

CSUS 223A
Seminar in AFNRE Leadership Theory I
Spring 2018, 1 Credit
Thursdays, 5:00-5:50PM, Natural Resources 221
Course Syllabus

Instructor Dr. Aaron McKim
Department of Community Sustainability
Michigan State University
480 Wilson Road
Room 139 Natural Resources Building
Office Telephone: 517-432-0318
Cell Phone: 812-599-0400
Email: amckim@msu.edu

Office Hours Available upon email request.

Class Materials All Class Materials Available on D2L, No Textbook Required

Course Description

Introductory leadership theory in formal and nonformal agriculture, food and natural resources education.

Course Outcomes

By the end of this course, students will be able to:

1. Identify methods to engage agriculture, food, and natural resources education programs within Michigan communities.
2. Describe the role of personal and team leadership in offering an agriculture, food, and natural resources education program.
3. Work collaboratively to plan a community-based agriculture, food, and natural resources education program.
4. Develop a list of career goals within agriculture, food, and natural resources education.

Class Schedule – *subject to change*

Course Date	Course Title	Brief Description	Facilitator(s)
January 11	Introduction	Introduction to syllabus, peers, and faculty in AFNR Education.	McKim
January 18	Identifying Teams in AFNR Education	Exploring the diversity of teams in AFNR Education (e.g., 4-H; FFA; Community Food Networks; Teacher Organizations).	McKim
January 25	Differences in Youth and Adult AFNR Education Teams	Comparing and contrasting youth and adult teams and their facilitation/function/importance within AFNR Education.	Pauley
February 1	<i>Team Case Study 1</i>	Non-AFNR Guest Speaker: Terry Curry	Everett
February 8	Strategies for Establishing Teams in AFNR Education	Practical strategies for establishing inclusive teams within AFNR Education (e.g., classroom groups, leadership teams, advisory groups).	McKendree
February 15	Developing AFNR Education Team Leaders	Practical strategies for training/developing AFNR Education leadership teams (e.g., officer training).	Forbush/ Wyrick
February 22	<i>Team Case Study 2</i>	AFNR Industry Guest Speaker: Melissa McKendree	McKendree
March 1	Managing Team Conflicts	Conflict occurs in all teams; this session will explore how to utilize conflict to <i>better</i> the operation of the team.	Hodbod
March 15	Establishing Meeting Expectations	Simple strategies for running a meeting. Topics include developing and facilitating an agenda.	McKim
March 22	<i>Team Case Study 3</i>	Community-Based AFNR Education Guest Speaker: Will Jaquinde	Hodbod
March 29	Motivating Team Member Performance	Practical strategies for motivating all members of a team – motivation topics should differ between youth and adult teams.	Everett
April 5	Evaluating AFNR Education Teams	Practical strategies for evaluating team processes, dynamics, and outcomes.	Raven
April 12	<i>Team Case Study 4</i>	School-Based AFNR Education Guest Speaker: TBD	Forbush
April 19	Adjourning AFNR Education Teams	Exploring why, when, and how to adjourn AFNR Education teams based on performance and achievement of team vision.	Pauley
April 26	Course Reflection and Wrap-Up	Evaluations of course topics and approaches.	McKim
Finals Week	Small Group Discussions	In small groups, students will schedule a 30-minute meeting with the course instructor to debrief the course.	McKim

Course Requirements

Attendance and Participation

Your attendance and participation are critical to your success in this seminar course. Each week, we will discuss important topics in agriculture, food, and natural resources education. Your contributions to these discussions will help guide the direction of our conversation to address your needs as well as contribute to the learning of your peers.

AFNRE Community Program

During the semester, you will be a member of a team within CSUS 223. The objective of this team is to offer an AFNRE-Related workshop during the semester. During each course seminar, we will address relevant topics that will help guide your team through this process. More instructions on the workshop your team will offer will be provided during seminars.

AFNRE Community Program Reflection

Reflecting on your experiences is one of the most powerful ways to learn. In this assignment, you will write a brief, individual reflection of your group's AFNRE community program. This reflection should address two prompts: (a) what role did personal and team leadership play in the success or failure of your AFNRE community program and (b) if you could do this project again, what would you do differently?

AFNRE Career Goals

Establishing realistic goals is a critical tool for professional success. The goal-setting process provides an opportunity to reflect on your values, vision, and potential as an AFNRE professional. In this assignment, you will develop a list of ten professional goals – including at least two SMART goals, two black and white goals, and two big, hairy, audacious goals.

Assignments

Assignments will be turned in electronically in D2L. Written reflections should be double spaced, in Times New Roman or Arial (12 point) font. Do not put your name on your paper, D2L will provide identification of the document.

Assignments are due at 11:59PM on the posted date. Late assignment will be accepted, but with a 10% deduction per business day.

Student Evaluation

Assignment	Points	Due Date
Attendance and Participation	300	Weekly
AFNRE Community Program	300	April 12
AFNRE Community Program Reflection	150	April 19
AFNRE Career Goals	150	April 26
Participation in Debrief Meeting	100	Finals Week
Total	1000	

Grading Scale

<u>Grade</u>	<u>Points Earned</u>
4.0	1000-920
3.5	919-880
3.0	879-820
2.5	819-780
2.0	779-720
1.5	719-680
1.0	680-600
0	< 600

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in **CSUS223**. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. McKim at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Bereavement:

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services – Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **[Check MSU Website]**. The last day to drop this course with no refund and no grade reported is **[Check MSU Website]**. You should

immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies

In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given,

you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- **Dr. McKim** will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- **Dr. McKim** will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (**CSUS223**).
 - Raises an inappropriate subject.
- **Dr. McKim** will make every effort to answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.