AGED 371-Agriculture and Youth Leadership
Instructor: Ms. Maggie Salem
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Office Info: AGIT 146
Class: AGED 371.01E (CRN: 80713)

Course Description: (as in catalog) Agriculture and Youth Leadership. Application of leadership principles with emphasis on interpersonal and personal skills, organizational structure, and FFA and 4-H Club activities. Hours: 3

Student Learning Outcomes: This course is designed to provide students with the knowledge, skills, and attitudes required to organize, plan, coordinate, deliver, and evaluate co-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 Agriculture 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 aware 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 consequences.
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.

Text: There is no specific textbook for this course.

The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignment, projects, or presentations.
Course Assignments and Grading:
The following activities 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.

To earn a “B” a student must complete the activities in Category #1 and have an 80% or higher average.

<table>
<thead>
<tr>
<th>Category #1</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Presentation on Opportunities for Recognition and Competition (FFA Proficiency Awards, 4-H Roundup Event, Scholarships, etc.)</td>
<td>100</td>
</tr>
<tr>
<td>Coordinate an FFA Leadership Development Event</td>
<td>100</td>
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<tr>
<td>Observation Record*</td>
<td>100</td>
</tr>
<tr>
<td>Summary of Field Experiences*</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam and/or Reflective Assignment</td>
<td>100</td>
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</tbody>
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Final Grade = Points Earned = _________

500

B=80 or higher
C=70-79
D=60-69
F=59 or lower

Category #2 (Very Important)
To earn an “A” students must also complete the following in addition to earning at least 90% or higher on the activities listed in Category #1.
1. Local participation in Collegiate FFA or another instructor-approved organization (100).
2. Weekly online activities related to FFA, 4-H, and other youth development topics (100).

*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 (under Category 2) will count for 12 hours. The remaining 10 hours must be spend observing instructional activities in grades 6-12 in the secondary Agriculture, Food and Natural Resources (or approved discipline) classroom/laboratory. Additional observation/activity hours are encouraged. The Summary of Field Experiences will consist of a one page-reflective essay along with an Early Field Experience Observation Log for Pre-Service Teachers.

Assignment Descriptions:
Presentation
Students will each develop a 7-10 minute presentation (Power Point, Prezi, Skit, or Poster) over opportunities for students to compete and be recognized, either individually or as part of a team, through FFA, FCCLA, 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

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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

Coordinate and/or Judge an FFA Leadership Development Event
Class members will organize, plan, coordinate, and host an Invitational FFA Leadership Development Event. This is an absolutely essential component of class activities. This event will occur during the latter part of October or Early November with the exact date to be determined during class.

Local Participation in Collegiate FFA or other Instructor-Approved Service Organization Each student is expected to attend and participate in at least four local activities conducted by the Collegiate FFA (or another instructor-approved service organization, if the student is not seeking teacher certification) outside of class time. This must include at least two chapter meetings. Other organized Collegiate FFA activities, except officer meetings, may count for this. Students must document each activity by:
   a. preparing a set of minutes, if the activity was a meeting, or
   b. summarizing the event in one page or less, addressing the outcomes.

Weekly Online Activities
The student will have the opportunity to participate in a series of weekly online activities that extend the learning beyond classroom lecture/discussion. Topics will be selected by the professor and/or teaching assistant and may address a variety of topic related to managing student related organizations. Supplemental materials may also be provided including short videos, relevant magazine or journal articles, etc. Topics may include but are not limited to:
   - Community Service/Service Learning
   - Volunteer Training for 4-H Leaders or school volunteer
   - Grants, Fund-Raising, etc.
   - Student travel
   - SAE Record Book Training for FFA Advisors
   - External/community stakeholders
   - National FFA Convention
   - Agricultural Career Opportunities

Written Assignments:
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.

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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 source:

**The Online Writing Lab at Purdue University**
[http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

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](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.

*Electronic Submission of Assignments/Documentation:*
All written assignments will be submitted online in the appropriate Assignment Dropbox through myLEO Online, the university’s format for web-based and web-enhanced courses.
*Please note this is the first semester myLEO Online is being used campus wide at this university and as such, patience, understanding, and flexibility will be required by us all.*

**Student Conduct:**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

**Students with Disabilities:**
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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

**Nondiscrimination Notice:**

*The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignment, projects, or presentations.*
Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement:
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Web url: http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Professionalism:
Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in class, online discussion, and experiential learning activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Tobacco or alcohol use, in any form during class, field trips, or observations is prohibited. Failure to comply with the professor’s guidelines may result in suspension from class for the remainder of the instruction.

Office Hours:
The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the demands of class preparation, my advising role, and service prohibit immediate drop-in service. Monday-Thursday 1:00 PM-5:00 PM and/or by appointment

Course Outline:

Week 1:
Syllabus/Course Intro/Course Outline/Leadership

Week 2:
Leadership

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Week 3:
Competitions

Week 4:
Meetings

Week 5:
Fundraising-Begin planning for TAMU-C Invitational LDEs

Week 6:
Constitution

Week 7:
Program of Activities

Week 8:
LDEs

Week 9:
LDEs/National FFA Convention held in Indianapolis, IN

Week 10:
LDEs-TAMU-C Invitational Leadership Development Events (tentatively scheduled)

Week 11:
Parliamentary Procedure

Week 13:
Professionalism and Dressing for Success-Guest Speaker

Week 14:
National FFA Convention

Week 15:
Opportunities for Recognition

Week 15:
Final Reflections

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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
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/
Judging Card
www.judgingcard.com
Educational Excellence for AFNR Teachers***
http://www.texeducationalexcellence.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
Journal of Family and Consumer Sciences Education
http://www.natefacs.org/JFCSE/jfcese.htm