



**AFE 576/AGED 404: Models of Experiential Learning/Supervised Experience  
Programs  
COURSE SYLLABUS  
SPRING 2013  
Online course**

**Instructor:** Leah E. Wickersham, PhD, Associate Professor

**Office Location:** Ag/IT- 229

**Office Hours:** Tuesday 10-12 and Thursday 10-12/1-2 or by appointment

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<b>COURSE INFORMATION</b>
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**Course Description:** This course offers students a theoretical understanding of experiential learning programs and practical examples how experiential learning programs are used in secondary, postsecondary and extension programs in Agricultural Sciences, Natural Resources, and Family and Consumer Sciences as well as Community and Youth Development.

**Textbook:** Brooks-Harris & Stock (1999). *Workshops: Designing and facilitating experiential learning*. Sage Publications

**Student Learning Outcomes:**

*Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.*

Upon successful completion of this course the student will be able to:

1. Recognize and apply various models of experiential learning to extracurricular, enrichment and/or other non-formal educational settings.
2. Utilize experiential learning in Ag, FCS, and Extension activities.
3. Integrate experiential learning in character/citizenship development.
4. Identify and compare opportunities for experiential learning through
  - a. FFA, FCCLA, and 4-H activities
  - b. Field trips/school-related travel
  - c. Work-based learning
  - d. Outdoor recreation
  - e. Adventure education
  - f. Community service
  - g. Study abroad/international travel
5. Document experiential learning through appropriate assessment.
6. Promote experiential learning through recognition and awards.

## COURSE REQUIREMENTS

This is an online class. Students are required to review the eCollege weekly agendas that complement the course calendar and be aware of the announcements within our AFE 576/AGED 404 *eCollege* course home page for updated information pertaining to this course.

In order to minimize confusion and repetition, I like to communicate through personal email as little as possible. Therefore, each of the weekly agendas within our course shell has a link entitled *Weekly Q&A* where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through these *Weekly Q&A* forums. If you prefer to correspond via telephone, simply email me a telephone number where I can reach you and a time that will be convenient for me to call you. Prior to asking a question, please quickly review previous responses within a particular *Weekly Q&A* forum as your question may already have been addressed. You are also welcome to respond to a classmate's question if you can accurately address the issue.

You are also welcome to stop by my office during the office hours that I posted at the beginning of this course syllabus.

### Assignments and Grades:

Assignments that you complete for this course should not have been used in other courses. **You must complete all assignments to earn an A in this course.**

**Grading Rubric:** A: 150-135 B: 134-120 C: 119-105 D: 104-90 F: 89 and below

### Weekly Discussion Forums: (8 @ 5 points each)

Eight weekly agendas within this course contain a discussion forum. I would like for you to respond to the question or activity that is specifically designated for each discussion forum activity. Utilize the resource/reading list that complements each discussion forum and create an original discussion post to respond to a particular forum by **Friday** of each discussion forum week.

I would then like for you to interact and provide feedback to at least two of your classmates' original discussion forum posts. Your contribution to the discussion forums will be graded for **quality** not quantity, **timeliness** of your contributions (please do not wait until Saturday to begin participation), and a **detailed analysis** of linking together theory to application via critical thinking evident within your discussions. Each discussion forum will be open **until Midnight Sunday** of each discussion forum week.

Discussion Forum Grading Rubric

Timeliness of posting your original discussion forum post to allow sufficient time for peer feedback. Post by the Friday of particular discussion forum week.	0 1 2 3
Quality of constructive feedback that you provide to at least two classmates in reviewing their original discussion forum posts prior to Midnight Sunday of particular discussion forum week.	0 1 2
	<b>Point Total = /5</b>

**Reflection Assignments:** (3 @ 20 points each)

You will be provided with 3 reflection assignments to complete by specified due dates which should be written in essay format (please avoid outlines and simple listings). These reflection assignment postings will be created in your personal blog. Instructions for creating your blog will be provided to you in **week 2**. Utilize the weekly agenda resources that complement each reflection assignment, **completely** answer questions and write responses in your own words (*refer to student handbook regarding plagiarism*).

AFE 576/AGED 404 Reflection Assignment Grading Rubric <i>CLAQWA (modified), Flateby &amp; Metzger - University of South Florida</i>	
<b>Assignment Requirements</b>	
<b>5</b>	The writer addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
<b>4</b>	The writer addresses each aspect of the assignment.
<b>3</b>	The writer addresses the appropriate topic and partially fulfills assignment requirements.
<b>2</b>	The writer addresses the appropriate topic, but omits most or all of the assignment requirements.
<b>1</b>	The writer is off topic or vaguely addresses the topic.
<b>Quality of Details</b>	
<b>5</b>	Details help to develop each element of the text and provide supporting statements, evidence or examples of necessary to explain or persuade effectively.
<b>4</b>	Details support the elements of the text with sufficient clarity, depth and accuracy.
<b>3</b>	Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
<b>2</b>	Details are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.
<b>1</b>	Details do not develop the elements of the text.
<b>Quantity of Details</b>	
<b>5</b>	All points are supported by a sufficient number of details.
<b>4</b>	All points are developed by some may need additional details.
<b>3</b>	Additional details are needed to develop some points.
<b>2</b>	Additional details are needed to develop most points.

1	Virtually no details are present.
<b><i>Grammar and Mechanics</i></b>	
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist, but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the paper possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
<b>Earned Point Total: /20</b>	

**Workshop – 50 points:** As a result of the activities in this course, you will develop a workshop that you can use in a setting of your choosing and will include learning activities, evaluation materials, methods for implementation, and more. Your workshop materials will need to be combined in an easy to review format at the end of the semester. A rubric for assessment will be made available in week 4 of the semester.

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

*ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

Each weekly agenda begins on a Monday and concludes the following Midnight Sunday, with the exception of Week 8, which concludes Midnight Thursday.

**Course Calendar (*tentative to change*)**

AFE 576\AGED 404: Experiential Learning - Course Calendar

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
Week 1	Introduction to Experiential Learning	Week 1 Discussion
Week 2	Learning Styles	Week 2 Discussion Blog set up
Week 3	Setting Goals	Week 3 Discussion Reflection Assignment #1
Week 4	Creating a comprehensive workshop design	Week 4 Discussion
Week 5	Designing learning activities	Week 5 Discussion
Week 6	The learning environment	Week 6 Discussion Reflection Assignment #2
Week 7	Facilitation skills	Week 7 Discussion
Week 8	Evaluation	Week 8 Discussion Reflection Assignment #3

## Presentation Sign Up Sheet

Please fill out the sign up sheet prior to leaving class the first night.

Date	Name	Email address
9/10		
9/10		
9/24		
9/24		
10/8		
Introduction of YouTube		
10/22		
10/22		
11/5		
11/5		
11/19		
11/19		
12/3		
12/3		