AGED 371—Agricultural and Youth Leadership **Traci Lankford**
Syllabus-Fall 2013 Office Phone 903/886-5358
traci.lankford@tamuc.edu

Course Description: Application of leadership principles with emphasis on interpersonal and personal skills, organizational structure, and FFA and 4-H Club activities. Hours: 3

Course Rationale: This course is designed to provide students with the knowledge, skills, and attitudes required to organize, plan, coordinate, deliver, and evaluate c-curricular and non-formal educational programs in youth development and leadership. The roles and responsibilities of advisors for youth organizations as well as practical and motivational aspects of *experiential learning* will be included.

Student Learning Outcomes:
Upon completion of the course the student will be able to:

1. Apply educational theories to co-curricular and non-formal learning activities.
2. Identify characteristics of an effective leader.
3. Describe the responsibilities of traditional officers of youth organizations.
4. Discuss opportunities for competition in FFA, FCCLA, and 4-H.
5. Plan and organize effective meetings.
6. Coordinate and participate in organizational committee functions.
7. Observe and demonstrate correct and effective parliamentary procedure.
8. Describe the traits of different leadership and learning styles.
9. Discuss the use of Supervised Agricultural Experience programs in FFA.
10. Facilitate and evaluate competitive leadership development events.
11. Appreciate the importance of communication in chapter/club public relations.
12. Explain the meaning and value of symbols, traditions, and recitations of one or more youth organizations.
13. Compare award and recognition categories for FFA, FCCLA, and/or 4-H.
14. Present an informational program at an FFA, FCCLA, or 4-H meeting.
15. Develop a Program of Activities/Calendar of Events for an organization.
16. Analyze fund raising strategies for potential profit and negative implications.
17. Critique a constitution for an FFA Chapter or other student organization.
18. Recognize the application of leadership principles in local communities.
19. Apply leadership concepts to community and business settings.
20. Identify service learning opportunities and resources at the local level.

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Course Assignments and Grading:

The following activities and assignments will be used in grade determination. The instructor reserves the right to modify course content, assignments, or grading policy at any time during the semester.

	Possible Points
-Exam #1	100
-Presentation on Opportunities for Recognition and Competition (FFA Proficiency Awards, 4-H Roundup Event, Scholarships, etc.)	100
-Judge or Coordinate an FFA LDE or 4-H Roundup Event	100*
-Exam # 2	100
-Team Activity (Constitution/Program of Activities/)	100
-Summary of Field Experiences	100*
-Discussions	100

Final Grade = $\frac{\text{Points Earned}}{700}$ = _____

A= 90=100
B= 80-89
C= 70-79
D= 60-69
F= 59 or below

*Effective Fall 2007, *all AGED 371 students* must complete a minimum of **30 clock hours** in early field experiences in the public school/secondary student setting. Judging or coordinating an FFA Leadership Development Event will count for **8 hours** of this requirement. The weekly online activities will count for 12 hours. **The remaining 10 hours must be spent observing instructional activities in grades 6-12 in the secondary agriscience (or approved discipline) classroom/laboratory. Additional observation/activity hours are encouraged.**

Extra Credit
-Local participation in Collegiate FFA or another *instructor-approved* organization.

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Assignment Descriptions

Presentation
Students will each develop a 7-10 minute presentation over opportunities for students to compete and be recognized, either individually or as part of a team, through FFA or 4-H. The presentation should provide:

1. A general overview of the activity or award guidelines
2. Scope and levels of competition or recognition
3. Location of event or opportunity
4. Graphic display of concepts through a
    a. Poster,
    b. Bulletin Board, (or)
    c. Multimedia presentation
5. Written description or explanation through a
    a. 1-2 page handout,
    b. Press Release, (or)
    c. Informational Brochure

Team Activity

Each student will be assigned to a team consisting of 3-4 members. Each team will be assigned a task from those listed below upon which to complete and report on to the rest of the class.

-Write/revise a draft/constitution for a student organization meeting university guidelines.
-Develop a Program of Activities or Annual Calendar of Events for that organization.
-Develop proposed budget, including estimated revenue/source as well as expenses.
-Plan an event that engages all members of the organization.

Summary of Field Experiences

The student will complete 30 hours of field experiences which include:

- 8 hours: Texas A&M University-Commerce Invitational LDE
- 12 hours: Online Discussions
- 10 hours: Classroom/youth leadership observations (classroom instructor/ FFA Advisor/ 4-H leader must email instructor for hours to be approved)

Electronic Submission of Assignments/Documentation

All assignments will be submitted online in the appropriate Assignment Dropbox through eCollege, the university's format for web-based and web-enhanced courses.

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References:

The following web sites will be useful references and cheaper than a textbook!

National FFA Organization
www.ffa.org
Texas FFA
www.texasffa.org
Vocational Agriculture Teachers Association of Texas
http://www.vatat.org
The SAE Toolbox
http://www.cals.ncsu.edu/agexed/sae/toolbox/
National 4-H Headquarters (USDA-CSREES)
http://www.national4-hheadquarters.gov/
National 4-H Council
http://www.fourhcouncil.edu/
Texas 4-H Web Page
http://texas4-h.tamu.edu/
National FCCLA
http://www.fcclainc.org/
Texas FCCLA
http://www.texasfccla.org/
Texas Center for Service Learning
http://www.txcsl.org/
National Service Learning Clearinghouse
http://www.servicelearning.org/index.php
Judging Card
www.judgingcard.com

Relevant Online Research Journals

Journal of Extension
http://www.joe.org
Journal of Agricultural Education
http://jae-online.org/
Journal of Southern Agricultural Education Research
http://www.jsaer.org/
Texas Journal of Agriculture and Natural Resources
http://www.tarleton.edu/Departments/txjanr/OnLine_Jrnl.html

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Class Syllabus Addendum, Fall 2013

Professionalism

Students are expected to attend online class and/or field activities as scheduled. Their participation in class discussion and instructional activities should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. The use of tobacco products in the classroom, laboratory, or field trip sites is prohibited. Inappropriate conduct will not be tolerated. Failure to comply with instructor's guidelines may result in suspension from class for the remainder of the day's instruction. Repeat offenses may result in additional consequences.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

Teaching Assistants/Guest Instructors

The need may arise occasionally for either a teaching assistant or guest instructor to teach/present a lecture or lab. It is expected that students will support and participate in class activities with the same level of courtesy as that demonstrated when the professor is present. Discourteous behavior during the lecture/demonstration by a teaching assistant or guest instructor is not acceptable.

Office Hours

The following office hours are the official times that I will be available for drop-in student consultation.

Monday-Friday by appointment only

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following two sources:

The Online Writing Lab at Purdue University
http://owl.english.purdue.edu/owl/resource/560/01/
The Writing Center @ TAMU-Commerce
http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators http://www.wpacouncil.org/node/9) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

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