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Electronic Course Authorization System

AECEM 2421W - VIEW COURSE PROPOSAL

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Approvals Received:

Department on 4/27/21 by Sara Jensen (sjensen@umn.edu)	>	College/Dean on 4/27/21 by Karen Sprengeler (ksprenge@umn.edu)	>	Provost on 4/27/21 by Leslie Schiff (schif002@umn.edu)
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Approvals Pending:

WI > Catalog

[Effective Status:](#)

Active

[Effective Term:](#)**New:** 1219 - Fall 2021**Old:** 1199 - Fall 2019

Course:

AECEM 2421W

Institution:

UMNTC - Twin Cities/Rochester

Campus:

UMNTC - Twin Cities

[Career:](#)

UGRD

[College:](#)

TCOA -

[Department:](#)

11018 -

General

[Course Title Short:](#)

Written & Oral Comm for Ag

[Course Title Long:](#)

Professional and Oral Communication for Agriculture, Food & the Environment

[Max-Min Credits for Course:](#)

3.0 to 3.0 credit(s)

[Catalog Description:](#)**New:** Speaking/writing about scientific/technical issues. Student-centered, relies on interaction/participation. Public communication. Lectures for this course will be online, while discussion sections will be held in-person.**Old:** Speaking/writing about scientific/technical issues. Student-centered, relies on interaction/participation. Public communication.[Print in Catalog?:](#)

Yes

[CCE Catalog Description:](#)

false

[Grading Basis:](#)

AFV

[Topics Course:](#)

No

[Honors Course:](#)

No

[Online Course:](#)

No

[Freshman Seminar:](#)

No

[Is any portion of this course taught outside of the United States?:](#)

No

[Community Engaged Learning \(CEL\):](#)

None

[Instructor Contact Hours:](#)

3.0 hours per week

<u>Course Typically Offered:</u>	Every Fall & Spring
<u>Component 1:</u>	LEC
<u>Component 2:</u>	DIS
<u>Component 3:</u>	New: <No text provided> Old: <No text provided>
<u>Auto Enroll Course:</u>	Yes
<u>Graded Component:</u>	DIS
<u>Academic Progress Units:</u>	3.0 credit(s) (Not allowed to bypass limits.)
<u>Financial Aid Progress Units:</u>	3.0 credit(s) (Not allowed to bypass limits.)
<u>Repetition of Course:</u>	Repetition not allowed.
<u>Course Prerequisites for Catalog:</u>	<No Text Provided>
<u>Course Equivalency:</u>	<No text provided>
<u>Cross-listings:</u>	No cross-listings
<u>Add Consent Requirement:</u>	No required consent
<u>Drop Consent Requirement:</u>	No required consent
<u>Enforced Prerequisites: (course-based or non-course-based):</u>	No prerequisites
<u>Editor Comments:</u>	New: -This course was previously entirely in person, but will now have an online/asynchronous lecture, and in-person discussion sections. The online/asynchronous content will have short learning assessments integrated into the lecture content, which will be due each Monday and Wednesday eve. This shift gives students additional flexibility to work through core content during the week and review as needed, before they apply it in their small group discussion sections on Fridays. These weekly learning assessment activities will help students stay on track with content and encourage them to complete the readings and lecture materials before the small group sessions. This class structure will also give the teaching staff an opportunity to check mastery of material before the small group sessions, so additional resources, content, or exercises can be added as needed. The instructor discussed this change with the Department Head, and it was approved. Adding a new syllabus to address this updated format, as well as updating the catalog description to provide clarity. This course is certified for Writing Intensive, per an email sent to the department on 11/5/2018, but it isn't reflected in the WI Statement of Certification field. -SJ 4/19/21 Old: <No text provided>
<u>Proposal Changes:</u>	-Rebecca Swenson requested a fast track change on the title, as the short title in particular was confusing for students and didn't differentiate it enough from AFEE's other classes. Also proposing this course as a Writing Intensive course for Spring 2019. -SJ 9/10/18
<u>History Information:</u>	New: -Rebecca Swenson requested a fast track change on the title, as the short title in particular was confusing for students and didn't differentiate it enough from AFEE's other classes. Also proposing this course as a Writing Intensive course for Spring 2019. -SJ 9/10/18 -Adding details about revision of student work and how it's included in the formal assessment of the course. -SJ -10/29/18 -Course approved by CWB. -JKG -11/5/18 -New syllabus, modality info added to course description, and several minor changes based on adjusting course modality (lectures online,

discussions in person); see editor comments. -SJ 4/19/21; approved by Applied Economics Department Head, Frances Homans and CFANS Administration - 4/26/21 - ks

Old: -Rebecca Swenson requested a fast track change on the title, as the short title in particular was confusing for students and didn't differentiate it enough from AFEE's other classes. Also proposing this course as a Writing Intensive course for Spring 2019. -SJ 9/10/18

-Adding details about revision of student work and how it's included in the formal assessment of the course. -SJ -10/29/18

-Course approved by CWB. -JKG -11/5/18

Faculty Sponsor Name:

Rebecca Swenson

Faculty Sponsor E-mail Address:

boli0028@umn.edu

Student Learning Outcomes

Student Learning Outcomes

* Students in this course:

- Can identify, define, and solve problems

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

New: This course will help students identify, define, and solve problems, especially those encountered in professional life by AFNR experts. Course work is designed to apply knowledge of leadership, communication and ethics to real-world scenarios that simulate situations encountered in professional workplaces. We will discuss the nature of problem-solving in professional situations and practice applying different techniques. Students will practice developing creative solutions to communication challenges in teams, reaching consensus among groups with different viewpoints, and facilitating discussion in meeting settings. This work prepares students to effectively communicate ideas and work with others to shape the future of AFNR sectors.

Old: This course will help students identify, define, and solve problems, especially those encountered in professional life by AFNR experts. Course work is designed to apply knowledge of leadership, communication and ethics to real-world scenarios that simulate situations encountered in professional workplaces. We will discuss the nature of problem-solving in professional situations and practice applying different techniques. Students will practice developing creative solutions to communication challenges in teams, reaching consensus among groups with different viewpoints, and facilitating discussion in meeting settings. This work prepares students to effectively communicate ideas and work with others to shape the future of AFNR sectors.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

New: Using our class forum, peer assessment forms, and grading rubrics, students will receive feedback from their colleagues and the instructor on their ability to leverage problem-solving processes as a team, work towards consensus, and develop creative solutions to communication challenges.

Old: Using our class forum, peer assessment forms, and grading rubrics, students will receive feedback from their colleagues and the instructor on their ability to leverage problem-solving processes as a team, work towards consensus, and develop creative solutions to communication challenges.

- Can locate and critically evaluate information

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

New: Students will learn to locate, verify, and critically evaluate many sources of information when conducting pre-writing research for assignments.

Old: Students will learn to locate, verify, and critically evaluate many sources of information when conducting pre-writing research for assignments.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

New: Students will work in teams to retrieve and appraise mass communication information and sources found by their peers in library databases.

Old: Students will work in teams to retrieve and appraise mass communication information and sources found by their peers in library databases.

- Can communicate effectively

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

New: Class lecture will focus on the fundamental communication process, and students will apply this information in the completion of oral and written assignments throughout the term. Assignments include the development of speeches and memos geared towards multiple audiences.

Old: Class lecture will focus on the fundamental communication process, and students will apply this information in the completion of oral and written assignments throughout the term. Assignment include the development of magazine articles, speeches, and press releases geared towards multiple audiences.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

New: The faculty instructor will use a rubric to assess written and oral assignments at multiple points throughout the semester.

Old: The faculty instructor will use a rubric to assess written and oral assignments at multiple points throughout the semester.

- Have acquired skills for effective citizenship and life-long learning

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

New: This course will connect activities and assessments to the skills needed for effective citizenship and life-long learning. During course assignments and activities, we discuss the ethics involved in selecting content, audiences, and channels to share a particular message. The ability to be an effective leader and speaker depends upon a deep understanding of your audience and colleagues; as such we will discuss how to consider multiple perspectives and social styles when speaking with others. Most importantly, we will practice thoughtfully critiquing public discourse and reflecting on the impact of communication to our shared understanding of issues connected to agriculture, food, and the environment.

Old: This course will connect activities and assessments to the skills needed for effective citizenship and life-long learning. During course assignments and activities, we discuss the ethics involved in selecting content, audiences, and channels to share a particular message. The ability to be an effective leader and speaker depends upon a deep understanding of your audience and colleagues; as such we will discuss how to consider multiple perspectives and social styles when speaking with and interacting with others. Most importantly, we will practice thoughtfully critiquing public discourse and reflecting on the impact of communication to our shared understanding of issues connected to agriculture, food, and the environment.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

New: Students will be completing reflection exercises, blog posts, and using the discussion board throughout the course to thoughtfully reflect on the role of communication in professional and public life. The instructor and peers will respond to their comments using a rubric provided by the instructor.

Old: Students will be writing journal entries, blog posts, and using the discussion board throughout the course to thoughtfully reflect on the role of communication in professional and public life. The instructor and peers will respond to their comments using a rubric provided by the instructor.

Liberal Education

Requirement this course fulfills:

<no text provided>

Other requirement this course fulfills:

<no text provided>

**Criteria for
Core Courses:**

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples

for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.
- They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.
- They are offered on a regular schedule.
- They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.

Criteria for Theme Courses:

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- thinking ethically about important challenges facing our society and world;
- reflecting on the shared sense of responsibility required to build and maintain community;
- connecting knowledge and practice;

- **fostering a stronger sense of our roles as historical agents.**

New: Liberal Education focuses on developing engaged, thoughtful citizens who are prepared to address complex issues facing our communities. This course fulfills the mission of liberal education by helping students learn how to prepare messages that consider information from multiple disciplines, engage audiences with diverse perspectives, and critique peer and public discourse. Course assignments and activities help students develop foundational speaking and writing skills; this course also encourages students to understand contemporary issues from many perspectives and value the input of diverse knowledge bases.

All of our course activities are applied to the "Agriculture, Food, and Natural Resources" (AFNR) context; this allows students to directly connect knowledge and practice. We discuss communication theory, principles, and best practices; students actively apply these concepts as they write, speak and critique messages related to contemporary issues of public concern tied to their future professional lives. One major takeaway from this course is 'all careers are really communication careers.' Stressing the importance of communication in relation to AFNR topics and the specific professions pursued by our students encourages them to see public communication and engagement as part of their duty as citizens working in their field.

Course activities also give students a deeper understanding of ethical implications of decisions they will make when communicating as professionals. For example, ethical communicators must consider the values, opinions and thoughts of the audience and understand the impact of communication on those engaged. As they work on their speeches, we discuss ethical issues that might surface when selecting content, audiences, and channels to share their messages. In their research of the topic, students must also consider how the issue has been previously debated and how current public understanding of the issue developed.

Ethical leaders must also have a deep understanding of their colleagues' perspectives; we also discuss how to consider multiple worldviews and social styles when interacting with colleagues and peers on their teams. For example, one of our major course assignments requires students to work in teams to write a set of speeches proposing a solution to an issue of public concern or

controversy. During peer workshops, team members critique the approach, information, and focus of one another's speeches. Students must do research to understand the perspectives of team members and audience members, some with opinions and values much different from their own; students must also reflect on their own personal values and beliefs. Asking students to question, defend, and challenge their own perspectives will improve their ability to be thoughtful, sensitive, and mindful when developing messages, disclosing information, and engaging the public on topics in which they are the experts.

Before and after giving their speeches, students are required to reflect on the impact of their messages, peer speeches, and media communication to our shared understanding of the issues connected to agriculture, food, and the environment. Students will be writing reflections, blog posts, and discussion board messages throughout the course to thoughtfully reflect on their role as historical agents, their responsibility to contribute to public dialogue and to predict what communication about these issues is needed in the future. This course helps students be responsible problem-solvers and engaged professionals who can contribute to future public understanding of contemporary AFNR issues across many channels, platforms, cultures, and contexts.

Old: Liberal

Education focuses on developing engaged, thoughtful citizens who are prepared to address complex issues facing our communities. This course fulfills the mission of liberal education by helping students learn how to prepare messages that consider information from multiple disciplines, engage audiences with diverse perspectives, and critique peer and public discourse. Course assignments and activities help students develop foundational speaking and writing skills; this course also encourages students to understand contemporary issues from many perspectives and value the input of diverse knowledge bases.

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contribute to future public understanding of contemporary AFNR issues across many channels, platforms, cultures, and contexts.

LE Recertification-Reflection Statement (for LE courses being re-certified only): <No text provided>

Statement of Certification:

This course is certified for a Core (blank) as of
This course is certified for a Theme (blank) as of

Writing Intensive

Propose this course as Writing Intensive curriculum: Yes

Question 1 (see CWB Requirement 1):

What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.

New: AECM 2421 is designed to help students who want to be the next generation of teachers, scientists and industry leaders learn effective writing and speaking skills. Writing skills are central to course learning objectives: to help students learn how to communicate effectively and share scientific information with various audiences. Writing is integrated fully into all three major units of the class, which include informative communication, persuasive communication, and small group communication. Lecture and course activities include writing-related topics like researching, outlining, audience analysis, editing, and grammar; students must demonstrate their mastery of these concepts in each of their major assignments. Statements about the critical role writing plays in the course appear in the course description (i.e. "The goal of this course is to help you learn the foundational writing and speaking skills needed to communicate effectively..."") and in each paragraph that explains student learning outcomes for the course within the syllabus (i.e. "To give you hands-on opportunity to develop your skills, this course includes participation, real-world case studies, lecture, active class discussion, writing workshops, interaction, and activities. Students will write and deliver informative and persuasive speeches geared to distinct audiences."")

Old: AFEE 2421 is designed to help students who want to be the next generation of teachers, scientists and industry leaders learn effective writing and speaking skills. Writing skills are central to course learning objectives: to help students learn how to communicate effectively and share scientific information with various audiences. Writing is integrated fully into all three major units of the class, which include informative communication, persuasive communication, and small group communication. Lecture and course activities include writing-related topics like researching, outlining, audience analysis, editing, and grammar; students must demonstrate their mastery of these concepts in each of their major assignments. Statements about the critical role writing plays in the course appear in the course description (i.e. "The goal of this course is to help you learn the foundational writing and speaking skills needed to communicate effectively..."") and in each paragraph that explains student learning outcomes for the course within the syllabus (i.e. "To give you hands-on opportunity to develop your skills, this course includes participation, real-world case studies, lecture, active class discussion, writing workshops, interaction, and activities. Students will write and deliver informative and persuasive speeches geared to distinct audiences."")

Question 2 (see CWB Requirement 2):

What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how

the 2,500 minimum word count (or its equivalent) for finished writing will be met.

The four core assignments for this class require significant writing effort. Individually, students must write a manuscript for a 5-minute informative speech, a 5-minute persuasive speech, and a 7-minute speech that contains both educational information and advocacy-based appeals (approximately 2,125-2,550 words total). Students must turn in outlines, rough drafts, and final drafts of these assignments, as well as a revision memo that describes their thought process as a writer and how feedback/peer edits were considered in their work to improve each element. In addition, students work in groups to produce a manuscript for a 50-minute team symposium. This manuscript ends up being approximately 3,500 words for the team.

Question 3 (see CWB Requirement 3):

How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

New: The majority of student's final course grade is dependent on their writing performance. The three major assignments that require a significant amount of individual writing constitutes about 40% of final grades and the group writing assignment is about 10% of the course grade. Quizzes, discussion board posts, and daily class activities made up the remainder of points. This information is included on the syllabus.

Old: The majority of student's final course grade is dependent on their writing performance. The three major assignments that require a significant amount of individual writing constitutes about 40% of final grades and the group writing assignment is about 10% of the course grade. Quizzes, discussion board posts, and daily in-class activities made up the remainder of points. This information is included on the syllabus.

Question 4 (see CWB Requirement 4):

Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

New: Out of the four class speeches, students get a great deal of feedback and have the opportunity to make multiple revisions and submissions of two of their class speeches that occur early in the semester: the chalk talk and lightning talk. Students must hand in outlines, rough drafts, final drafts, and revision memos for these individual speech manuscripts. They receive feedback from their peers and teaching assistants on all of these projects, and revise their writing for their final speech manuscripts. Students receive feedback on the following components of their major individual writing assignments: their planning worksheets (teaching assistants/ instructor), outlines (teaching assistants/instructor), rough manuscripts (peers, teaching assistants), oral delivery of content (peers, teaching assistants), final manuscripts (teaching assistants/instructor), and revision memos (teaching assistants).

Example Assignment
Speech 1: Chalk Talk

Description: For this assignment, you will write a manuscript and deliver a 5-minute speech. A chalk talk is a simple presentation that informs the audience about a topic, issue, process, or concept. The presenter does not use PowerPoint, rather speakers rely on the chalkboard or a simple handout to illustrate their message. You must have some sort of object, drawing or handout that you show to the audience as a visual aid. You should imagine that the audience for this speech will be University of Minnesota students and staff. The focus of your speech can be any topic connected to Agriculture, Food, Natural Resources, or the Environment. See handout for a few example topic ideas. (You may pick from this list or develop your own topic).

Purpose: The goal of this speech is to inform the audience. As we will discuss in class, informative messages explain, describe, or

teach rather than advocate. Those listening to your message should walk away with a balanced view of the topic.

Old: Out of the four class speeches, students get a great deal of feedback and have the opportunity to make multiple revisions and submissions of two of their class speeches that occur early in the semester: the chalk talk and lightning talk. Students must hand in outlines, rough drafts, final drafts, and revision memos for these individual speech manuscripts. They receive feedback from their peers and teaching assistants on all of these projects, and revise their writing for their final speech manuscripts. Students receive feedback on the following components of their major individual writing assignments: their planning worksheets (teaching assistants/ instructor), outlines (teaching assistants/instructor), rough manuscripts (peers, teaching assistants), oral delivery of content (peers, teaching assistants), final manuscripts (teaching assistants/instructor), and revision memos (teaching assistants).

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Purpose: The goal of this speech is to inform the audience. As we will discuss in class, informative messages explain, describe, or teach rather than advocate. Those listening to your message should walk away with a balanced view of the topic. The information you share should be based on f

Question 5 (see CWB Requirement 5):

What types of instruction will students receive on the writing aspect of the assignments?

New: This class format includes lectures, class exercises, and discussions focused on how to write informative content and persuasive content for different audiences. Course readings, lecture, and resources (posted on the course Canvas site) also cover outlining, interviewing, researching, supporting claims with evidence, grammar, storytelling, and audience engagement. Writing support includes sessions with a librarian, structured peer review exercises, examples from professional writers and previous students, and conferences with the teaching assistants to improve writing, editing, and problem-solving skills.

Old: This class format includes lectures, active in-class exercises, and discussions focused on how to write informative content and persuasive content for different audiences. Course readings, lecture, and resources (posted on the course Canvas site) also cover outlining, interviewing, researching, supporting claims with evidence, grammar, storytelling, and audience engagement. Writing support includes sessions with a librarian, structured peer review exercises, examples from professional writers and previous students, and conferences with the teaching assistants to improve writing, editing, and problem-solving skills.

Question 6 (see CWB Requirement 6):

How will the assistants be trained and supervised?

Teaching assistants do participate in writing assessment, and some minimal writing instruction. They will be trained in individual sessions with the instructor, in which we practice reviewing and sharing writing feedback on student work. They will also use detailed instructions and rubrics (provided by the instructor) to help guide their feedback. The instructor supervises the teaching assistants and monitors the quality of their assessments and feedback to students.

Statement of Certification:

This course is certified for a Theme (blank) as of

Course Syllabus

Course Syllabus:

New: AECM 2421W:

?Professional & Oral Communication for Agriculture, Food & the Environment?

Short title ?Written & Oral Communication for Ag?

University of Minnesota

3 credits

Fall 2021

Instructor Team:

Professor

Dr. Rebecca Swenson

Associate Professor of Agricultural, Food, & Natural Resource Communication

Office: 249A Ruttan Hall (office hours by appointment)

Phone: 612.625.3866

Email: boli0028@umn.edu

Teaching Assistant

TBD

Office: 253 Ruttan Hall (office hours by appointment)

Email: X

Teaching Assistant

Ms. Radhika Bharathi

Office: 252 Ruttan Hall (office hours by appointment)

Email: bhara056@umn.edu

Lecture and Discussions:

Lecture: Mondays and Wednesdays (Online/Asynchronous)

Discussions: Fridays (In-person)

9:35am ? 10:25am (Room TBD) 002 [Swenson/TBD]

10:40am ? 11:30am (Room TBD) 003 [Swenson/TBD]

10:40am ? 11:30am (Room TBD) 004 [Swenson/Bharathi]

11:45am ? 12:35pm (Room TBD) 005 [Swenson/Bharathi]

Lectures for this course will be online and asynchronous, while Friday discussion sections will be held in-person. Please check your schedule to confirm which discussion section you are registered for, its meeting time, and your assigned room.

You will have lecture materials (and related activities) to complete on Mondays and Wednesdays. Dr. Swenson will email directions and post materials, including the weekly lecture videos, readings, case studies, and application exercises, on Canvas before the start of the week; students will complete the first round of content by 8pm on Monday and the second round of content by 8pm on Wednesday. (There will be points associated with completing lecture materials and activities on time. Each Monday and Wednesday session will include a lecture video and a short learning assessment, which checks your understanding and comprehension of lecture materials. Students should plan to block off an hour before 8pm on Mondays and before 8pm on Wednesdays to watch the lecture videos and complete the assessment activity. Scheduling time to regularly complete lecture activities on these days will help you keep up on work and follow a pattern of instructional time that is similar to traditional, in-person courses.

Our Friday in-person discussion sessions will be a chance to review content, to reflect upon how it applies to you, and to practice using lecture content to build your communication skills in small groups. This class structure allows us to follow a more flexible blended learning model, in which you work on your own through the introductory content online during Mondays and Wednesdays, and then you meet with your peers and teaching staff in-person on Fridays to discuss material and practice applying it to agricultural, food, and environmental topics and issues that are of interest to you.

Beyond lecture material and discussions, you will have readings and major assignments to work on each week. See more details below and on Canvas regarding readings (and reading guides), discussion board posts, major assignments, and student workload expectations.

Course Texts and Readings:

Course readings will be available on Canvas as the semester progresses.

The readings utilized for this course are freely available to all students. A Partnership for Affordable Content grant, Dr. Swenson, and a team of Librarians from the University Libraries supported the effort to replace the previous commercial (and more costly) textbook. The new, custom set of materials is meant to be more accessible to all students and to enhance your

learning experience.

In our weekly modules on Canvas, Dr. Swenson will post the weekly readings and a reading guide, which indicates the key ideas and concepts in the readings. Please review the reading guides at the start of the week and use these to guide your notetaking and review for quizzes.

About this Course:

Students who want to be the next generation of effective teachers, scientists, industry leaders, advocates, and policy makers must learn how to communicate with the public, their peers, and other audiences. Success in the professional world requires more than mastery of technical knowledge; professionals must be able to communicate information and ideas with clarity, logic, -and strategy in order to make an impact and enact change. The goal of this course is to help you learn the foundational writing and speaking skills needed to communicate effectively, to join current public and professional conversations about agriculture, food, and natural resource (AFNR) related topics, and to be successful in a wide variety of AFNR careers.

In this course, we will discuss how communication influences public understanding and engagement with agricultural, food, and environmental topics. The course is designed to help you improve your skills, consider ethical challenges, and enhance your professional credibility when communicating what you know to important stakeholders and the public. We will focus on the practical skills needed to present information clearly. There will be many hands-on opportunities for you to practice creating and delivering messages for professional situations encountered in the applied sciences.

As we work through the above course assignments and activities, we discuss the ethics involved in selecting content, audiences, and channels to share a particular message. The ability to be an effective leader and speaker depends upon a deep understanding of your audience and colleagues, so we will discuss how to consider multiple perspectives and social styles when speaking with and interacting with others. Most importantly, we will practice thoughtfully critiquing public discourse and reflecting on the impact of communication to our shared understanding of issues connected to agriculture, food, and the environment. Students will be using the discussion board throughout the course to thoughtfully reflect on the role of communication in professional and public life.

Course Objectives:

After taking this course, you should be able to?.

1. Critically reflect on contemporary challenges facing agriculture, food, and environmental sectors and discuss how communication shapes public understanding and dialogue amongst professional stakeholders.
2. Leverage knowledge about communication theory, the persuasive process, and media trends to solve organizational communication problems and issues.
3. Understand the characteristics of strong writing, leading, and presenting skills for professionals in agriculture, food, and environmental settings.
4. Identify, locate and critically evaluate sources of information needed to support presentations and professional documents.
5. Develop key messages, written documents and oral presentations pertinent to public, media, and technical audiences.
6. Consider the diverse perspectives, values, demographics, interests, knowledge, and attitudes of audience members.
7. Organize and conduct various types of business and group meetings.

The course objectives above support student-learning objectives (SLOs), which the University asks all students to master at the time of receiving a bachelor's degree. Specifically, our course activities will help you:

- 1.) communicate effectively.
- 2.) identify, define, and solve problems.
- 3.) acquire skills for effective citizenship and life-long learning.

To help you communicate effectively with various audiences, we will discuss fundamental communication processes and theories, practice researching information needs and norms of different audiences, analyze characteristics of well-written technical messages and presentations, examine trends in scientific and technical communication, discuss how to speak to audiences, apply strategies for leading small teams and business meetings and practice delivering presentations and speeches. To give you hands-on opportunity to develop your skills, this course includes participation, real-world case studies, lecture, application exercises, writing workshops, interaction, and assignments. Students will write and deliver informative and persuasive speeches geared to distinct audiences. You will also have the opportunity to practice speaking at meetings and leading small teams of colleagues.

This course will also help you identify, define, and solve problems, especially those encountered in professional life by agriculture, food and environmental experts. Course work is designed to

apply knowledge of leadership, communication and ethics to real-world scenarios that simulate situations encountered in professional workplaces. We will discuss the nature of problem-solving in professional situations and practice applying different techniques. Students will practice developing creative solutions to communication challenges. This work prepares you to effectively write and communicate your ideas with others to shape the future of AFNR sectors.

The activities above will help you develop very practical skills that will serve you well as a professional in many career paths, however, this course will also connect activities and assessments to the skills needed for effective citizenship and life-long learning. Stressing the importance of writing and speaking in relation to agriculture, food, and environmental topics and professions will help you see public communication and engagement as part of your duty as a citizen working in this field. Before and after giving speeches, students will reflect on the impact of messages to our shared understanding of agriculture, food, and environmental issues. Activities like discussion board posts will help you reflect on your potential contributions to public dialogue and give you an opportunity to predict what communication about these issues is needed in the future. Course activities will help prepare you to make important contributions to public understanding of contemporary agriculture, food, and environmental issues across many channels, platforms, cultures, and contexts.

Writing Intensive requirements

This course also fulfills Writing Intensive requirements. Students get a great deal of feedback and have the opportunity to make multiple revisions and submissions of their major class speeches: the chalk talk and lightning talk. Students hand in outlines, rough drafts, final drafts, and revision memos for these individual speech manuscripts. They receive feedback from their peers and teaching assistants on all of these projects. Revision is required on student work and the work that is revised will be part of the formal assessment and grading in the course. You will have an opportunity to make a final revision of these assignments, as you hand in your final capstone project: the Ted Talk presentation.

Course Assignments and Grading Scale

Course Requirements / Approximate Percentage of Grade
Major Oral and Written Assignments

1. ?Chalk Talk? (Informative Presentation) (15%)
2. ?Lightning Talk? (Persuasive, Engaging Presentation) (15%)
3. Team Symposium (10%)
4. Final capstone ?TED Talk? video presentation (10%)

Quizzes (25%)

Attendance, Reflections, Discussion Board, Weekly lecture activities, and Participation (25%)

(See handouts and schedule for more details and due dates)

Grading Scale (standard)

Grade	Grade Pts.	Percentage	Standard
A	4.00	94-100%	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.67	90-93.99%	
B+	3.33	87-89.99%	
B	3.00	83-86.99%	Achievement that is significantly above the level necessary to meet course requirements.
B-	2.67	80-82.99%	
C+	2.33	77-79.99%	
C	2.00	73-76.99%	Achievement that meets course requirements in every respect.
C-	1.67	70-72.99%	
D+	1.33	67-69.99%	
D	1.00	60-66.99%	Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.00	Below 60%	Represents failure (or no credit) and signifies that the work was either: 1) completed, but at a level of achievement that is not worthy of credit, or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an ?I.?
I	Incomplete	An ?I? is assigned at the discretion of the instructor. An incomplete grade will be considered only when documented, extraordinary circumstances beyond control, or ability to anticipate, prohibit timely completion of the course requirements. Incomplete grades are rare and require a written agreement between the instructor and the student.	

Classroom expectations and University policies

Student workload expectations

This course follows the norms set by the University for student workload. According to UMN policy, one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the

course to achieve an average grade. Because this is a three-credit course, students should expect to spend approximately nine hours total on academic work for this course per week during the semester.

Deadlines and Make-up Work

Students are expected to turn in assignments on time via Canvas and track deadlines closely. One goal of this class is to help you learn the process of creating content; as such, many of the smaller assignments scaffold and prepare you for major assignments. To do your best work, it is important that all assignments are completed in order and on time. Please make an effort to respect all deadlines. In this class, late assignments will result in an automatic 20% off (e.g. 4 points would be deducted from a 20 point assignment). Extensions will only be granted in extraordinary circumstances. Verification of such situations must be documented upon request.

To be successful, you must be engaged in lecture content and complete related exercises for each session. If you miss class for any reason, it is your responsibility to get course notes, material, announcements, topic highlights and handouts. Each class session covers important information. Please review the University Policy on make-up work:
<https://policy.umn.edu/education/makeupwork>.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to Board of Regents Policy. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. I suggest that personal devices are put away during our in-person discussion sessions, in order to give your teaching staff and peers your full attention.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Helpful links connected to student conduct are below:

? If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course and may face additional sanctions from the University.

? The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>.

? This document has helpful tips for expectations:

<https://communitystandards.umn.edu/know-code/online-learning-expectations>.

? Beware of websites that advertise themselves as being ?tutoring websites.? It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites.

If you have additional questions, please clarify with Dr. Swenson. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. This course will include video and audio recordings of class lectures and classroom activities. These recordings will be used for educational purposes and the instructor will make these available to students currently enrolled in this course. Disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

Students must seek instructor permission in order to share either course recordings or course

content/materials. Similarly, instructors who wish to share zoom recordings with other sections or classes must seek and document permission from students whose image or voice are in these recordings. In addition, uploading class materials, quizzes, assignments, or lectures to any online study sites will likely be a violation of the student conduct code. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

For additional information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf
Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

? If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

? Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

? If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.

? If you are registered with the DRC and have questions or concerns about your accommodations, please contact your access consultant/disability specialist.

? For more information: <https://diversity.umn.edu/disability/> or drc@umn.edu.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to your learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

SEE COURSE CALENDAR FOR SCHEDULE OF READINGS, DUE DATES, LECTURE TOPICS AND ASSIGNMENTS. ?

Course Calendar and Schedule (Tentative and Subject to change)

Readings for each week on Canvas

Lecture activities for each Monday and Wednesday topic are due by 8pm.

WEEK	Lecture
M	Lecture
W	Discussion

F
1
(9/6)

UNIVERSITY CLOSED

Overview of Course

Introductions, critical analysis of the communication process exercise

SYLLABUS QUIZ DUE (8pm)

2
(9/13)

The science of perspective-taking: determining how to engage an audience and meet their information needs

Solid science: using the "buckets of evidence" model to identify and critique information sources

Guest workshop from Kristen Mastel: Navigating our library resources

CHALK TALK PLANNING WORKSHEET & LIST OF SOURCES DUE (8pm)

3
(9/20)

Synthesizing and scaffolding: how to organize scientific messages around a solid purpose and arrange messages logically

Mixing evidence and the everyday: how to leverage objective, illustrative, subjective statements to explain science

Workshop your outlines in pairs and small groups. Please have your draft ready to share with your peers.

PREPARATION OUTLINES DUE (8pm)

4
(9/27)

Writing credible and clear science stories

Delivering confident and clear messages

Complete practice video and manuscript for peer review

(Upload videos and manuscripts by 8pm, review peer materials by noon Thursday)

CHALK TALK ? Group A

5
(10/4)

Quiz I

Speaking to persuade: moving people from information to action

CHALK TALK ? Group B

6
(10/11)

Theories of persuasion: considering emotions values, and beliefs when sharing technical information

Framing your message: drafting a manuscript that is interesting and impactful

CHALK TALK ? Group C

LIGHTNING TALK PLANNING WORKSHEETS AND LIST OF SOURCES DUE (8pm)

7
(10/18)

Structuring persuasive messages: using ANSVA to ladder content

Making sound arguments and avoiding bad science

CHALK TALK ? Group D

LIGHTNING TALK PREPARATION OUTLINES DUE (8pm)

8
(10/25)

Storytelling, persuasion, and passion: using narrative to share science

Visual communication: enhancing your messages with images

Complete practice video and manuscript for peer review

(Upload videos and manuscripts by 8pm, review peer materials by noon Thursday)

LIGHTNING TALK ? Group A

9
(11/1)

Quiz II

Virtual Team Building Exercise

See new Team Symposium/Group Webinar assignment directions.

Get in touch with your team to set up a Zoom meeting to talk about the assignment and get to know one another.

LIGHTNING TALK ? Group B

[Reminder: Make sure your chalk talk revision memo is turned in by 8pm tonight!]

10
(11/8)

Small Group
Communication

Hold 1-2 team meetings this week to brainstorm topic and content ideas. Set up communication channels and collaborative documents.

Backwards Design

LIGHTNING TALK ? Group C

11
(11/15)

Creativity and Collaboration

Hold 1-2 team meetings this week to brainstorm topic and content ideas. Set up communication channels and collaborative documents.

Systems Thinking

LIGHTNING TALK ?
Group D
12
(11/22)

Effective Meeting Management

Hold 1-2 team meetings this week to build content. Please create at least one agenda and meeting recap for your meetings this week. Hand in one copy for the team on Canvas by Friday. Jigsaw activity
Thanksgiving ? No class

13
(11/29)

Team Workday

Hold 1-3 team meetings this week to finalize content and visuals, create audience evaluation form, and practice presentations.

Team Workday

Please create at least one agenda and meeting recap for your meetings this week. Hand in one copy for the team on Canvas by Friday.

Quiz III

[Reminder: Lightning talk revision memo is due by 8pm tonight!]

14
(12/6)

Team Workday

Hold 1-3 team meetings this week to finalize content and visuals, create audience evaluation form, and practice presentations.

Please create at least one agenda and meeting recap for your meetings this week. Hand in one copy for the team on Canvas by Friday.

Team Workday

Please make sure the entire team practices the webinar. When ready, record a final version (due to Canvas by Friday!)

All
Team
Symposiums/Group Webinars are DUE by 8pm.

15

(12/13)

Review webinars created by other teams. (Complete their audience evaluation form and class feedback form for each webinar reviewed)

Class Wrap up Session!

No class. Please work on your final, capstone (individual) Ted Talk project (video and blog post).

TEAM EVALUATIONS AND TEAM REFLECTIONS DUE (8pm)

16
(12/20)

No final exam.
Upload final Ted Talk by 8pm on December 20.

#

Old: AFEE 2421

Professional and Oral Communication for Agriculture, Food & the Environment
University of Minnesota
3 credits

Instructors:

Professor

Dr. Rebecca Swenson

Assistant Professor of Agriculture, Food, & Natural Resource Communication

Office: 249A Ruttan Hall

Office Hours: 12:15 – 1:15 pm Wednesdays (or by appointment)

Phone: 612.625.3866

Email: boli0028@umn.edu

Teaching Assistants

Ms. Nadia Alsadi

Office: 253 Ruttan Hall

Office Hours: 9:30-10:30 Wednesdays (or by appointment)

Email: alsad009@umn.edu

Mr. Ethan Dado

Office: 253 Ruttan Hall

Office Hours: 9:30-10:30am Mondays (or by appointment)

Email: dadox006@umn.edu

Communication Tips:

- Please try to address issues, concerns, and needs face-to-face when possible. We like to see you, get to know you, and cut down on the massive amount of emails in our in-box.
- Please keep all communication (email and in-person) professional.
- When sending emails, please include "AFEE 2421" in the subject line. This will help catch our attention and make it easier to track messages.

Lecture and Discussions:

Lecture: 10:40am – 11:30am Mondays and Wednesdays (B45 Ruttan)

Discussions: Fridays

9:35am – 10:25am (B30 Ruttan)

10:40am – 11:30am (B30 Ruttan)

10:40am – 11:30am (B26 Ruttan)

11:45am – 12:35pm (B30 Ruttan)

Course Texts and Readings:

Course readings will be available on Canvas and on the library course reserves page as the semester progresses.

The readings/videos utilized for this course are freely available to all students. A Partnership for Affordable Content grant, Dr. Swenson, and a team of Librarians from the University Libraries supported the effort to replace the previous commercial (and more costly) textbook. The new, custom set of materials is meant to be more accessible to all students and to enhance your learning experience. At the end of the semester, a survey will be provided so that you can tell us more about your experience with this custom set of materials. If you have feedback

before the end of the semester, feel free to share it with Dr. Swenson.

About this Course:

Students who want to be the next generation of effective teachers, scientists, industry leaders, advocates, and policy makers must learn how to communicate with the public, their peers, and other audiences. Success in the professional world requires more than mastery of technical knowledge; professionals must be able to communicate information and ideas with clarity, logic, -and strategy in order to make an impact and enact change. The goal of this course is to help you learn the foundational writing and speaking skills needed to communicate effectively, to join current public and professional conversations about agriculture, food, and natural resource (AFNR) related topics, and to be successful in a wide variety of AFNR careers.

In this course, we will discuss how communication influences public understanding and engagement with agricultural, food, and environmental topics. The course is designed to help you improve your skills, consider ethical challenges, and enhance your professional credibility when communicating what you know to important stakeholders and the public. We will focus on the practical skills needed to present information clearly. There will be many hands-on opportunities for you to practice creating and delivering messages for professional situations encountered in the applied sciences.

As we work through the above course assignments and activities, we discuss the ethics involved in selecting content, audiences, and channels to share a particular message. The ability to be an effective leader and speaker depends upon a deep understanding of your audience and colleagues, so we will discuss how to consider multiple perspectives and social styles when speaking with and interacting with others. Most importantly, we will practice thoughtfully critiquing public discourse and reflecting on the impact of communication to our shared understanding of issues connected to agriculture, food, and the environment. Students will be using the discussion board throughout the course to thoughtfully reflect on the role of communication in professional and public life.

Course Objectives:

After taking this course, you should be able to....

1. Critically reflect on contemporary challenges facing agriculture, food, and environmental sectors and discuss how communication shapes public understanding and dialogue amongst professional stakeholders.
2. Leverage knowledge about communication theory, the persuasive process, and media trends to solve organizational communication problems and issues.
3. Understand the characteristics of strong writing, leading, and presenting skills for professionals in agriculture, food, and environmental settings.
4. Identify, locate and critically evaluate sources of information needed to support presentations and professional documents.
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This course will also help you identify, define, and solve problems, especially those encountered in professional life by agriculture, food and environmental experts. Course work is designed to apply knowledge of leadership, communication and ethics to real-world scenarios that simulate situations encountered in professional workplaces. We will discuss the nature of problem-solving in professional situations and practice applying different techniques. Students will practice developing creative solutions to communication challenges. This work prepares you to

effectively write and communicate your ideas with others to shape the future of AFNR sectors.

The activities above will help you develop very practical skills that will serve you well as a professional in many career paths, however, this course will also connect activities and assessments to the skills needed for effective citizenship and life-long learning. Stressing the importance of writing and speaking in relation to agriculture, food, and environmental topics and professions will help you see public communication and engagement as part of your duty as a citizen working in this field. Before and after giving speeches, students will reflect on the impact of messages to our shared understanding of agriculture, food, and environmental issues. Activities like discussion board posts will help you reflect on your potential contributions to public dialogue and give you an opportunity to predict what communication about these issues is needed in the future. Course activities will help prepare you to make important contributions to public understanding of contemporary agriculture, food, and environmental issues across many channels, platforms, cultures, and contexts.

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Course Assignments and Grading Scale

Course Requirements / Approximate Percentage of Grade

Major Oral and Written Assignments

1. "Chalk Talk" (Informative Presentation) (15%)
2. "Lightning Talk" (Persuasive, Engaging Presentation) (15%)
3. Team Symposium (10%)
4. Final "TED Talk" video seminar (10%)

Quizzes (25%)

Attendance, Reflections, Discussion Board, Weekly activities, and Participation (25%)

(See handouts and schedule for more details and due dates)

Grading Scale

Grade	Grade Pts.	Percentage	Standard
A	4.00	94-100%	Achievement that is outstanding relative to the level necessary to meet course requirements
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B+	3.33	87-89.9%	
B	3.00	83-86.9%	Achievement that is significantly above the level necessary to meet course requirements
B-	2.67	80-82.9%	
C+	2.33	77-79.9%	
C	2.00	73-76.9%	Achievement that meets course requirements in every respect
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D	1.00	60-66.9%	Achievement that is worthy of credit even though it fails to meet fully the course requirements
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Classroom expectations and University policies

Deadlines, Makeup work and Extra Credit

Students are expected to turn in assignments on time at the beginning of the class period when they are due. E-mail attachments are not accepted without prior approval. Please plan ahead to avoid computer-related difficulties, or less-than-dependable team members. In this class, late assignments will result in an automatic 20% off (e.g. 4 points would be deducted from a 20 point assignment). Extensions will only be granted in extraordinary circumstances, such as illness or family emergency, and must be approved in advance if at all possible. Verification of such situations must be documented upon request.

Requesting to take a quiz at a different time than the scheduled period is strongly discouraged. The instructor has the right to grant or deny requests to take a quiz earlier or later than the specified exam date and time. Students who need to miss a quiz for an excused reason must

receive approval from the instructor in advance to make up a missed exam. Exceptions will only be granted in extraordinary circumstances where it is impossible to receive advanced approval, such as sudden and unforeseen illness or family emergency. Even these circumstances require notification prior to the exam. Verification of such situations must be documented upon request. For the complete University policy, absences and makeup work, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

In this class, there are absolutely NO MAKE-UP opportunities for in-class activities (even if you have an 'excused' absence). These activities are designed to be an integral part of course lectures and discussion; you must be present to adequately complete the exercises. There will be an alternative assignment opportunity for all students available during the semester. This assignment can be used to make-up points from missing class sessions and completing activities. It will be added to the "in-class" exercise total.

If you miss class for any reason, it is your responsibility to get course notes, material, announcements, topic highlights and handouts from a fellow student. Each class session covers important information. The instructor cannot recreate each class meeting for each individual student. Please make arrangements to get the necessary information from another student ahead of time.

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reference: <http://policy.umn.edu/education/studentresp>.

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You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct

Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents

Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender

expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.
 Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

SEE COURSE CALENDAR FOR SCHEDULE OF READINGS, DUE DATES, LECTURE TOPICS AND ASSIGNMENTS.  

Course Calendar and Schedule (Tentative and Subject to change)

Readings for each week on Canvas

Week Lecture

M Lecture

W Discussion

F

1

(9/3)

UNIVERSITY CLOSED

Overview of Course

Exercise – Critical Analysis of Communication Process

2

(9/10)

Public Dialogue, Media Monitoring and the AFNR Information Environment

Determining your communication purpose and impact of your messages

Guidelines for Informative Communication

Understanding your Audience -

"Perspective-Taking" and information needs

Identifying and Critiquing Information Sources

CHALK TALK PLANNING WORKSHEET & LIST OF SOURCES DUE (8pm)

3
(9/17)

Synthesizing Information

Organizing and Outlining Messages

Preparation Outlines

Supporting Key messages (Objective, Illustrative, Subjective Evidence)

PEER REVIEW – Bring a hard copy of your outline.

PREPARATION OUTLINES DUE (8pm)

4
(9/24)

Delivery Skills

Critical Listening Skills

ONLINE SESSION

VIDEO and MANUSCRIPT FOR PEER REVIEW DUE

(Upload videos and manuscripts by 8pm, review peer materials by 8pm Thursday)

CHALK TALK – Group A

5
(10/1)

Speaking to Persuade

COMPLETE QUIZ 1 ONLINE (UNIT 1 - EDUCATION) BY 8PM

Theories of persuasion

CHALK TALK – Group B

6
(10/8)

Structuring Persuasive Messages

Storytelling and Persuasion

CHALK TALK – Group C

LIGHTNING TALK PLANNING WORKSHEETS AND LIST OF SOURCES DUE (8pm)

7
(10/15)

Making sound arguments

Visual Communication and Presentation Tools

CHALK TALK – Group D

LIGHTNING TALK PREPARATION OUTLINES DUE (8pm)

8
(10/22)

PEER REVIEW – Bring a hard copy of your outline or manuscript.

ONLINE SESSION

LIGHTNING TALK ROUGH MANUSCRIPTS DUE

VIDEO FOR PEER REVIEW DUE
(Upload videos by 8pm, review peer videos by 8pm Thursday)

LIGHTNING TALK – Group A

9
(10/29)

Group challenge

COMPLETE QUIZ 2 ONLINE (UNIT II - PERSUASION) BY 8PM

[Reminder: Make sure your chalk talk revision memo is turned in by 8pm tonight!]

Small Group Decision Making; Leading Teams

LIGHTNING TALK – Group B

10
(11/5)

Team presentations and backward design

Planning Forums, Panels, and Symposiums

Brainstorming

Collaboration and Creativity

LIGHTNING TALK –
Group C

11
(11/12)

Effective Meeting Management I

Effective Meeting Management II

LIGHTNING TALK –
Group D
12
(11/19)

Jigsaw

ONLINE SESSION – [no in person meeting]

Leadership and Personal Communication II

COMPLETE QUIZ 3 ONLINE (Unit III – GROUP) BY 8PM

[Reminder: Make sure your lightning talk revision memo is turned in by 8pm tonight!]

Thanksgiving Break – No class

13
(11/26)
Team Workday

Please post agendas in your team's Canvas forum before class. Please post meeting recaps in the forum by 8pm.
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14
(12/3)
Team Symposium 1 Team Symposium 2 SPEECH MAKE-UP DAY
15
(12/10) Team Symposium 3
Class wrap up session

QUIZ 4
(In- class reflection essay)

PEER EVALUATIONS AND TEAM REFLECTIONS DUE (8pm)
End of term – No class

16
(12/17)

No final exam.
Upload final Ted Talk by 8pm on Dec 17th.

#

Strategic Objectives & Consultation

Name of Department Chair Approver:

Frances Homans

Strategic Objectives - Curricular Objectives:

How does adding this course improve the overall curricular objectives of the unit?

<No text provided>

Strategic Objectives - Core Curriculum:

Does the unit consider this course to be part of its core curriculum?

New: Yes

Old: <No text provided>

Strategic Objectives - Consultation with Other Units:

Before submitting a new course proposal in ECAS, circulate

the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.

Met with major coordinators: Paul Porter (agricultural industries and marketing), Tony Seykora (Animal Science), Bob Seavey (Bioproducts Marketing and Management), Len Ferrington (ESPM), Dennis Becker (ESPM), Jim Perry (Fisheries and Wildlife), Francisco Diez-Gonzalez (Food Science), Rebecca Montgomery (Forest Resources), Jim Leising (Agricultural Education), Brad Greiman (Agricultural Education), and Eric Watkins (Horticulture).

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