The schedule for class is attached on the following pages and available on Blackboard. The schedule is subject to change during the semester. The schedule should be referred to each time you logon to Blackboard.

COURSE SCHEDULE

Course Topic	Due Date	Points
Week 1 – August 26		
0. Get Started with MyEconLab		
1. The Principles and Practice of Economics		
Problem Set #0	09/03	5
Problem Set #1	09/03	15
Quiz #1	09/03	20
Week 2 – September 2		
2. Economic Methods and Economic Questions		
3. Optimization: Choosing the Best Economic Outcome		
Problem Set #2	09/08	15
Problem Set #3	09/08	15
Quiz #2	09/08	20
Quiz #3	09/08	20
Week 3 – September 9		
4. Demand, Supply, and Equilibrium		
Problem Set #4	09/15	15
Quiz #4	09/15	20
Week 4 – September 16		
5. Consumers and Incentives		
Problem Set #5	09/22	15
Quiz #5	09/22	20
Week 5 – September 23		
6. Sellers and Incentives		
Problem Set #6	09/29	15
Quiz #6	09/29	20
Week 6 – September 30		
7. Perfect Competition and the Invisible Hand		
Problem Set #7	10/06	15
Quiz #7	10/06	20
Week 7 – October 7		
In-class Exam Review (Monday)		
Exam 1 (Chapters 4 – 7)	10/09	100
<i>Wednesday October 9</i>		
Week 8 – October 14		
8. Trade		
Problem Set #8	10/20	15
Quiz #8	10/20	20
Week 9 – October 21		
9. Externalities and Public Goods		
Problem Set #9	10/27	15
Quiz #9	10/27	20
Week 10 – October 28		
10. The Government in the Economy: Taxation and Regulation		
Problem Set #10	11/03	15
Quiz #10	11/03	20

COURSE SCHEDULE

Week 11 – November 4		
11. Markets for the Factors of Production		
Problem Set #11	11/10	15
Quiz #11	11/10	20
Week 12 – November 11		
In-class Exam Review (Monday)		
Exam 2 (Chapters 8 – 11)	11/13	100
<i>Wednesday November 13</i>		
Week 13 – November 18		
12. Monopoly		
Problem Set #12	11/24	15
Quiz #12	11/24	20
Week 14 – November 25		
Thanksgiving Break		
Week 15 – December 2		
14. Monopolistic Competition and Oligopoly		
Problem Set #13	12/08	15
Quiz #13	12/08	20
Week 16 – December 9		
Final Exam Review		
<i>Final Exam – (Comprehensive Exam)</i>	<i>12/18</i>	<i>100</i>
<i>Wednesday December 18 from 10:15 AM - 12:15 PM</i>		

NOTE: *The instructor may alter the content of this schedule as deemed necessary or appropriate.*

ASTM 1613
Fundamentals of Agricultural Systems Technology (Fall 2021)

<p>Lecture: M, W, F; 9:40 - 10:30 a.m. 0306 Kimpel Hall</p> <p>Textbook: <i>Introduction to Agricultural Engineering Technology</i> (Field & Sollie; any edition - I use the 4th edition, so chapter and page numbers may differ.)</p> <p>Virtual/In-person Office Hours: 3:00 - 4:00 p.m. on Thursday or by appointment.</p>	<p>Instructor: Donald M. Johnson, University Professor E111B AFLS Building Fayetteville, AR 72701</p> <p>Contact Info: Email: dmjohnso@uark.edu 479-575-2039 (office) 479-790-8115 (cell)</p> <p>Graduate Assistant: Teddy Hood Email: gthood@uark.edu</p>
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Catalog Description:

Introduction to basic physical concepts important in mechanization of agriculture: units, dimensional analysis, work, torque, power, speed ratios, energy use, electricity, environmental control, and agricultural machinery.

Helpful Hints:

My "Top 10" suggestions for success in this class are: (1) attend and participate in each class meeting; (2) ask questions if you don't understand something; (3) take notes; (4) form a study group; (5) do the weekly homework early; (6) work the in-class practice problems for yourself; (7) study by doing the things you will be required to do on the exams; (8) apply the content to your everyday life; (9) take advantage of office hours; and (10) get adequate sleep.

COVID-19 Safety

While state law prohibits requiring COVID-19 vaccinations at this time, vaccinations, masks, and social distancing, to the extent possible, are strongly encouraged to protect against illness and/or transmission of COVID-19. **Current UA policy requires the wearing of masks over the mouth and nose inside all campus buildings and classrooms. This includes both students and faculty.**

Course Units and Objectives:

Upon successful completion of this course, you should be able to:

Unit I: Problem Solving and Applied Technology

1. Define agricultural systems technology, describe the major areas of the discipline, and describe career opportunities.
2. Describe commonly used problem-solving methods and correctly use appropriate method(s) to solve problems related to agricultural systems technology.
3. Construct basic electronic circuits and write a simple program to control circuit operation.
4. Identify and describe the simple machines and determine the actual and theoretical mechanical advantage and efficiency of simple and complex machines.
5. Define and calculate (using correct units) work, power, torque and horsepower and explain their relationships to force, distance and time.
6. Describe mechanical power trains and determine direction of rotation, speed, torque and horsepower at any point in the power train.
7. Describe basic principles of hydraulics and calculate hydraulic system output.

Unit II: Agricultural Power and Machinery Management

8. Identify the major components and describe the principles of operation of spark-ignition and compression-ignition internal combustion engines.
9. Define and calculate piston displacement; engine displacement; compression ratio; indicated, brake, friction, pto, and drawbar horsepower; and mechanical, volumetric and thermal efficiencies for given

internal combustion engines.

10. Estimate horsepower (bhp, pto or dbhp) available from a given tractor under specific use conditions.
11. Interpret OECD and Nebraska Tractor Test results.
12. Define and calculate machinery capacity and efficiency.
13. Determine tractor equipment systems required to complete field operations in a timely manner given specific conditions.
14. Calibrate commonly used application and seeding machines.
15. Explain “precision agriculture” concepts and components such as GPS, GIS and VRT.

Unit III: Land Measurement and Water Management

16. Accurately measure and/or calculate distances, angles and areas using accepted practices.
17. Describe the processes of differential and profile leveling and record a set of field notes for each.
18. Describe causes of soil erosion, methods of reducing erosion, and determine the rate of erosion using the Revised Universal Soil Loss Equation (RUSLE).
19. Describe major types of irrigation systems and make basic irrigation calculations.

Unit IV: Agricultural Structures and Electricity

20. Identify basic agricultural building types, structural components, and construction methods.
21. Calculate the heat flow through a building component given a description of the component's composition.
22. Describe principles of heating and ventilation of agricultural structures.
23. Define basic electrical terms and measure and/or calculate voltage, amperage, resistance, watts, kilowatts, kilowatt-hour, power factor, etc.
24. Describe electrical characteristics of series, parallel and series-parallel circuits.
25. Describe basic electric circuit components/requirements.

Student Assessment: Your grade in this class will be based on the following activities:

- Four (4) Hour Exams (50% of total grade)*
- One Comprehensive Final Exam, (20% of total grade)**
- Homework and In-Class Activities (30% of total grade)***
- Extra Credit Activity (2.5%)****

Total = 102.5%

*All hour **exams will consist of two sections**. Section one will be *closed-book* (approximately 30 - 40% of total points), and will deal with key concepts, definitions, understandings, etc. Section two (approximately 60-70% of total points), will emphasize the use of information to solve practical problems. On section two, you may prepare and use one 4” x 6” index card with formulas and other information you chose to include.

Exams must be completed on the scheduled date and time unless pre-approved by your instructor or an official university excuse is presented. Your total percentage score on the Final Exam will be used to replace any one Hour Exam score if doing so raises your exam average. Cell phones may not be used and must be stored during any exam.

The **comprehensive final exam will be given on the date and time scheduled in the university final exam schedule. You may use up to four 4” x 6” index cards on the note-card portion of the final exam.

*****Homework** will be posted to the course Blackboard site on Mondays and will be due before the beginning of class on the following Friday, unless otherwise announced. **Because homework and in-class assignments will be discussed in class and homework keys will be posted to the Blackboard site, no late assignments will be accepted, regardless of why the assignment is late. Each homework assignment is worth 10 points.** All homework must be submitted through the appropriate Blackboard submission link. Your homework percentage will be calculated as: [(Total HW Points Earned)/(Total Homework Points Possible – 20 Points) x 100]. You may work with other students in completing the homework assignments; however, you must do your own work – merely copying or rewording another student’s answers is a violation of the UA Academic Honesty Policy.

****You have the opportunity to complete one of two **extra credit** activities. Completing either activity earns 2.5% “extra credit points” that will be added to your average at the end of the semester. (So, for example, if you do an activity and your average is 87.5%, you will have a 90% final average.) Here are the two extra credit activities:

- Participate in a voluntary “Technology Learning Project.” Your participation in this project will consist of completing two surveys before and after learning about a specific technology taught as a normal part of this class. All activities should occur during normally scheduled class periods.
- Write a 3-5 page (double-spaced, 1-inch margins, 12-point Times New Roman font) formal paper on a “new or emerging” technology related to this course. Paper topics must be approved in advance. Due by 5:00 p.m. on Wednesday, December 8th.

You may not earn additional extra credit points for doing both activities; no other extra credit assignments will be assigned or accepted.

Grades will be earned on the following basis: A = 90 - 100%; B = 80 - 89%; C = 70 – 79%; D = 60 – 69%; and F = < 60%. Standard rounding procedures will be used to calculate all final averages to the nearest whole digit.

Attendance: Under normal conditions I will be lecturing face-to-face in the classroom if you want to attend the face-to-face lecture. **If at all possible, I encourage you to attend each class session in person.** However, because the COVID-19 delta variant is increasing in our area, all lectures will be recorded and posted to the course Blackboard site. If you would like to view the class recording instead of attending the face-to-face lecture, please send an email directly to me at dmjohnso@uark.edu making this request. Please remember that I reserve the right to stop the viewing of recorded lectures and require face-to-face attendance at any time. **Unless you have sent me an email telling me that you will be viewing the videos instead of attending face-to-face, or you have an official university-excused absence, you will not receive credit for any in-class activity completed on any day you are not present in the face-to-face class.**

Academic Honesty: Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy. “Responsibility for understanding and adhering to the values of academic integrity, including being familiar with and complying with this policy, lies with individual students as members of the University community.” The policy and the sanction rubric may be found at Academic Integrity Policy (<http://honesty.uark.edu/policy/index.php>) and Integrity Sanction Rubric (<http://provost.uark.edu/246.php>). As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. All students are expected to comply with the standards of academic honesty. Any violations will be dealt with in the manner specified in the policy. If you have questions about how these policies apply to this course or to any assignment you should immediately contact me.

One specific point for clarification: Working with one or more students on homework assignments is permitted (in fact, it is encouraged!), but **copying another student’s work and submitting it as your work is not permitted and constitutes a violation of the Academic Integrity Code. On all exams, you should do your own independent work and neither receive help from nor aid another student on any part of the exam.**

Cell Phones and other Electronic Devices: As a courtesy to classmates, please set your cell phone (or similar device) to “silent” mode prior to class. No cell phone, electronic tablet, or computer use is permitted during exams. Cell phones, electronic tablets, or computers may not be used as calculators during exams.

Center for Learning and Student Success (CLASS+) website: class.uark.edu +Tutoring, +Writing Support, +Supplemental Instruction, +Academic Coaching

Educational Accommodation(s): Students registered with the UA Center for Educational Access should present the appropriate paperwork to the instructor during the first week of classes so that all reasonable accommodations can be made in a timely manner.

Inclement Weather: Class will meet at its regularly scheduled time if the University is open.

Email and Announcements: In this class our official mode of communication is through uark.edu email and announcements on the Course Blackboard site. Students are responsible for checking their UARK accounts and the announcement page regularly.

Tentative Course Calendar (Any Significant Changes will be Announced in Class)

Week and Dates	Topic	Chapter Reading
1 - August 23, 25, 27	Introduction and Problem Solving in Ag Systems	1, 2
2 - Aug. 30*, September 1, 3	Introduction to Electronics (with Extra Credit Opportunity)	
3 - Sept. 8, 10	Technical Concepts; Simple Machines	3, 4
4 - Sept 13, 15, 17	Complex Machines; Mechanical Power Transmission	4, 6
5 - Sept 20, 22, 24	Fluid Power Transmission; EXAM 1	6
6 - Sept 27, 29, October 1	I.C. Engine Operating Principles; Tractors and Power Units	5, 7
7 - Oct. 4, 6, 7	Tractor and Engine Efficiency; Machinery Selection and Efficiency	7, 9
8 - Oct. 11, 13, 15	Machinery Calibration; Precision Agriculture	8, 29
9 - Oct. 18 , 20, 22	EXAM 2 ; Land Surveying: Distances, Angles and Areas	12, 13
10 - Oct. 27, 29	Differential Leveling	15
11 - November 1, 3, 5	Profile Leveling	15
12 - Nov, 8, 10, 12	Erosion and Erosion Control; Irrigation	18, 19
13 - Nov. 15 , 17, 19	EXAM 3 ; Agricultural Structures	24
14 - Nov. 22,	Insulation and Heat Flow; Building Heating/Cooling	22, 23
15 - Nov. 29, December 1, 3	Basic Electrical Principles, Circuits and Measurement	25, 26
16 - Dec. 6 , 8	EXAM 4 ; Course Wrap-up, Review and Evaluation	
17 - Monday, Dec 13 (10:15 a.m. - 12:15 p.m.)	Comprehensive Final Exam	

*Class on Monday, August 30 will be remote via Zoom. Anticipated Exam dates are **bolded**.

Other Important Dates

September 3 - Last day to drop a class without a "W" or change from credit to audit.

October 25 - 26 - Fall Break - No Classes

November 19 - Last day to drop a full-semester class with a "W."

November 24 - 26 - Thanksgiving Holiday

December 9th - Last day of classes for fall semester

Specific Information IF the University Transitions to Remote Instruction During the Semester

In the event of a transition to remote instruction during the semester, we will use Zoom (in Blackboard) for synchronous (“real time”) class meetings. Meeting times and dates will be 9:40 - 10:30 a.m. on M, W, and F. You may choose to use Zoom on your mobile device (phone or tablet). **Things to Know About Using Zoom for class meetings:**

- You must sign in to the Zoom session by 9:40 a.m. to be on time for class. Note: The Zoom link will open at 9:30 a.m. on M, W, and F if you want to come early and visit or just make sure you have a good connection.
- All Zoom sessions will be recorded and the recordings will be posted and available to students on Blackboard.
- Please contact the IT Help Desk at help.uark.edu or 479-575-2905 if you have any technical issues accessing Zoom or other IT problems.
- In any case where widespread connectivity issues prevent us from meeting at our scheduled time, an asynchronous (not “real time”) lesson will be posted to Blackboard and an announcement will be posted and an email sent to all students when the lesson posts to Blackboard. If a scheduled class session does not begin by 9:50 a.m., assume the class will not meet live that day and be on the lookout for the announcement and email.

A few Zoom classroom etiquette pointers:

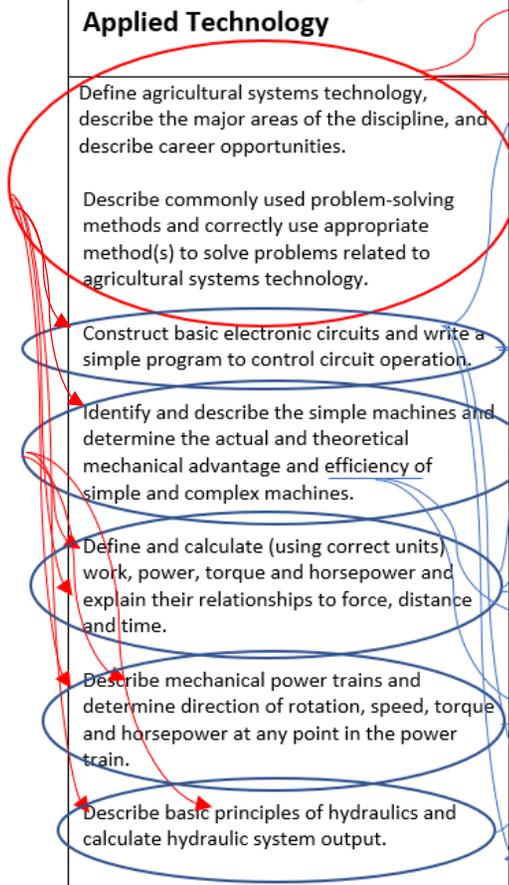
- If at all possible, please find a quiet and private space where you can participate in class.
- If you have sufficient Wi-Fi access and feel comfortable doing so, please leave your camera “on” during class sessions. This will feel more like a regular class if we can all see each other. **(For those times when you cannot have your camera “on,” please add a photo of yourself to your Zoom profile.)**
- Please mute your microphone when not speaking. This will cut down on background noise for all of us.
- Please use the Zoom “hand raising feature” to signal that you have a comment or question and wait to be recognized. This will prevent us from talking over each other.
- On occasion you may be asked to “share your screen” with the class. So, please carefully consider what you have open on your computer!
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.

If we go remote, lecture recordings will be posted in Blackboard and accessible to students for review if you need additional review or were unable to attend a class session. **Please note, that attendance at the synchronous sessions is expected unless you have a valid excuse. Synchronous attendance is required in order to earn credit for any in-class assignment during a specific class meeting.**

Access to a reliable device and Internet connection are required if we go remote. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or WI-FI hotspot.

(Partial) Concept Connections in ASTM 1613

Unit I: Problem Solving and Applied Technology	Unit II: Agricultural Power and Machinery Management	Unit III: Land Measurement and Water Management	Unit IV: Agricultural Structures and Electricity
<p>Define agricultural systems technology, describe the major areas of the discipline, and describe career opportunities.</p> <p>Describe commonly used problem-solving methods and correctly use appropriate method(s) to solve problems related to agricultural systems technology.</p> <p>Construct basic electronic circuits and write a simple program to control circuit operation.</p> <p>Identify and describe the simple machines and determine the actual and theoretical mechanical advantage and efficiency of simple and complex machines.</p> <p>Define and calculate (using correct units) work, power, torque and horsepower and explain their relationships to force, distance and time.</p> <p>Describe mechanical power trains and determine direction of rotation, speed, torque and horsepower at any point in the power train.</p> <p>Describe basic principles of hydraulics and calculate hydraulic system output.</p>	<p>Identify the major components and describe the principles of operation of spark-ignition and compression-ignition internal combustion engines.</p> <p>Define and calculate piston displacement; engine displacement; compression ratio; indicated, brake, friction, pto, and drawbar horsepower; and mechanical, volumetric and thermal efficiencies for given internal combustion engines.</p> <p>Estimate horsepower (bhp, pto or dbhp) available from a given tractor under specific use conditions.</p> <p>Interpret OECD and Nebraska Tractor Test results.</p> <p>Define and calculate machinery capacity and efficiency.</p> <p>Determine tractor equipment systems required to complete field operations in a timely manner given specific conditions.</p> <p>Calibrate commonly used application and seeding machines.</p> <p>Explain "precision agriculture" concepts and components such as GPS, GIS and VRT.</p>	<p>Accurately measure and/or calculate distances, angles and areas using accepted practices.</p> <p>Describe the processes of differential and profile leveling and record a set of field notes for each.</p> <p>Describe causes of soil erosion, methods of reducing erosion, and determine the rate of erosion using the Revised Universal Soil Loss Equation (RUSLE).</p> <p>Describe major types of irrigation systems and make basic irrigation calculations.</p>	<p>Identify basic agricultural building types, structural components, and construction methods.</p> <p>Calculate the heat flow through a building component given a description of the component's composition.</p> <p>Describe principles of heating and ventilation of agricultural structures.</p> <p>Define basic electrical terms and measure and/or calculate voltage, amperage, resistance, watts, kilowatts, kilowatt-hour, power factor, etc.</p> <p>Describe electrical characteristics of series, parallel and series-parallel circuits.</p> <p>Describe basic electric circuit components/requirements.</p>



Instructor

Catherine W. Shoulders, Associate Professor
E111A AFLS Building; Fayetteville, AR 72701-1201
Voice (479) 575-2037; Fax (479) 575-2610; E-mail cshoulde@uark.edu
Office Hours: by appointment

*Class meets from 9:40am to 10:30am on M **REMOTELY on Teams** and W in AFLS D029*

Purpose

To supply students with the necessary information and skills to select and apply appropriate teaching techniques, curricula, resources, and assessment strategies when designing a course in career and technical education.

Course Essential Questions and Objectives

1. How does location affect a CTE program?
Objective 1: Identify the factors of a community that influence a CTE program.
Objective 2: Evaluate the success of various programmatic practices within specific communities.
2. How should content be organized to best affect student learning?
Objective 3: Identify necessary components of syllabi, curriculum maps, unit plans, and lesson plans.
Objective 4: Evaluate the relationship between curriculum maps, unit plans, and lesson plans.
3. How can I know if my students know the content?
Objective 5: Explain the purpose of assessment.
Objective 6: Identify best practices within formative and summative assessment.

Course Assignments

Assignment	Objective	Points
Attendance/Participation	All	75
School and Community Evaluation	1, 2	25
Syllabus Evaluation	3	25
Curriculum Map Sample	3	25
Unit Plan Sample	3	25
Lesson Plan Sample	3	25
Assessment Evaluation	5, 6	25
Reminder to Self – Proper Planning Memo	4	25
Final Exam	All	100
Total		350

Assignment Summaries

Attendance/Participation

You are expected to be present and actively participate in class discussions. Attendance points will be allocated for both being physically present and mentally engaged, as observed via active participation in class discussions, lectures, and activities.

Assignments

You will select a community in Arkansas based on where you would like to student teach (must be approved by Dr. Shoulders). This community will be the target location for each of your assignments.

1. School and Community Evaluation

Consider a television show or movie that includes a high school setting. Using all available resources and your own creative intuition, determine the town and state in which the school resides. You will evaluate the components of the community's school SBAE program and their alignment with community traits. You should evaluate: (a) school enrollment and demographic data; (b) school grade and standardized test results; (c) city/school zone demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural/technology statistics; (h) the teaching load of the existing teacher; and (i) teaching facilities/resources available to the program. Most critical to this evaluation are the implications – how do you see these community traits influencing the school and students (these are likely characters in the show)? How do you think the SBAE teachers in the school can use this information to best teach their students?

2. Syllabus Evaluation

You will conduct an evaluation of a syllabus given to you in any class you've had. Include in your evaluation analysis of the following aspects and how they can influence student behavior and class culture: (a) course title; (b) contact information; (c) program mission statement and guiding principles; (d) course description; (e) intra-curricular expectations (ex – clubs, work hours, etc.); (f) assignments; (g) grading and evaluation; and (h) classroom management policies.

3. Curriculum Map Sample

Using a template provided in class, you will create a sample curriculum map that will be used as a guide for future curriculum map development assignments.

4. Unit Plan Sample

Using a template provided in class, you will create a sample unit plan that will be used as a guide for future unit plan assignments.

5. Lesson Plan Sample

Using a template provided in class, you will create a sample lesson plan that will be used as a guide in the development of future lesson plans.

6. Assessment Evaluation

You will evaluate one assessment given to you in any class you've had. Include in your evaluation an analysis of the alignment between learning objectives, learning activities, and assessment questions, as well as the ability of the assessment to provide useful feedback for students and teachers.

7. Reminder to Self – Proper Planning Memo

You will create a memo for you future self, detailing the importance of creating aligning syllabi, unit plans, lesson plans, and assessments. Your memo should discuss the relationship between each of the components.

Grading Scale

A	93 - 100%	C	73 - 76%
B	83 - 86%		

D

63 - 66%

F

< 60%

Class Attendance

Please note that attendance is linked to the grading system. Students are encouraged to attend every class period. If at all possible, please let your instructor know if you are going to be absent in advance. Assignments may be made-up for absences outlined in the University Student Manual. See the official student rules for clarification of excused absences. You are paying for the classes taken at the University of Arkansas. It is your choice to attend or not. Students are responsible for obtaining missed lecture notes and other information, such as announcements and assignment due dates, from their colleagues in the course.

Late Assignments

Late assignments will be accepted up to three week days after the original due date. Grades on late papers will be lowered by 10 percent for every weekday the assignment is late. Assignments not submitted within three weekdays will receive a zero. No late assignments will be received after the last day of class.

Americans with Disabilities Policy

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any communications field plagiarism harms the profession as a whole.

Students are required to comply with all University policies regarding scholastic dishonesty and other issues outlined in the official student rules. Your work on individual assignments and exams must be your own work, but collaborative learning with peers is encouraged in group projects. Appropriate citations for sources used in written assignments are required.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

Copyrights

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Inclement Weather Policy

In the event of extremely hazardous weather, the University may announce that the inclement weather policy is in effect. You may call 575-7000 after 5:00 a.m. for announcements. Announcements are also made on the KAUF Radio (91.3 FM) as well as local radio and television stations. Our class will follow the policies of the university.

Syllabus Content and Schedule Changes

The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class.

Course Calendar

Dates	Topics / Learning Experiences	Due
Jan 11 M	Course Orientation	
Jan 13 W	Important Components of a Community and Developing a Community Profile	
Jan 20 W	Curriculum Standards and Frameworks	
Jan 25 M	How to use Curriculum Standards and Frameworks	School and Community Evaluation
Jan 27 W	Educational Essential Questions	
Feb 1 M	Practice with Essential Questions	
Feb 3 W	Educational Objectives	
Feb 8 M	Practice with Objectives	
Feb 10 W	Developing a Course Syllabus	
Feb 15 M	Practice with Syllabi	
Feb 17 W	Introduction to Unit Planning	Syllabus Evaluation
Feb 22 M	NO CLASS	
Feb 24 W	Practice with Unit Planning	Curriculum

		Map Sample
Mar 1 M	Introduction to Assessing Student Learning	
Mar 3 W	Designing Assessments for the Unit	Unit Plan Sample
Mar 8 M	Assessment Methods - Tests	
Mar 10 W	Designing Test Questions	
Mar 15 M	Practice with Test Questions	
Mar 17 W	Assessment Methods - Rubrics	
Mar 22 M	Practice with Rubrics	
Mar 24 W	Assessment Methods – Lab Settings	
Mar 29 M	Introduction to Lesson Planning	Assessment Evaluation
Mar 31 W	Interest Approaches	
Apr 5 M	Methods of Instruction – Teacher-centered approaches (lecture, demonstration, socratic questioning)	
Apr 7 W	Methods of Instruction – Student-centered approaches (experiential learning, SSI-bi, problem solving)	
Apr 12 M	Differentiating Instruction – within the lesson and among students	
Apr 14 W	Formative and Summative Evaluation	
Apr 19 M	Lesson Plan Supplementals – handouts, ppts, and other materials	
Apr 21 W	Analyzing Test Data	Lesson Plan Sample
Apr 26 M	Modifying Instruction based on Assessment	Reminder to Self – Proper Planning Memo
Apr 28 W	Flex Day	
May 5, 10:15am	Final Exam	

Instructor

Catherine W. Shoulders, Assistant Professor
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Voice (479) 575-2037; Fax (479) 575-2610; E-mail cshoulde@uark.edu
Office Hours: Tu 1:00pm-3:00pm, or by appointment
Class meets: T, 11:00am-12:15pm, HOEC 106

Purpose

To supply students with opportunities to apply skills in creating curricula, lesson plans, and assessment strategies for courses in career and technical education. Materials created as a result of this course will apply principles learned in AGED 3162, and will align with anticipated courses to be taught by the student during his/her teaching internship.

Course Essential Questions and Objectives

1. How does location affect a CTE program?
Objective 1: Develop a school and community profile.
2. How should content be organized to best affect student learning?
Objective 2: Create curriculum maps for each course to be taught.
Objective 3: Create a course syllabus for each course to be taught.
Objective 4: Develop unit plans for at least one unit in each course to be taught.
Objective 5: Develop lesson plans for each day in at least one unit in each course to be taught.
3. How can I know if my students know the content?
Objective 6: Create formative and summative assessments for each lesson and unit created.

Course Assignments

Assignment	Objective	Due Date	Points
Attendance/Participation	All	Throughout	75
School and Community Profile	1	Sep 10	100
Course Syllabi	3	Oct 8	100
Curriculum Maps	2	Sep 24	100
Unit Plans	4	Oct 29	200
Lesson Plans	5	Nov 26	100
Unit Tests	6	Nov 12	75
Alternative Assessment Tools	6	Nov 12	75
Course Portfolios	All	Dec 3	75
Total			900

Assignment Summaries

Attendance/Participation

You are expected to be present and actively participate in class discussions. Participation includes reading peers' assignments and providing constructive feedback during peer critiques on assigned work days, as indicated on the calendar.

Assignments

All assignments will be created for use during your internship semester.

1. School and Community Profile

Using all available resources, you will develop a profile for your school and its community that can be used to assist in the curriculum development process. This profile will be the foundation upon which all future assignments will be built. The profile should contain: (a) school enrollment and demographic data; (b) school grade and standardized test results; (c) city/school zone demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural/technology statistics; (h) the teaching load of the existing teacher; and (i) teaching facilities/resources available to the program.

2. Course Syllabi

You will create a syllabus for each course (3-4 courses total) from one of the career pathway programs identified in your site school. Include: (a) course title; (b) your contact information; (c) your program mission statement and guiding principles; (d) course description; (e) intra-curricular expectations (ex – clubs, work hours, etc.); (f) assignments; (g) grading and evaluation; and (h) classroom management policies.

3. Curriculum Maps

For each course you created a syllabus for (3-4 courses total) use course frameworks to develop a curriculum map by breaking the course into logical units, designating the number of days for each unit, and designating the order that the units would be taught (calendar). Provide a written summary that explains why you chose to plan things this way. Assume that there are 180 days in the school year and that 15 days will be allocated for miscellaneous school activities (testing, assemblies, etc.). Thus, you have 165 instructional days to use.

4. Unit Plans

For each course you have a syllabus for, you will create a minimum of one unit plan. Using the criteria provided in class, you will create a plan that includes: (a) unit title; (b) framework standards; (c) assignments; (d) essential questions and objectives; (e) facilities used; and (f) a learning plan with the content to be taught for each essential question and objective.

5. Lesson Plans

For each unit developed, you will create each day's lesson plan using the template provided in class.

6. Assessments

a. Unit Test

You will create a written Unit Test for the content in the Unit Plan you submitted. The Unit Test should be comprehensive enough to effectively assess student learning of the entire unit. Based on the criteria presented in class, you are required to use multiple types of questions that address the understandings and essential questions you created for the unit. The test must be linked to your curriculum frameworks as well as explain how it measures your student learning.

b. Alternative Assessment Tool

You will create an alternative assessment tool (rubric) to assess student learning of a portion of the content included in your Unit Plan. The rubric should follow criteria presented in class.

8. Course Portfolios

Each portfolio will contain all of the assignments submitted during this course for each course you're going to teach. All of the assignments should be updated based on the comments and reviews received on the assignment grading rubric.

Students are also required to complete the Arkansas Child Maltreatment Reporter Training in order to be placed at an internship site. Training can be completed at <https://ar.mandatedreporter.org>. Certificate of completion should be printed and delivered to the instructor by the last day of class.

Grading Scale

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	< 60%

Class Attendance

Please note that attendance is linked to the grading system. Students are encouraged to attend every class period. If at all possible, please let your instructor know if you are going to be absent in advance. Assignments may be made-up for absences outlined in the University Student Manual. See the official student rules for clarification of excused absences. You are paying for the classes taken at the University of Arkansas. It is your choice to attend or not. I will not, however, be providing class notes and lectures unless the absence is excused. Students are responsible for obtaining missed lecture notes and other information, such as announcements and assignment due dates, from their colleagues in the course.

Late Assignments

Late assignments will be accepted up to three week days after the original due date. Grades on late papers will be lowered by 10 percent for every weekday the assignment is late. Assignments not submitted within three weekdays will receive a zero. No late assignments will be received after the last day of class.

Americans with Disabilities Policy

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any communications field plagiarism harms the profession as a whole.

Students are required to comply with all University policies regarding scholastic dishonesty and other issues outlined in the official student rules. Your work on individual assignments and exams must be your own work, but collaborative learning with peers is encouraged in group projects. Appropriate citations for sources used in written assignments are required.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University's ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

Copyrights

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Inclement Weather Policy

In the event of extremely hazardous weather, the University may announce that the inclement weather policy is in effect. You may call 575-7000 after 5:00 a.m. for announcements. Announcements are also made on the KAUF Radio (91.3 FM) as well as local radio and television stations. Our class will follow the policies of the university.

Syllabus Content and Schedule Changes

The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class.

Course Calendar

Dates	Topics / Learning Experiences	Due
Aug 27	Course Orientation	
Aug 29	Working with your mentor teacher	
Sep 3	School and Community Profile	
Sep 5	School and Community Profile	
Sep 10	Essential Questions and Objectives	School and Community Profile
Sep 12	Essential Questions and Objectives	
Sep 17	Curriculum Maps	
Sep 19	Curriculum Maps	
Sep 24	Syllabi	Curriculum Maps
Sep 26	Syllabi	
Oct 1	Unit Plans	
Oct 3	Unit Plans	Syllabi
Oct 8	Unit Plans	
Oct 10	Unit Plans	
Oct 15	Unit Plans	
Oct 17	Unit Plans	
Oct 22	FALL BREAK	
Oct 24	OTE Training and Applications	Unit Plans
Oct 29	Assessments	
Oct 31	NATIONAL FFA CONVENTION	
Nov 5	Assessments	
Nov 7	Assessments	
Nov 12	Lesson Plans	Assessments
Nov 14	Lesson Plans	
Nov 19	Lesson Plans	
Nov 21	Lesson Plans	
Nov 26	Lesson Plans	
Dec 3	Lesson Plans	
Dec 5	Lesson Plans	
Dec 10	Spring Block/Internship Expectations	Lesson Plans
Dec 12	NO CLASS	Course Portfolios

Introductory Animal Science

ANSC 1033

Instructors

Janeal Yancey, Ph.D.

479-575-4115

jws09@uark.edu

AFLS B107C

Office Hours

M, W, F

9:30-10:30

Jordan Shore

479-575-4380

jtshore@uark.edu

AFLS B110B

Office Hours

By appointment

Class Time

Monday, Wednesday, Friday

8:35 to 9:25 am

AFLS 0107E – Hembree Auditorium

Course Description

Students will be introduced to biological sciences associated with modern systems of care and management of livestock, equine, and companion animals. Foundation sciences include topics in genetics, nutrition, reproduction, and animal health. The importance of livestock, equine, and companion animals and their allied industries will also be discussed.

Recommended Text

Introduction to Animal Science; Global, Biological, Social, and Industry Perspectives (6th Edition), by *W. Stephen Damron*

Communication

*In this class our official mode of communication is through **uark.edu email**. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional.*

Student Learning Outcomes

After taking this class, students will:

1. Identify major organs of the digestive and reproductive systems and understand their functions, and compare different species.
2. Summarize basic principles of livestock, equine and companion animal behavior.
3. Define selected specie-specific terms for gender and maturity
4. Describe selected livestock breed types, disciplines and uses.
5. List the various sectors of the livestock and companion animal industries.
6. Know common diseases and management issues with different animal species and industries.

Course Schedule CONSIDER REMOVING DATES EXCEPT FOR EXAMS and breaks..

Day	Class Topics		
Aug 23	Intro to Animal Science	Nov 8	Swine Industry
Aug 25	Animal Uses	Nov 10	Swine Industry
Aug 27	Nutrition	Nov 12	Companion Animals
Aug 30	Nutrition	Nov 15	Aquaculture
Sept 1	Assessment – no in-person class	Nov 17	Companion Animals
Sept 3	Feeds – Dr. Kegley	Nov 19	EXAM 4
Sept 6	LABOR DAY – No class	Nov 22	Companion Animals
Sept 8		Nov 25-27	THANKSGIVING BREAK
Sept 10		Nov 29	Poultry Industry
Sept 13		Dec 1	Poultry Industry
Sept 15	EXAM 1	Dec 3	Llamoids/ Rabbits
Sept 17	GI Tracts -	Dec 6	Sustainability in Animal Agriculture
Sept 20	Animal Breeding	Dec 8	Review – catch up day
Sept 22	Genetics		
Sept 24	Reproduction -Jordan	FINAL EXAM Wednesday, Dec 15, 8:00 am	
Sept 27	Reproduction -Jordan		
Sept 29	Lactation -Jordan		
Oct 1	Meat Science		Biotechnology and Genetic engineering
Oct 4	Food Safety		
Oct 6	EXAM 2		
Oct 8	Equine Breeds/ Nomenclature		
Oct 11	Equine Industry		Animal Behavior
Oct 13	Equine Industry		Review – catch up day
Oct 15	Animal Health – Dr. Thomas		
Oct 19	Beef Industry		
Oct 21	Beef Industry	Schedule is tentative and may change during the semester. Large changes will be communicated via email.	
Oct 23	Beef Industry		
Oct 25	Fall Break		
Oct 27	EXAM 3		
Oct 29	Dairy Industry		
Nov 1	Dairy Industry		
Nov 3	Sheep and Goat Industry		
Nov 5	Sheep and Goat Industry		

Grading Policy

Final grades will be based on a weighted percentage of the following:

4 class exams (x 100 points each) =	400	A = 90 – 100%
1 final comprehensive exam =	100	B = 80 – 89%
<u>10 homework or pop quiz assignments =</u>	<u>100</u>	C = 70 – 79%
Total =	600	D = 60 – 69%
		F = 59% and below

Students in the ANSC 1032 H (honors section) will have an additional 100 points. (Thus, 700 points total).

I will contact the students in 1033H via email for the extra requirements for that section.

A pop quiz may be administered throughout the duration of a class period, using the Turning Technologies Clicker Response System. The lowest two pop quiz or homework scores will be dropped at the end of the semester. There will be no opportunity to make up missed quizzes. Should you miss a quiz, for any reason, you may use that quiz as a “dropped” quiz.

ADD HOMEWORK ABOUT SYLLABUS and WRITING A POLITE EMAIL TO AN INSTRUCTOR.! Consider removing Pop Quizzes and Clicker questions. No dropping scores.

Homework will be submitted online via Blackboard, on the dates assigned with the Homework.

There will be no extra credit points offered or granted outside of the points stated in this syllabus.

Students who miss an examination due to any of the following reasons may take the makeup examination at ONE makeup period at the end of course. Those reasons are: 1) participation in an approved University function, 2) illness confirmed by a physician, or 3) special cases as approved by the instructor.

Attendance

Attendance is expected, and will be taken each day using Clicker Technology (see below). Attendance points will be added as bonus to upcoming exam grade.

1. 5 points – 100% attendance
2. 4 points – attendance >90%
3. 3 points - attendance >70%
4. 2 points - attendance > 50%
5. 1 point – 1% to 49% attendance

If students cannot be on campus due to COVID concerns or other concerns, they may attend remotely via ZOOM with instructor permission. Students should inform the instructor before class regarding their attendance.

ZOOM sessions will be available online for student review, but only those with permission may attend live.

Clicker technology

We will be using Turning Technologies Response Devices, otherwise known as “clickers”, for this class. If you have already purchased a clicker and registered it, then you do not need to purchase another clicker or need to register it again. If you purchase a new clicker at the University Bookstore it will include a five-year license for \$78.99. If you purchase a used clicker, or have a clicker that you purchased prior to Fall 2015, then you will need to purchase a Turning Account subscription card at the University Bookstore and apply that subscription to your account. Subscription cards can be purchased for \$60 for a 5-year subscription with a \$10 mail-in-rebate, or \$30 for a 1-year license with a mail-in-rebate.

The use of TurningPoint Mobile (previously known as ResponseWare) will be permitted for this class, and you are encouraged to utilize this software for remote communication during class time.

In order to **receive points** in your class when using a clicker, you must complete all of the following steps by **Wednesday, September 8:**

- **Purchase your clicker from the University Bookstore. They will have the correct model in stock.**
- **Create a Turning Account and register your clicker.**
- **Set your clicker to the correct channel for each class.**
- **While polling is open, press the button corresponding to the correct answer.**

Even if you have already registered your clicker, you should log into your Turning Account at <https://student.turningtechnologies.com/> and ensure that you have 3 checkmarks: one next to Subscriptions, one next to Response Devices, and one next to Learning Management System.

Academic Honestly Policy

- “Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself/herself or another by misrepresenting his/her, or another’s, work or by interfering with the completion, submission, or evaluation of work.” Please refer <http://provost.uark.edu/245.php>
- **Plagiarism and cheating are serious offenses and may be punishable by failure of an exam or class assignment, failure in the course, and (or) expulsion from the University of Arkansas.**
- These actions are considered cheating:
 - Looking at someone else’s exam for answers
 - Using your smart phone to find answers on exams when it’s not permitted
 - Telling others what material is on an exam when you don’t take it at the same time
 - Having others do your homework for you
 - Copying others’ homework
 - Using material from other people and presenting it as your own (plagiarism)
 - Using material from the internet and presenting it as your own (plagiarism)
- Regarding “Clickers”: Bringing a fellow student’s clicker to class is considered cheating and a violation of the Academic Integrity Code. If you are caught with a clicker other than your own or have points obtained during a class period that you did not attend, you will forfeit all clicker points and may face additional disciplinary action.

Inclement Weather Policy

The policy of the University of Arkansas is to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes based on whether conditions appear to be such as to allow students, faculty, and staff to safely reach campus. For information regarding whether the university is closed or an inclement weather day is declared, use the following sources: 1) see the inclement weather web site; 2) call 479-575-7000 or the university

switchboard at 575-2000 for recorded announcements about closings; 3) check voice mail for announcements; and 4) listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.

Special Needs Policy

Services, programs, and activities at the University of Arkansas are accessible to all students with special needs. The Center for Educational Access (CEA) serves as the central campus resource for helping students with disabilities obtain the accommodations they need for equal access to classroom activity. The CEA provides direct support for students with disabilities, and training and educational resources to the University community as a whole. The CEA is located in 104 ARKU (575-3104; ada@uark.edu), and the office is open between 8:00 am and 5:00 pm, Monday through Friday. Accommodations provided for students are based on individual needs; therefore, please notify the instructor if you have a disability(s) that require special accommodations.

Violence Policy

- In case of violent acts or an active shooter situation, remember CADD:
 - CALL 9-1-1 immediately
 - AVOID the situation directly. Leave the area and run to safety.
 - DENY access to your room. Lock doors, block windows, barricade yourself in
 - DEFEND yourself and those around you. Utilize objects of any size to distract and interrupt the violent act.

Remain as calm as possible

COVID POLICIES

Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work space disinfecting can be found at <https://health.uark.edu/coronavirus/latest-information-for.php#safety>. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website: <https://ethics.uark.edu/>. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under

the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Academic Honesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Unauthorized Use and Distribution of Class Notes:

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of CLASS+. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- *Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.*
- *Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.*
- *Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.*
- *The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.*
- *Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.*

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Disability/Accessibility

Course Accommodations: *University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).*

Face Coverings

Face coverings are required inside campus buildings. Wear a mask or face covering while you are in this building and in our classroom. If you require accommodations due to physical or other restrictive conditions, please contact the Center for Educational Access.

**Environmental Science – ENSC 1003 and ENSC 1003H
Spring 2022**

Instructor: Dr. Lisa S. Wood

Office: E-202 AFLS Building; AGRI 105A

Office Phone: 479-575-6770

E-mail: lswood@uark.edu

Cellular Phone: 302-236-2389

Office Hours: In person on: Wednesdays 2:00-3:00 PM
Thursdays 1:00-2:00 PM
Fridays 9:00-10:00

Required Textbook: Cunningham, W.P. and M.A. Cunningham. 2014. Environmental Science: A Global Concern. 14th ed. McGraw-Hill, New York.

Required Responseware: Turning Technologies mobile app to use Responseware on your smartphone or laptop or clicker for taking quizzes and responding to in-class participation points (see appropriate section on Page 2). **Must be registered and licensed (valid subscription) by January 24, 2022.** You can find assistance at the following link: <https://tips.uark.edu/responseware-for-students/>

Course Catalog Description:

Series of interactive lectures and discussions introducing the topic of environmental science including factors related to water, soil, and air quality within the context of ecosystems. The focus is on human interactions with and impacts on the natural environment.

Extended Description and Learning Goals:

The study of environmental science is a multi-disciplinary subject that includes the fields of chemistry, biology, microbiology, soil science, ecology, and engineering, among others. Social sciences, political sciences, and economics are also important to the study of environmental science. The disciplines that define and describe environmental systems are intricately interrelated. One cannot truly understand the processes of the environment without being able to fully integrate concepts from these multiple disciplines into a holistic systems approach.

While the major goal of this class is to provide students with a foundational background to environmental science upon which future courses will build, there are other goals as well. Environmental problems/issues are complex and, thus, students must be able to think clearly and critically, express themselves effectively both in their writing and speaking, and apply knowledge learned to solve problems. These cognitive skills are also goals for learning outcomes of this class. These skills are necessary to create an environmentally literate citizenry prepared to address current and future environmental issues/problems.

Student Learning Outcomes:

After completing this course, students should be able to:

1. Be prepared to apply critical and reflective thinking in environmental science.
2. Explain what environmental science is and how it draws on different types of knowledge
3. Describe sustainable development and its goals through an understanding of its core concepts.
4. Describe the scientific method and how science works.
5. Describe matter, elements and molecules and energy in terms of how thermodynamics regulates ecosystems.

6. Understand pathways in the water, carbon, nitrogen, sulfur, and phosphorus cycles.
7. Describe how evolution produces species diversity and how species interactions shape biological communities.
8. Understand why communities are dynamic and change over time.
9. Recognize the characteristics of major terrestrial and marine biomes and factors that determine their distribution.
10. Describe the dynamics of population growth and identify some applications of population dynamics in conservation biology.
11. Trace the history of human population growth and understand the different philosophical perspectives on population growth.
12. Understand the environmental and anthropogenic factors affecting population growth.
13. Describe health and disease and how the global disease burden is changing.
14. Summarize the principles of toxicology, including movement, distribution, and fate of toxins in the environment.
15. Explain ways we evaluate toxicity and risk and how this relates to the establishment of health policy.
16. Describe patterns of world hunger and nutritional requirements.
17. Describe the components of soils and the ways in which we use, abuse, and conserve soils.
18. Describe methods of organic farming and sustainable agriculture.
19. Discuss biodiversity and the species concept, as well as ways in which we benefit from biodiversity.
20. Evaluate endangered species management and assess captive breeding and species survival plans.
21. Illustrate ways we can help heal nature through restoration efforts.
22. Describe several earth resources of economic value and the environmental effects of resource extraction.
23. Describe the concepts of climate change and list some effects of climate change.
24. Identify some solutions being developed to slow climate change.
25. Identify natural and human-caused sources of air pollution.
26. Explain how atmospheric circulation affects air quality.
27. Summarize why water is a precious resource and why shortages occur.
28. Summarize water availability and use.
29. Describe the types and effects of water pollution.
30. Discuss water quality issues today and how water legislation is addressing those issues.
31. Describe the advantages and disadvantages of using coal, exploiting oil, using natural gas, and relying on nuclear power.
32. Describe strategies for energy efficiency through solar energy and wind power, biomass and fuel cells, and hydropower.
33. Identify the components of solid waste and describe our different methods of solid waste management.
34. Explain what we need to do to shrink the waste stream.
35. Explain why environmental education is so important and evaluate what individuals can do.
36. Define the challenges of sustainability from a holistic perspective.

Turning Technologies Response Devices:

We will be using Turning Technologies Response Devices, otherwise known as clickers and/or mobile devices, for this class. If you have already purchased a clicker and registered it, then you do not need to purchase another clicker nor do you need to register it again (as long as the subscription is valid). If you purchase a new clicker at the University Bookstore, it will include a five-year license for a total cost of \$85.69. If you purchase a used clicker, then you will need to purchase a Turning Account subscription. Subscriptions can be purchased for \$24.99 for 1 year, \$35.99 for 2 years, or \$48.99 for 5 years.

Alternately, you may choose to use TurningPoint Mobile on your smartphone, tablet, or laptop. Please understand that this requires an internet connection via a wireless network or cellular service. Using cellular may incur data charges from your mobile carrier. Additionally, if the wireless is not working for some reason in the classroom, then you will be unable to receive attendance points for that day. Remember that while the

app is free to download, in order to use TurningPoint Mobile you must have a valid Turning Account subscription.

In order **to receive points** in this class when using a clicker or other device, you must complete all of the following steps by Monday January 24, 2022:

- Purchase your clicker or Turning Account Subscription card from the University Bookstore. They will have the correct model of clicker in stock.
- Create a Turning Account and register your clicker (<https://bbhelp.uark.edu/create-a-student-turning-technologies-clicker-account/>).
- Set your clicker to the correct channel (35) or enter the session ID (ENSC1003), if you are using TurningPoint Mobile, each time you're in class.
- While polling is open, press the button corresponding to the correct answer.

Academic Integrity

Cheating is taken very seriously at the University of Arkansas. For more information about Academic Integrity and the penalties you may face for cheating, please visit <http://honesty.uark.edu>. I consider bringing another student's clicker or mobile device to class to be cheating and a violation of the Academic Integrity Code. I also consider submitting responses via the TurningPoint Mobile from any location other than the classroom to be cheating. If you are caught with a clicker other than your own or have responses in a class that you did not attend, I will forward your case to the integrity office, and you may forfeit all clicker points and may also face additional disciplinary action. I am bound to take this action under the terms of my employment.

Important Links:

- Registering your Clicker: <https://bbhelp.uark.edu/create-a-student-turning-technologies-clicker-account/>
- Getting Started Using your Clicker: <https://bbhelp.uark.edu/getting-started-with-student-clickers/>
- Troubleshooting your Clicker Registration: <https://bbhelp.uark.edu/troubleshooting-your-clicker-registration/>
- Using TurningPoint Mobile: <https://bbhelp.uark.edu/responseware-for-students/>

Assessments/Exams:

- **Quizzes:** There will be 15 (10 points each) unannounced quizzes throughout the semester (an average of one per week). Quizzes will cover the material presented in the previous lecture and may be given at any point during the class period. You will be required to use the clicker or mobile app previously mentioned to respond to quiz questions during class. **Quizzes cannot be made up if missed.** However, your lowest five quiz grades will be dropped - no questions asked. Therefore, you can miss five classes in which quizzes are given with no negative impact to your grade. **Do NOT ask to make up a quiz. The answer is ALWAYS NO!**
- **Testing: All exams will be taken in the classroom during the regularly scheduled class time.** If you have CEA accommodations that require you to take the exam at the Testing Center, it is your responsibility to schedule your exam 7 days ahead of the test. You must schedule to take the exam at the same time as the test is given in the classroom. If you need an exception to this policy, you must discuss the issue with me during office hours. **Exams, like quizzes, cannot be made up for any reason other than officially sanctioned University of Arkansas events.** A missed exam will be recorded as a zero. However, the grade you earn on your final exam can replace your lowest exam score (the zero in this case) in addition to counting for the final exam. If you do not miss an exam during the semester, **the final exam score will replace your lowest exam score** (assuming the final exam score is higher).

The final exam will consist of 75 questions from Exams 1-3 and 25 questions from material covered after Exam 3. You will be provided the questions and answers for Exams 1-3 so you can study for the final exam.

Attendance Policy:

This is a face-to-face, in-person class. As such, the expectation is that you will attend class regularly and attendance will be taken during each class. Attendance will be in the form of questions asked about the material being presented throughout the class period. Your answers will be submitted by using the TurningPoint devices previously discussed. Therefore, not only do you need to physically attend the lectures, but you need to be paying attention and engaging in the material. How do you do that? By actively listening and focusing on the material being delivered. Each class period will be worth a maximum of five (5) attendance points. The number of points you earn depends on you **correctly** answering questions asked during the lecture. There are a total of 40 class periods proposed for Spring 2022 (excluding Exam days). It is likely that life will get in the way of you attending class on one or more occasions. I will, therefore, allow three (3) absences for such occasions. On those occasions, **I do not need to be notified you will not be present, nor do I need to know the reason for your absence.** The maximum attendance points possible, then, will be 37 classes x 5 points per day (40 anticipated less the three [3] you can miss without penalty) for a maximum of 185 points. Again, this allows life to get in the way three (3) times throughout the semester without penalty. Any class you attend above the 37 will count toward bonus points (maximum of 15 possible bonus points for perfect attendance). These point totals will be modified if classes are cancelled by the instructor for any reason (weather, illness of instructor, etc.).

Grading Scale:

≥ 90%	A	70 – 79.9%	C	< 60%	F
80 – 89.9%	B	60 – 69.9%	D		

Point Distribution for ENSC 1003 (non-honors section):

Unannounced Quizzes (10@ 10 points each)	100 points
Attendance/Participation (37 class periods @ 5points each)	185 points
3 Hourly Exams (100 points each)	300 points
Comprehensive Final Exam	<u>100 points</u>
TOTAL POSSIBLE	685 points

Point Distribution for ENSC 1003H (Honors section):

Unannounced Quizzes (10@ 10 points each)	100 points
Attendance/Participation (37 class periods @ 5points each)	185 points
Supplemental Assignments (see below)	120 points
3 Hourly Exams (100 points each)	300 points
Comprehensive Final Exam	<u>100 points</u>
TOTAL POSSIBLE	805 points

Supplemental Assignments for Honors Students (ENSC 1003H):

Chapter 2 – Data Analysis Assignment	10 points
Chapter 4 – Data Analysis Assignment	20 points
Chapter 7 – Human Population and Immigration Assignment	20 points
Chapter 8 – Critical Thinking Questions	15 points
Chapter 10 – Critical Thinking Questions	10 points
Chapter 14 – Assignment	20 points
Chapter 15 – Critical Thinking Questions	10 points
Chapter 18 – Data Analysis Exercise	15 points

Disclaimer: The point distribution for the semester is subject to change if conditions (such as COVID-19) and/or scheduling warrants. Any necessary changes will be made **in writing** and will be **provided to students via e-mail and announcements posted in Blackboard**. It is your responsibility to regularly check both Blackboard and your university e-mail account.

Course Accommodations:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to arrange for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Unauthorized Recording by Students

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

- Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.
- Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include attending the virtual class meetings on a routine basis, contacting me during my office hours, connecting with your lab Teaching Assistant (TA), and making use of the Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Academic Honesty and Integrity

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at provost.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” From honesty.uark.edu/faculty/

Notes on Tentative Schedule:

- The dates of exams are hard dates unless the university cancels classes for some reason. In that case, the exam will be taken the next scheduled class period. Please make sure you consider these dates when scheduling absences.
- Always refer to the syllabus if you have a question. Any changes will be made in writing and e-mailed to students as well as posted on Blackboard as an announcement in the course.
- For Honors students – If we deviate from the Tentative Schedule, due dates of supplemental assignments may be altered. The dates will be updated in Blackboard as appropriate so make sure you check the Honors Assignments link on a regular basis.

Environmental Science -Spring 2022 Tentative Schedule

Class Date	Discussion Topic and Associated Reading	Honors Section Assignments (ENSC 1003H) See assignment links in Blackboard folder – “Honors Assignments”
1/19/22	Documentary <i>Chasing Coral</i>	
1/21/22	Documentary <i>Chasing Coral</i>	
1/24/22	Documentary <i>Chasing Coral</i>	
1/26/22	Course Introduction and Syllabus Review	
1/28/22	Introduction to Environmental Science	
1/31/22	Chapter 1 – Understanding Our Environment Virtual Class – Pre-Recorded	
2/2/22	Chapter 1 – Understanding Our Environment Virtual Class – Pre-Recorded	
2/4/22	Chapter 2 – Principles of Science and Systems	Data Analysis Chapter 2 – Due 2/6/22 at 11:59 PM
2/7/22	Chapter 3 – Matter, Energy, and Life	
2/9/22	Chapter 3 – Matter, Energy, and Life	
2/11/22	Chapter 4 – Evolution, Biological Communities, and Species Interactions	
2/14/22	Chapter 4 – Evolution, Biological Communities, and Species Interactions	Data Analysis Chapter 4 – Due 2/20/22 at 11:59 PM
2/16/22	EXAM 1	
2/18/22	Chapter 5 – Biomes: Global Patterns of Life (terrestrial environment)	
2/21/22	Chapter 5 – Biomes: Global Patterns of Life (marine and freshwater environment)	
2/23/22	Chapter 6 – Population Biology	
2/25/22	Chapter 6 – Population Biology	
2/28/22	Chapter 7 – Human Population	Human Population and Immigration – Due 3/6/22 at 11:59 PM
3/2/22	Chapter 7 – Human Population	
3/4/22	Chapter 8 – Environmental Health and Toxicology	
3/7/22	Chapter 8 – Environmental Health and Toxicology	
3/9/22	Chapter 8 – Environmental Health and Toxicology	Critical Thinking Questions (Chapter 8) – Due 3/13/22 at 11:59 PM

3/11/22	Exam 2	
3/14/22	Chapter 9 – Food and Hunger	
3/16/22	Chapter 9 – Food and Hunger	
3/18/22	Chapter 10 – Farming: Conventional and Sustainable Practices	
3/21-3/25/22	Spring Break – No Class	
3/28/22	Chapter 10 – Farming: Conventional and Sustainable Practices	
3/30/22	Chapter 10 – Farming: Conventional and Sustainable Practices	Critical Thinking Questions (Chapter 10) – Due 4/3/22 at 11:59 PM
4/1/22	Chapter 11 – Biodiversity: Preserving Species	
4/4/22	Chapter 12 – Biodiversity: Preserving Landscapes	
4/6/22	Chapter 13 – Restoration Ecology	
4/8/22	Chapter 14 – Geology and Earth Sciences	
4/11/22	Chapter 14 – Geology and Earth Sciences	Chapter 14 Assignment – Due 4/17/22 at 11:59 PM
4/13/22	EXAM 3	
4/15/22	Chapter 15 – Climate Change	
4/18/22	Chapter 15 – Climate Change	
4/20/22	Chapter 15 – Climate Change	Critical Thinking Questions (Chapter 15) – Due 4/24/22 at 11:59 PM
4/22/22	Chapter 16 – Air Pollution	
4/25/22	Chapter 17 – Water Use and Management	
4/27/22	Chapter 17 – Water Use and Management	
4/29/22	Chapter 18 – Water Pollution	
5/2/22	Chapter 18 – Water Pollution	Critical Thinking Questions – (Chapter 18) – Due 5/6/22 at 11:59 PM
5/4/22	Summary and Wrap-up	
5/6/22	DEAD DAY – No Class	
5/11/22	FINAL EXAM – 10:15-12:15	

COURSE OUTLINE
FDSC 2603: The Science of Cooking

Instructor: Ya-Jane Wang, Ph.D.
Professor
N214 Food Science Building
Phone: 479-575-3871
E-mail: yjwang@uark.edu
Office hours: You may make an appointment or just drop in.

Course Description: FDSC 2603 – The Science of Cooking.
In recent years science has found its way into the kitchen and cooking into laboratories and food processing plants. This course is designed to integrate science and cooking to help students appreciate the chemical and physical properties of foods and understand how the processes used when handling, preparing, and storing foods affect these properties.

References (optional):

- Lopez-Alt, J.K. 2015. *The Food Lab: Better Home Cooking Through Science*. W.W. Horton & Co. New York
- Herbst, S.T. and Herbst, R. 2007 or 2013. *The New Food Lover's Companion*, 4th (or 5th) Ed. Barron's Educational Series, Hauppauge, NY

Course Objectives:

1. To provide the students with knowledge of the basic science of food, including the chemical and physical properties of foods, and how these affect food behavior and safety during handling, storage, and preparation.
2. To enable the students to apply the scientific knowledge gained to understanding why foods are handled in certain ways and why ingredients behave as they do.
3. To encourage critical thinking in the application of scientific principles to cooking.

Meeting Time: Tuesdays and Thursdays 9:30AM-10:45 AM in Poultry Science Classroom 133.

Evaluation Methods (500 points): The grade for this course will be mainly determined as the follows. However, changes may be made to accommodate additional assignments. No late work will be accepted for assignments without prior approval from the instructor. No make-up exams will be given unless there is advanced permission and justifiable reason for missing the exam. Make-up exam will be comprehensive and taken during the final week.

Attendance: **Attendance is required.** Each class attendance is **3 points**.

Class Questions: A total of 2 questions (1 point per question, **2 points per class**) will be asked in each class.

Exams: The exams will be given at an indicated time ONLY. In the event of an extreme situation, please contact the instructor ahead of time (if possible) and alternative examination time will be considered on an individual basis.

Assignments: Three assignments (20 points each) will be given. Students have to submit the assignment on Blackboard. If any assignment is late, **5 points** will be subtracted for each day.

The grades for this course will be determined as follows:

<u>Category</u>	<u>Points</u>
Attendance	84
Class questions	56
Assignments	60
3 Exams @ 100 pts	300

<u>Composite Score</u>	<u>Grade</u>
90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
<60	F

Class cancellation: Class will be cancelled as a result of inclement weather if the University is closed. If other emergencies occur, students will be notified as soon as possible. You can contact Dr. Ya-Jane Wang by calling 479-575-3871 (work) or by e-mail at yjwang@uark.edu.

Academic honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/245.php>
There are companies that will try to lure you into selling the notes you take in this class. Don't let these companies take advantage of you. Selling my notes to any commercial service I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Accommodations Notice: If you need an accommodation due to a disability, please register with the Center for Educational Access (CEA).

Professional Behavior Policy: No electronic devices may be used during class—*just like in the workplace*. This includes but is not limited to cell phones and Blackberries for talking or text messaging, MP3s/iPods, iPads and laptops (unless the Accommodations Policy applies). If a student needs to be available for contact during class time, he/she must inform the instructor before class begins.

Safety Guidelines and Requirements: Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work space disinfecting can be found at <https://health.uark.edu/coronavirus/latest-information-for.php#safety>. Updates to these safety guidelines may change throughout the semester.

Emergency Procedures: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Title IX and 34 C.F.R. Part 106: The University of Arkansas does not discriminate on the basis of sex in the operation of its education programs, including admissions and employment. All complaints or reports about sex discrimination (including sexual harassment) should be submitted to the Title IX Coordinator, the Department of Education's Assistant Secretary for Civil Rights, or both. **Liz Means, Title IX Coordinator, University of Arkansas, 1125 West Maple Street, Administration Building 405, Office: (479) 575-7111 (voice) or (479) 575-3646 (tdd), Cell Phone: (479) 409-9972 (voice or text), titleix@uark.edu**

Tentative Lecture Schedule:

Week	Date/ Tues	Topic	Date/ Thurs	Topic
1	Aug 24	1. Introduction 2. Chemical composition and properties of Food	Aug 26	3. Heat and Heat Transfer
2	Aug 31	4. Water	Sept 2	5. Acidity and pH
3	Sept 7	6. Functions of oil/fat in food	Sept 9	7. Solution and dispersions
4	Sept 14	8. Carbohydrates – Intro and starch	Sept 16	9. Sweet molecules
5	Sept 21	10. Crystallization	Sept 23	11. Gelation and spherification
6	Sept 28	12. Proteins and enzymes	Sept 30	Exam 1
7	Oct 5	13. Browning	Oct 7	14. Milk and milk products
8	Oct 12	15. Fermented dairy products	Oct 14	16. Eggs and egg products
9	Oct 19	17. Muscle Foods	Oct 21	18. Poultry and Fish 19. Sous Vide
10	Oct 26		Oct 28	20. Meat Glue 21. Umami
11	Nov 2	22. Science of Baking	Nov 4	23. Fat functionality in pastry
12	Nov 9	Exam 2	Nov 11	24. Rice products
13	Nov 16	25. Fruits and vegetables	Nov 18	26. Food preservation
14	Nov 23	27. Fermented foods	Nov 25	
15	Nov 30	28. Chocolate	Dec 2	29. Wine
16	Dec. 7	30. Beer	Dec. 9	31. Coffee and Tea
Final Exam – December 16 (Thurs) 8:00am-10:00am				