

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Agriculture, Food, and Environment</u>	Department (Full name):	<u>Agricultural Economics</u>
Major Name (full name please):	<u>Agricultural Economics</u>	Degree Title:	<u>B.S. in Agricultural Economics</u>
Formal Option(s), if any:	<u>(1) Agribusiness Management & Food Marketing OR (2) Agricultural Economics</u>	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>Roger Brown</u>	Phone:	<u>859-257-7257</u>
		Email:	<u>rogerbrown@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>WRD 203: Business Writing</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program: <u>Learning Outcome #3: Professional Communication--Students will be able to select appropriate forms and styles of communication; and deliver information clearly and professionally in writing, speech, and presentation forms.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan: <u>AEC students who have not already fully satisfied the Graduation Composition and Communication Requirement (GCCR) have two options for satisfying this requirement:</u>

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Option 1. Complete one AEC course identified in its title as "Writing Intensive" with an average grade of C or better on the designated composition intensive assignment(s) AND complete one of the following courses, graded pass/fail only, with an average grade of C or better on the designated communication intensive assignment(s):

- AEC 396 International Studies in Agricultural Economics (1 credit hour), or
- AEC 399 Experiential Learning in Agricultural Economics (1-6 credit hours).

Option 2. Complete AEC 395 Independent Research in Agricultural Economics (1-6 credit hours) with an average grade of C or better on the designated composition and communication intensive assignments.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: AEC 306 "Food and Agricultural Marketing Principles (Writing Intensive)"

- new or existing course? new course (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? This is the first of several "writing intensive" courses we plan to development; all AEC students that have not fully satisfied the GCCR will be required to take one "writing intensive" course before graduation. All such courses will have new course numbers, one additional credit hour, and the words "Writing Intensive" added to the course titles.
- shared or cross-listed course? No; these "writing intensive" courses will be limited to AEC majors only.
- projected enrollment per semester: We expect 50 students will enroll during the fall and spring semesters (100 students annually). We expect fewer students per course as more "writing intensive" courses are developed and approved. As per NTE and WRD recommendations, "writing intensive" course sections will have a target of 20-25 students with no more than 30 students to allow for meaningful and substantive instructor feedback on student drafts.

Course #2 (if applicable): Dept. prefix, number, and course title: AEC 396 "International Studies in Agricultural Economics" (1 credit, Pass/Fail only) and AEC 399 "Experiential Learning in Agricultural Economics" (1-6 credit hours, Pass/Fail only)

- new or existing course? both are existing courses (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Students that choose "Option 1" (see GCCR Description for Majors above) must also take one of these two courses that are offered on a "pass/fail" basis only.
- shared or cross-listed course? No, these two courses will be limited to AEC majors only.
- projected enrollment per semester: AEC 396 (10 students per semester); AEC 399 (40 students per semester)

Course #3 (if applicable): Dept. prefix, number, and course title: AEC 395 "Independent Research in Agricultural Economics"

- new or existing course? existing course (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? This course will be required only for AEC students that select "Option 2" (see GCCR Description for Majors above)
- shared or cross-listed course? No, this course will be limited to AEC majors only.
- projected enrollment per semester: AEC 395 (5 students per semester)

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

• **Contact information of providing program:**

• **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

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<ul style="list-style-type: none"> • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
<p>Date of agreement: _____</p>
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p> <ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here); • the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process; • the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit); • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p> <ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.): <p><u>To satisfy the communication portion of the GCCR, all AEC students will take either AEC 395, AEC 396, or AEC 399. Each student will be required to draft, review, and revise a 3' x 4' poster to be presented with prior feedback during an Ag Econ Academic Enrichment Fair to be held each fall and spring semester. To satisfy the composition portion of the GCCR, AEC students will either take a designated "writing intensive" course (e.g., AEC 306) or propose and complete an independent research course (i.e., AEC 395). In these courses, students will draft, review, and revise one or more written assignments that together equal at least 4,500 words and demonstrate information literacy in the discipline. GCCR-related courses may be taught in multiple formats (e.g., traditional face-to-face format, distance learning, hybrid learning, or independent study).</u></p> <ul style="list-style-type: none"> • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program: <p><u>The GCCR assignments are designed to develop the composition and communication skills of agricultural economists. As such, the assignments focus on training students to convey applied problem-solving methods and solutions clearly and professionally to a broad range of audiences (e.g., farmers, business leaders, and academics) in writing, speech, and presentation forms.</u></p> <p><u>To satisfy the composition portion of the GCCR, students may write a 4,500+ word term paper that is formally integrated and taught in parallel with existing coursework (e.g., AEC 306 is a "writing intensive" version of AEC 305), or students may elect to write a 4,500+ word term paper as part of a student-designed independent research course (e.g., AEC 395). To satisfy the communication portion of the GCCR, all AEC students will draft, revise, and present an academic-styled poster related to their "academic enrichment" activity (i.e., study abroad, professional internship, independent research) at an AEC poster fair.</u></p> <ul style="list-style-type: none"> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.): <p><u>In all courses with GCCR assignments, students will use feedback from their instructor and/or peers to improve all major GCCR assignments for resubmission. In our "writing intensive" courses (e.g., AEC 306), student drafts of all major writing assignments will be reviewed by both peers as well as the course instructor with required rewriting and resubmission.</u></p>

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These students (as part of "Option 1") will also take either AEC 396 or AEC 399; each of these courses will require students to develop an academic-styled poster and presentation, the instructor and/or DUS will provide feedback to students, and students will rewrite and revise their work. Student that take AEC 395 (i.e., "Option 2) will receive feedback from the instructor on all major GCCR assignments with required improvements and resubmission.

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

The SLO will be assessed biennially.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

The SLO will be assessed by the AEC undergraduate committee at the direction of the Director of Undergraduate Studies.

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

N/A

Brothers, Sheila C

From: Brown, Roger M
Sent: Thursday, May 22, 2014 2:03 PM
To: Brothers, Sheila C
Cc: Maynard, Leigh; Davis, Alison F; Patterson, Matt; Giancarlo, Matthew C; Skees, Susan M
Subject: RE: GCCR clarification for Ag Econ

Hello Sheila--I think Leigh and Alison are both out of the office this week. I'll do what I can, but I'm in Hawaii until May 28 with no computer access. Here is the information I have.

(1) our department will consider alternative GCCR proposals in early June. I understand that we will still need to move forward with our current proposal until/if we decide on an alternate.

(2) under our current proposal, students have three options for satisfying the GCCR. Those are in the proposal and summarized here:

Option 1: AEC 306 (4 hrs) + AEC 399 (3 hrs) for a total of 7 hrs.

Option 2: AEC 306 (4 hrs) + AEC 396 (1 hr) for a total of 5 hours.

Option 3: AEC 395 (1+ hrs)

(3) the idea is/was that most students would take AEC 306 to satisfy the composition requirement and then in addition satisfy the communication requirement by either doing an AEC 399 internship or doing an AEC 396 study abroad program. A handful of students would take the initiative to prepare an independent research proposal (AEC 395) and thus satisfy all GCCR requirements via that single course.

(4) I don't have any way to prepare or modify any forms until I return to KY on May 28. All I have is my phone.

I will have limited Internet access until then.

Thanks Sheila.

Roger

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	AEC 306: Food and Agricultural Marketing Principles (Writing Intensive); AEC 396 International Studies in Agricultural Economics; AEC 399 Experiential Studies in Agricultural Economics; and AEC 395 Independent Research in Agricultural Economics. Agricultural Economics Department, BS in Agricultural Economics.
Contact Person Name:	Roger Brown
Phone:	859-257-7257
Email:	rogerbrown@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted *"pending approval of appropriate GCCR courses."*

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/11/2014	Alison Davis / 7-7260 / Alison.Davis@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/14/2014	Larry Grabau / 7-3469 / Larry.Grabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/2/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 3/11/2014

1b. Department/Division: Agr Economics

1c. Contact Person

Name: Alison Davis

Email: Alison.davis@uky.edu

Phone: 859-257-7260

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: AEC 306

2c. Full Title: Food and Agricultural Marketing Principles (Writing Intensive)

2d. Transcript Title: Food and Ag Mkting (writing intensive)

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 4

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 4

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: An analysis of the market's role in determining prices and coordinating productive activities in the food and agricultural systems.

2k. Prerequisites, if any: Prereq: C or better in ECO 201. This course is designated as a writing intensive course and satisfies the composition portion of the GCCR. Students may not earn credit for both AEC 305 and AEC 306. To receive credit for the composition portion of the GCCR, students must have successfully completed the first-year composition and communication requirement (CIS/WRD 110/111 or equivalent) and have completed at least 30 hours of coursework. An average of C or better is required on GCCR assignments.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Roger Brown

Instructor Email: roger.brown@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The syllabus conforms to University Senate Guidelines' Distance Learning Considerations. The syllabus states Students are encouraged to participate in these optional class discussions and exam review sessions. However, attendance and participation will have no direct impact on students' grades (i.e., no points are awarded for attendance and/or participation). Students are also invited to meet with the instructor during weekly office hours or by appointment. Students may also call/email/text the instructor during regularly business hours (i.e., 8:00 to 17:00) to inquire about the instructor's immediate on-campus availability.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This course is only taught via the hybrid distance-learning approach. Thus the students will be using only one textbook, the course goals and student learning outcomes are the same as if the course was taught in-person.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. There is a very strong academic offense policy. Within the syllabus, the instructor details very specifically what plagiarism and cheating look like.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? This is the only course offered online in the Ag Econ program currently. Students have the option to take AEC 305 if they prefer face-to-face.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? This course is only taught via the hybrid distance-learning approach. However, the students are provided access to the instructor by appointment. The instructor has provided email and cell phone numbers and weekly office hours. In addition, the instructor has optional web based discussions and review sessions throughout the semester. Because this course will satisfy the composition requirement of the GCCR, the instructor will provide feedback on writing assignments and final paper throughout the semester.

6.How do course requirements ensure that students make appropriate use of learning resources? The syllabus provides a list of resources that details library services.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. There is no access needed for labs, facilities or equipment beyond the use of a computer. The syllabus states how to access the Young library.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus provides information on who to contact with issues related to Blackboard and any other IT issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **YES**

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. **Will be offered through Blackboard.**

10. Does the syllabus contain all the required components? **YES**

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: **Roger Brown**

SIGNATURE|LMAYNARD|Leigh J Maynard|AEC 306 NEW Dept Review|20140311

AEC 306: Food and Agricultural Marketing Principles (Writing Intensive)

Fall Semester 2014

Instructor:	Roger Brown, PhD	Office Phone:	859-257-7257
Office:	304 Barnhart Building	Cell Phone:	859-699-4446
E-Mail:	rogerbrown@uky.edu	Office Hours:	Sent weekly via email

Course Description: An analysis of the market's role in determining prices and coordinating productive activities in the food and agricultural systems. Prereq: ECO 201. **This course is designated as a writing intensive course and satisfies the composition portion of the GCCR.** [proposed] Students may not earn credit for both AEC 305 and AEC 306.

To receive credit for the composition portion of the GCCR, students must have successfully completed the first-year composition and communication requirement (CIS/WRD 110/111 or equivalent) and have completed at least 30 hours of coursework. An average of C or better is required on GCCR assignments.

Required Text: Roger Brown. 2014. *Principles of Agricultural Marketing*. 8th Edition. Triple Silver.

For the convenience of studying, students are expected to purchase a hardcopy of this text from Johnny Print at 547 South Limestone Street in Lexington across from the Business and Economics Building. The text cost is \$15. This fee covers the cost of printing, binding, and distribution. Students who live out of town may contact the instructor or Johnny Print (859-254-6139) for help acquiring a copy of the text.

Meeting Times: All students are required to attend four exams held on UK's main campus in the Seay Auditorium unless special arrangements are approved in advance by the instructor. Students should bring three items to the exam: (1) a writing utensil, (2) a basic, non-cell phone, non-graphing calculator, and (3) a photo ID. The required exams are scheduled for the following times/dates:

Wednesday	September 24	17:00 to 19:30	Seay Auditorium	Ag Sciences Building
Wednesday	October 22	17:00 to 19:30	Seay Auditorium	Ag Sciences Building
Wednesday	November 19	17:00 to 19:30	Seay Auditorium	Ag Sciences Building
Monday	December 15	18:00 to 20:30	Seay Auditorium	Ag Sciences Building

Optional online discussion/exam review sessions will be held at the following four times/dates:

Wednesday	September 3	17:00 to 19:30	Online	http://connect.uky.edu/rb
Wednesday	October 8	17:00 to 19:30	Online	http://connect.uky.edu/rb
Wednesday	November 5	17:00 to 19:30	Online	http://connect.uky.edu/rb
Wednesday	December 3	17:00 to 19:30	Online	http://connect.uky.edu/rb

Optional web- and/or telephone-based class discussions will be held at the following times/dates and at additional times as needed:

Tuesday	September 23	17:00 to 18:30	Online	http://www.blogtalkradio.com/uky
Tuesday	October 21	17:00 to 18:30	Online	http://www.blogtalkradio.com/uky
Tuesday	November 18	17:00 to 18:30	Online	http://www.blogtalkradio.com/uky
Sunday	December 14	17:00 to 18:30	Online	http://www.blogtalkradio.com/uky

Students are encouraged to participate in these optional class discussions and exam review sessions. However, attendance and participation will have no direct impact on students' grades (i.e., no points are awarded for attendance and/or participation). Students are also invited to meet with the instructor during weekly office hours or by appointment. Students may also call/email/text the instructor during regularly business hours (i.e., 8:00 to 17:00) to inquire about the instructor's immediate on-campus availability.

Learning Objectives: At the conclusion of this course, actively engaged students should be able to analyze ag-based marketing challenges and propose useful and theoretically defensible solutions to those challenges. Specifically, students should be able to:

- (1) Define logically agricultural markets characteristically in time and space;
- (2) Analyze supply and demand conditions of agricultural markets and explain their effects on equilibrium price and quantity;
- (3) Calculate and analyze elasticities for agricultural markets and use them to evaluate subsidy / tax incidence and responsiveness of consumers and producers to price / income changes;
- (4) Analyze the structure of agricultural markets and propose logical profit enhancing strategies based on microeconomic theory;
- (5) Convey ag-marketing concepts, strategies, theories, and conclusions clearly and convincingly in writing, including the appropriate use of graphs, figures, and tables; and
- (6) Identify major characteristics, functions, institutions, and emerging trends of U.S. and global agricultural markets.

Teaching Objectives: The instructor strives in a fair, consistent, and professional way to help students meet the learning objectives for this class. Specifically, the instructor seeks to:

- (1) Provide convenient and effective access to high-value course materials;
- (2) Facilitate meaningful interactions among all course participants;
- (3) Present course content and student expectations clearly and effectively;
- (4) Provide clear, convenient, and timely responses to student questions;
- (5) Evaluate students fairly; and above all
- (6) Provide students with a high-value learning experience.

The instructor makes every reasonable effort to help students learn the material and earn the grade in this course that they want. However, students are expected to take primary responsibility for their learning. That means that students are expected to utilize in meaningful ways the learning resources provided. Most students will likely need additional help from time to time. Students are expected to communicate their needs to the instructor (e.g., via email).

Graded Assignments: This course includes three types of graded assignments designed to help the instructor to evaluate how well students have met the course learning objective. The three types of graded assignments are 1) optional online quizzes, 2) regular in-class exams, and 3) a multi-part term paper.

Optional Online Quizzes: Each week for twelve consecutive weeks and starting the first week of the semester, students may elect to complete a set of optional online quizzes. These online quizzes are designed to guide students through the course materials and to prepare students for exams. All online quizzes are distributed via the course website. Students may retake each quiz an unlimited number of times until the due date and time. No further attempts are permitted for any reason after the due date and time. Students may earn up to ten online quiz points per week for 12 weeks for a maximum of 120 points possible. Points earned from these optional online quizzes have only one purpose; students may elect to replace all the points they earn on their final exams with up to 100 points earned from these optional online quizzes. Otherwise, any optional online quiz points earned will not affect students' final grades.

Exams: Four cumulative exams (3 mid-semester exams and 1 final exam) are designed to evaluate students' progress in mastering the course material. Exams may include a mixture of multiple choice, true/false, graphical analysis, fill-in-the-blank, short answer, and/or essay questions. Three mid-semester exams are each worth 200 points and the cumulative final exam is worth 100 points.

NOTE: Students may elect to replace the points they earn on their three mid-semester exams with points equal to six (6) times the points they earn on the final exam, resulting in a higher final letter grade.

Multi-Part Term Paper: The multi-part term paper assignment gives students an opportunity to analyze a particular agricultural or rural market of their choosing and practice writing to college-level standards.

For this paper, students must identify a single agricultural or rural market to investigate, analyze, and discuss. Paper topics must be approved in advance by the instructor. In Part 1 of their paper, students must define clearly and logically a single agricultural market characteristically in time and space. In Part 2 of their paper, students must identify how expected future supply and demand shifts independently and jointly are expected to impact the equilibrium price and quantity in their chosen market.

This paper must be at least 4,500 words. Papers should be no more than 20 pages, double-spaced, excluding figures and references. This paper is a highly focused and structured technical writing assignment. In their papers, **students must gather, integrate, and document appropriate information sources** (e.g., journal articles, field observations, interviews, government data, etc.). Students are expected to review carefully the online paper description and consult with the instructor as needed for additional ideas, suggestions, and feedback.

Sloppy or half-hearted attempts at writing will be returned ungraded. Students that submit recklessly written papers or who demonstrate serious writing deficiencies may be referred to their college dean for remedial work following University Policies.

The multi-part term paper is worth 300 points total, including outlines for Part 1 and Part 2 (25 points each), a draft of each part (50 points each), a final draft of Part 1 (50 points), and a final draft of Part 2 (100 points). Students must pass a zero-point online qualifying exam before starting any part of their term paper.

Grading: Final grades for students are determined by adding all points from the three mid-semester in-class exams (200 points each; 600 points total), the cumulative final exam (100 points), and all term paper assignments (300 points total). The total number of points possible in the course is 1,000 points.

Course Assignment	Points Possible	Letter Grades
Unit 1 Exam	200	A = 90% to 100% (i.e., 900 or more points)
Unit 2 Exam	200	B = 80% to 89% (i.e., 800 to 799 points)
Unit 3 Exam	200	C = 70% to 79% (i.e., 700 to 799 points)
Cumulative Final Exam	100	D = 60% to 69% (i.e., 600 to 699 points)
Term Paper Assignment	300	E = 59% or less (i.e., 599 or fewer points)
Total	1,000	

NOTE: Students may elect to replace their cumulative final exam grade with up to 100 points earned from the optional online quizzes. These quiz points have no other use.

NOTE: Students may elect to replace the points they earn on their three mid-semester exams with points equal to six (6) times the points they earned on the final exam.

NOTE: AEC majors must earn a final letter grade of “C” or better in the course for the course to count towards the AEC degree requirements.

NOTE: **Students must earn at least 210 out of 300 points (i.e., 70%) on the term paper assignments for the course to satisfy the composition portion of the GCCR.**

NOTE: Students’ grades may be adjusted higher based on their overall performance in the course.

NOTE: The instructor may make changes to this syllabus as needed at the instructor’s sole discretion.

Absence Policy: Students that have another class or a common-hour exam scheduled at the same time as an exam in this class must contact the instructor no later than the third week of the semester to discuss alternate exam dates/times. Students that miss an exam for a University-approved reason must email the instructor within one week following the period of the excused absence (SR 5.2.4.2). The instructor will not reopen expired online quizzes for any reason. Appropriate verification of absences may be required.

University Statement on Writing: A student’s writing in all courses is expected to meet acceptable standards for college-level English. Any instructor who finds that the written work of any student does not meet college-level standards may require the work to be revised to reflect competency and resubmitted. Instructors may include the quality of writing as a factor in students’ grades (Senate Rule 5.2.4.3). Interpretation of this rule by the University Ombud allows instructors to “ask students to rewrite papers, make writing style one of the grading criteria, and report a seriously deficient student to his/her college for remedial work.” Students that do not demonstrate minimally acceptable college-level standards of written English (e.g., on term papers and exams) may be referred to their College dean for remedial coursework in English.

Penalties for Academic Dishonesty: Academic dishonesty is described in the “Code of Student Conduct” (Part 11, Section 6.3.0). These University rules are strictly enforced. The minimum penalty for plagiarism or cheating in this class is an ‘E’ grade in the course, not merely on the assignment. Students should consult with their instructor and, for writing assignments, with the staff at the UK Writing Center at the Young Library if they have questions about academic expectations regarding plagiarism and cheating.

Cheating: Cheating is defined by its general usage. It includes, but is not limited to, wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Students may work together cooperatively to complete the optional online quizzes. The minimum expectations (to avoid cheating) are that every individual working in such a group 1) is logged onto his/her own Blackboard account at the same time, and 2) enters his/her own answer choices into the computer. Students failing to meet these two minimum requirements are guilty of cheating.

Statement on Plagiarism: All academic work, written or otherwise, submitted by students to their instructor, is expected to be the result of their own thought, research, or self-expression unless clear attribution indicates otherwise or unless the instructor clearly makes an exception. In cases where students feel unsure about the standards of clear attribution or about any exception, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or whatever. “Work” includes not only the particular words or phrases from another author. Work also includes any photograph or other image created by someone else. It includes any graph created, data collected, idea conveyed, or organization of thoughts, or particular ideas generated by someone else. In academic assignments, all work that is the creation of someone else—including work from a book, the radio, an internet site, a blog, a friend, a relative, or your instructor—must be clearly attributed to its author unless clearly excepted by the instructor. Otherwise, it’s plagiarism.

When students’ work in any way draws upon other’s work, students must carefully acknowledge exactly what, where and how they have employed other’s work. An author’s last name in parentheses at the end of a long paragraph is often not enough to clarify exactly what work the student did versus other authors. Of course, if the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Some information and ideas have no genuinely unique source and are so generally and freely circulated as to be a part of the public domain. This so-called “general knowledge” only includes information or ideas that may be found without attribution in at least two credible sources (i.e., sources with correct attribution). If in doubt, ask your instructor.

Plagiarism:

Plagiarism is simply any violation of the attribution requirement (see attached flowchart, “Understanding and Avoiding Plagiarism”). The attribution requirement states that, given an assumption of originality, any work done by any person other than the presenter must have clear attribution. In other words, plagiarism is simply unclear attribution given an assumption of originality.

An originality assumption is a reasonable expectation by a listener, reader, or viewer that the presenter is the sole producer of all work not clearly attributed to others. Clear attribution is unambiguous indication by the presenter that some work—differentiated clearly from his or her own—was done by others. Work is any product that results from the mental or physical activity of any person. Work includes photographs, data, graphs, wording, ideas, pictures, arguments, outlines, organization of ideas, maps, arrangement of information, analytical techniques, and much, much more.

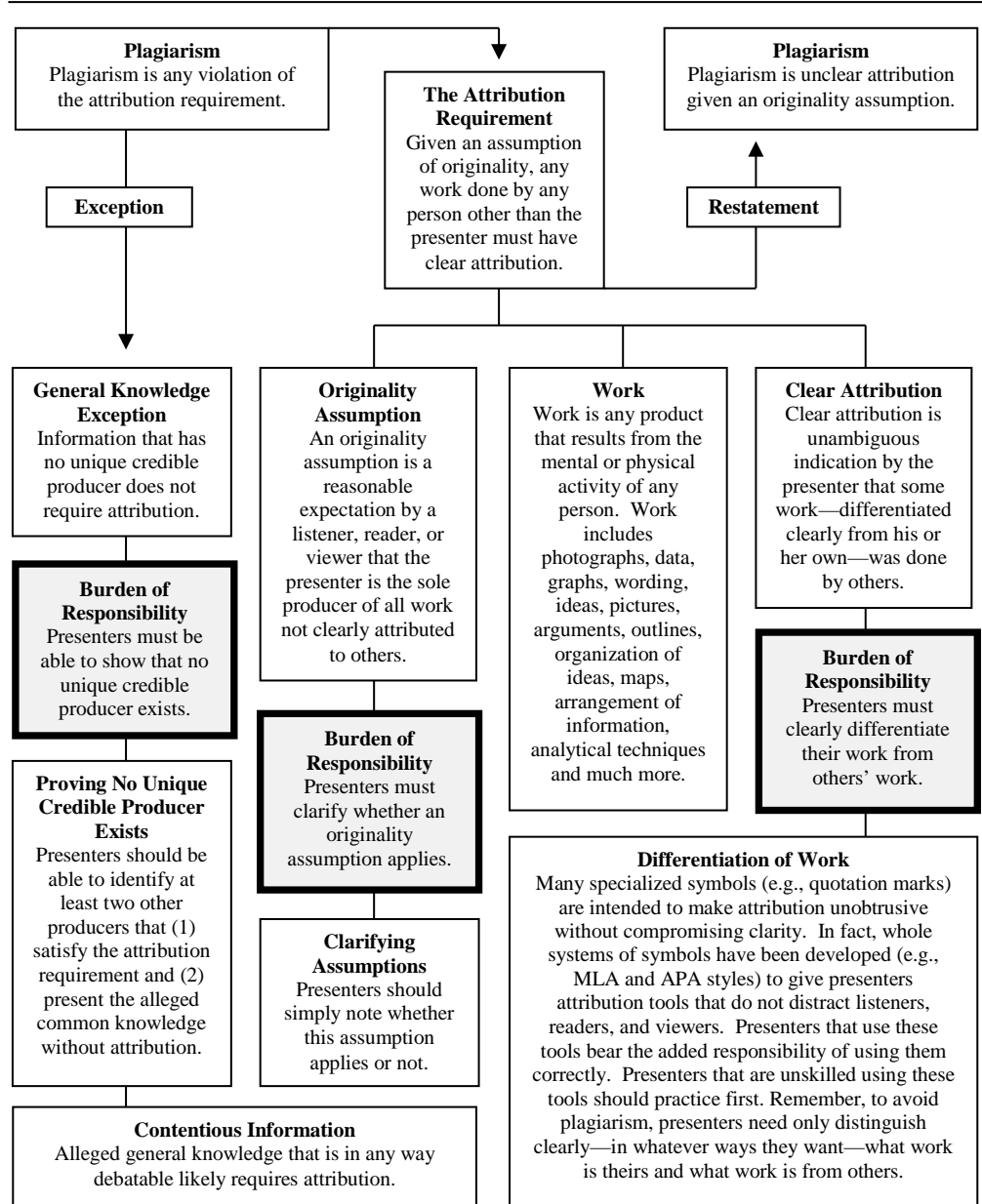
Some information—called “common knowledge”—does not require attribution. Common knowledge is information that has no unique producer. In other words, information is common knowledge if it appears without attribution in at least two sources authored by credible presenters, i.e., those who themselves satisfy the attribution requirement.

Under this definition of plagiarism, authors and presenters have three responsibilities. First, presenters must clarify whether an originality assumption applies. If so, presenters secondly must clearly differentiate their work from others’ work. Finally, presenters that use common knowledge must be able to show that at least two other credible sources use the same information without attribution.

Many specialized symbols (e.g., quotation marks) are intended to make attribution unobtrusive without compromising clarity. In fact, whole systems of symbols have been developed (e.g., MLA and APA styles) to give presenters attribution tools that do not distract listeners, readers, and viewers. Presenters that use these tools bear the added responsibility of using them correctly. Presenters that are unskilled using these tools should practice first. Remember, to avoid plagiarism, presenters need only distinguish clearly—in whatever ways they want—what work is theirs and what work is from others.

Students that are in doubt about the “rules” of attribution or about the academic conventions of proper attribution must at least be clear what work is theirs and what work is from others. All college students possess and are consequently held completely responsible for communication skills sufficient to distinguish clearly their work from others’ work. Students that do not make this distinction clear deceive listeners, viewers, and/or readers and are guilty of plagiarism.

UNDERSTANDING AND AVOIDING PLAGIARISM



Guidelines for Discussion and Interaction: All participants in this course are expected to show consideration and respect for others' ideas and to meet appropriate standards of tolerance, decorum and civility. Students are expected to address the issues under discussion, never the personalities of the other participants. Any student who does not abide by these standards and expectations will be dismissed from the course with a failing grade and additionally recommended to the UK Dean of Students Office for disciplinary action, if appropriate.

Technical Questions about Course Website: The software used to deliver academic content in this course (e.g., lecture videos, online quizzes, course announcements, etc.) is Blackboard. This software is accessible for free by students enrolled in this course. Students that are unfamiliar with how to use this software package or who experience problems using it should contact the UK Information Technology Customer Service Center at <http://www.uky.edu/UKIT> or 859-218-HELP (4357). Students should plan ahead and make contingent plans in case they encounter technical problems accessing course materials on Blackboard. Due dates for optional online quizzes will not be extended due to technical problems.

Grievance Policy: Students are encouraged to discuss any grievances that they may have regarding the class with the instructor as soon as possible. Students who wish to dispute a grade on an assignment or exam should present their concerns to the instructor in writing, including a justification for a grade change.

Minimum System Requirements: Students enrolled in this course will need reliable access to a computer with a high-speed internet connection. Students will also need to install some free software to display some files (e.g., Adobe Flash player is needed to play video files). Students who do not have convenient high-speed or broadband internet access should contact the instructor for possible alternatives.

Student – Instructor Interaction: Students may contact the instructor via email or telephone or may meet the instructor in person on campus. The instructor will be available to meet with students on campus during office hours, by appointment, or during optional meeting times. Discussion boards are best for course-related questions. Email is best for personal questions. The telephone is best for specific or time-sensitive questions. During weekend or early evening hours, students are invited to use the cell phone number provided to contact the instructor. Students should contact the instructor again if they have not received a response within a few hours (cell phone calls) or within 12 hours (email). Only in rare cases will the instructor not respond to students within 24 hours.

In general, students should not hesitate to contact the instructor when/if they have questions. However, if students ask questions that are already clearly answered either in the syllabus, in the online course materials, or in earlier email communications, the instructor will typically refer students in such cases to those existing online documents with an invitation to resubmit the original inquiry in a later email if needed. Students are expected to make reasonable efforts on their own to answer their own questions.

Official Communication: All official course communications are sent to students' UK email accounts (e.g., rogerbrown@uky.edu). Students should check their accounts regularly (e.g., once daily).

Students with Disabilities: Students with a documented disability that requires academic accommodations in this course should provide the instructor with a Letter of Accommodation from the UK Disability Resource Center (DRC) as soon as possible via email. For additional information, contact the DRC (Room 2, Alumni Gym, 859-257-2754, email: jkarnes@uky.edu).

Library Services: Distance learning students who desire library assistance may contact Carla Cantagallo at 859-257-0550, ext. 2171, dllservice@uky.edu or visit <http://libraries.uky.edu/dlls>. Campus-based students can also contact the Young Library for assistance at 859-218-2048 (voice), 859-904-2733 (text via SMS), refdesk@uky.edu (email), or <http://libanswers.uky.edu> (internet).

Office Hours: All students are likely to benefit from some direct interaction with the instructor outside of normal class times over the course of the semester. The instructor for this course (Roger Brown) is generally available to meet with students in his office at least two or three days per week. Weekly office hours for the instructor will be announced via email each week on Sunday evening for the following week. Students may also meet with the instructor by appointment. When meeting with the instructor, students do not need to have specific questions prepared ahead of time to benefit from face-to-face meetings.

Discussion Boards: During the first week of class, students are expected to write and post on the course website a short statement about themselves, their interests, and their goals for the course for others to see.

Except for personal questions (which students should send to the instructor's email directly), most course related questions will be addressed in one of the discussion board forums. Answers to student questions may come from the instructor or from fellow students. Why? Students that provide correct, referenced, and timely answers to other students' discussion board questions may earn up to 60 extra credit points (i.e., 20 points per Unit).

Extra credit points—if any—will be summed after each Unit exam, up to 20 points for each Unit 1 through 3. Be sure any response to a posted question includes an explanation of how you arrived at your answer (e.g., page number in the text, calculation, elapsed time on video, etc.). Points are awarded for responses that are thorough and timely.

Subscribe. Students should "subscribe" to each of the course "Discussion Board" forums. To subscribe, go to the course website and click on "Discussion Board" on the left-hand side. Click on the first forum (i.e., "Introductions"). At the top left, click on "Subscribe". The screen will flash and the "Subscribe" button will display "Unsubscribe" (in case you want later to unsubscribe). Repeat this process for all available forums.

So, if you have a question or feel stuck on some topic, post it to the appropriate discussion forum. Why? You'll not only likely get a good answer quickly, but you'll also create opportunities for other students to get bonus points! So, go ahead. Ask questions. Answer questions. Everyone wins!

Plan for Success:

- First, go buy the textbook. (It's small, cheap, and useful. Get the 8th edition; it's been updated.)
- Next, go to the course website (<https://elearning.uky.edu>) before the Tuesday after classes start and:
 - Post a personal statement (+/- photo) on the discussion board forum titled "Introduction",
 - "Subscribe" to all the discussion boards (see instructions above), and
 - Study the Unit 1.1 online lessons and complete the Unit 1.1 quiz to test your computer.
- Be sure to review the syllabus (Unit 1.0) and the online assignment descriptions/videos carefully.
- Each week, review the assigned pages in the text,
- Watch the associated online video, and
- Complete the associated optional online quiz one or two days before the due date and time.
- If you have a question, post questions to the online discussion board.
- Visit with the instructor during regular office hours or virtually as needed.
- Before each exam, review the annotated lecture handouts online (or print them if you prefer),
- Work through and write down answers to all of the sample exam questions from the text,
- Post any questions you have to the online discussion board,
- If you still have questions, visit the instructor in his office, and/or
- Tune in to the radio-style call-in show the night before the exam.
- For term paper assignments, ask the best writers and thinkers you know to give you the most brutally honest feedback they will about your writing. Be sure to acknowledge clearly the work of others.

FALL 2014 SEMESTER SCHEDULE (AEC 306)

Students must complete three mid-semester on-campus exams (600 points), an on-campus cumulative final exam (100 points), and a two-part term paper (300 points). Students may elect to complete a series of optional online quizzes over a period of 12 weeks (120 points). Points earned from these optional online quizzes have only one purpose; students may elect to replace all the points they earn on their final exams with up to 100 points earned from these optional online quizzes. Students may also elect to replace all of the points they earn on their three mid-semester exams with points equal to six (6) times the points they earned on the final exam.

Week	Location (see note)	Time Due	Day	Date	Assignment	Required	Points
1	Connect	17:00	Wednesday	Aug 27	Course Overview	No	
2	Online	17:00	Tuesday	Sept 2	Quizzes: Unit 1.1	No	10
2	Connect	17:00	Wednesday	Sept 3	Review	No	
3	Online	17:00	Tuesday	Sept 9	Quizzes: Unit 1.2	No	10
3	Online	17:00	Wednesday	Sept 10	Term Paper: Qualifying Exam	Yes	0
4	Online	17:00	Tuesday	Sept 16	Quizzes: Unit 1.3	No	10
4	Online	17:00	Wednesday	Sept 17	Term Paper: Outline Part 1	Yes	25
5	Online	17:00	Tuesday	Sept 23	Quizzes: Unit 1.4	No	10
5	Seay Aud.	17:00	Wednesday	Sept 24	UNIT 1 EXAM	Yes	200
6	Online	17:00	Tuesday	Sept 30	Quizzes: Unit 2.1	No	10
6	Online	17:00	Wednesday	Oct 1	Term Paper: Draft Part 1	Yes	50
7	Online	17:00	Tuesday	Oct 7	Quizzes: Unit 2.2	No	10
7	Connect	17:00	Wednesday	Oct 8	Review	No	
8	Online	17:00	Tuesday	Oct 14	Quizzes: Unit 2.3	No	10
8	Online	17:00	Wednesday	Oct 15	Term Paper: Final Part 1	Yes	50
9	Online	17:00	Tuesday	Oct 21	Quizzes: Unit 2.4	No	10
9	Seay Aud.	17:00	Wednesday	Oct 22	UNIT 2 EXAM	Yes	200
10	Online	17:00	Tuesday	Oct 28	Quizzes: Unit 3.1	No	10
10	Online	17:00	Wednesday	Oct 29	Term Paper: Outline Part 2	Yes	25
11	Online	17:00	Tuesday	Nov 4	Quizzes: Unit 3.2	No	10
11	Connect	17:00	Wednesday	Nov 5	Review	No	
12	Online	17:00	Tuesday	Nov 11	Quizzes: Unit 3.3	No	10
12	Online	17:00	Wednesday	Nov 12	Term Paper: Draft Part 2	Yes	50
13	Online	17:00	Tuesday	Nov 18	Quizzes: Unit 3.4	No	10
13	Seay Aud.	17:00	Wednesday	Nov 19	UNIT 3 EXAM	Yes	200
14 <i>Thanksgiving Break</i>						
15	Online	17:00	Wednesday	Dec 3	Term Paper: Final Part 2	Yes	100
15	Connect	17:00	Wednesday	Dec 3	Review	No	
16 <i>Dead Week</i>						
17	Seay Aud.	18:00	Monday	Dec 15	FINAL EXAM	Yes	100

NOTE: “Connect” refers to Adobe Connect (<http://connect.uky.edu/rb>), and “Online” refers to Blackboard.

REMINDER: AEC majors must earn a final letter grade of “C” or better in the course for the course to count towards the AEC degree requirements. Students must earn at least 210 out of 300 points (i.e., 70%) on the term paper assignments for the course to satisfy the composition portion of Graduation Composition and Communication Requirement.

AEC 395

Independent Research Project

Instructor: Dr. Alison Davis (Director of Undergraduate Studies)

Office: 411 CE Barnhart Building

Email: Alison.Davis@uky.edu

Phone: (859) 257-7260

Office Hours: Each Tuesday and Thursday between 2 and 4

Course Description:

This course is an advanced study of a particular theme or topic in Agricultural Economics. The student will integrate theory, previous literature, analytical tools, and current research methodology to study a specific topic or question not offered in the Agricultural Economics curriculum. **This course will satisfy the Graduation Composition and Communications Requirement.**

Student Learning Outcomes: Each student will be able to:

- 1) Review and synthesize previous work done in the field of interest.
- 2) Propose research hypotheses that contribute to the literature in a meaningful way
- 3) Collect and construct data relevant to testable hypotheses
- 4) Analyze data using appropriate empirical methods

Prerequisites: The student must have completed at least 60 credit hours of coursework including a C or better in **one of the following courses:**

AEC 302: Agricultural Management Principles

AEC 303: Microeconomic Concepts in Agricultural Economics

AEC 305: Food & Agricultural Marketing Principles

Instructional Methods and Learning:

This is an independent study utilizing extensive readings and analytical tools. Questions and observations are strongly encouraged.

Student Responsibilities:

Expect to meet weekly with the instructor for discussion, advising, and constructive criticism. However, you are personally responsible for the development and progress of the project. Meetings can be held bi-weekly if necessary or desired. Contact via email and phone is encouraged.

Upon completion of this course, the student will:

- 1) Develop and pursue a unique study question through a substantial review of the literature.
- 2) Maintain a research journal documenting work and sources.
- 3) Contribute to original scholarship of the topic, including developing a bibliography and summary of previous work.
- 4) Prepare an article based on work for submission to a conference or journal.

Term paper: This paper must be at least 4,500 words. Papers should be no more than 20 pages, double-spaced, excluding figures and references. This paper is a highly focused and structured technical writing assignment. In their papers, students must gather, integrate, and document appropriate information sources (e.g., journal articles, field observations, interviews, government data, etc.). Students are expected to review carefully the online paper description and consult with the instructor as needed for additional ideas, suggestions, and feedback. The instructor will review a rough draft paper of the paper and return the paper to the student to complete the final draft.

Grading: Regular attendance and participation in meetings is required and essential for success. If special circumstances arise, you must contact me as soon as possible. If at any time you feel you are having trouble, please contact the instructor immediately.

You will receive a **traditional** letter grade (A-E). This grade will be determined by your adherence and development of a research journal, a paper of your findings and analysis (that satisfies the GCCR) and the presentation of your research findings at the semi-annual Agricultural Economics Poster Fair. Students must earn a C or better in this course to satisfy the GCCR.

Grading of presentation: Students will present their research findings at the UK Ag Econ Poster Fair by preparing a formal 10-minute oral presentation. In this setting and over a period of two hours, students will likely give repeated presentations to small groups. For assessment and grading purposes, the instructor and/or other faculty members will be assigned to evaluate specific students, including a check of the 10-minute minimum time requirement.

Grading of term paper: Students will be graded based on the completion of a rough and final draft of the research paper. The 1st draft will count towards 15% of their grade and the final draft will be worth 25%. This written assignment must demonstrate information literacy in the discipline.

Presentation: 30%

Research Journal: 30%

1st Draft Term Paper: 15%

Final Draft Term Paper: 25%

Grading Scale:

A: 90 – 100%

B: 80 – 89.9%

C: 70 – 79.9%

D: 60 – 69.9%

E: Below 60%

Tentative Schedule:

Week 1: Meet with instructor to discuss course requirements and confirm research topic

Week 2: Student completes background research and prepares a research proposal

Week 3: Research proposal due and comments provided back to the student

Weeks 4 – 9: Student makes progress on research paper by focusing on literature review, methodology and data collection and analysis. Student meets weekly with instructor.

Week 10: Student turns in 1st draft of research paper

Week 11: Student receives feedback from instructor

Weeks 12 – 13: Student completes edits for the final version of the research paper

Week 14: Student turns in Final Draft of research paper. Student prepares presentation relaying findings from paper (Powerpoint or other digital software)

Week 15: Student presents his/her 10 minute presentation to instructor and receives feedback from instructor

Week 17: Student makes final presentation at the UK Ag Econ Poster Fair.

Midterm Grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination

AEC 396

Study Abroad Experience for Agricultural Economics Majors

Instructor: Dr. Alison Davis (Director of Undergraduate Studies)

Office: 411 CE Barnhart Building

Email: Alison.Davis@uky.edu

Phone: (859) 257-7260

Office Hours: Each Tuesday and Thursday between 2 and 4

Course Description: Each student in the Agricultural Economics Major must satisfy an Academic Enrichment Experience (AEE) before graduating. **One** option is through an approved study abroad program or other international tour through the department or the College of Agriculture. **This course will satisfy the Communications Requirement only of the Graduation Composition and Communications Requirement (GCCR).**

Student Learning Outcomes:

- a) Describe the government, economy, health care, education, social services and religion of the host country.
- b) Demonstrate inter-cultural understanding by displaying intercultural communication skills and recognizing cultural differences
- c) Comprehend and speak a foreign language more proficiently, when studying in a country where the language of the university and/or program differs from the student's native language(s)
- d) Identify personal growth in response to experiences in another culture that challenge their world views
- e) Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

Student Responsibilities:

The student is expected to adhere to all stated and written guidelines within the specific international study abroad or tour. Attendance is required at all events determined by the host University or the instructor(s) leading the tour.

Each student is required to create a 3' x 4' poster (using the template provided by the Department of Agricultural Economics) or a Powerpoint presentation that provides an overview of their trip and an understanding of the government, economy, health care, education, and social services of the host country. **The student will present at the Ag Econ poster fair the semester following their return.** For example, if a student completes a study abroad in the spring or the summer, the student will present their poster during the fall poster session. **The presentation will be no shorter than 10 minutes. In this setting and over a period of two hours, students will likely give repeated presentations to small groups. For assessment and grading purposes, the instructor and/or other faculty members will be assigned to evaluate specific students, including a check of the 10-minute minimum time requirement.** The Director of Undergraduate Studies will provide feedback on the poster prior to its final printing.

Grading: You will receive a **traditional** letter grade (A-E). **This grade will be determined solely by the communications requirement associated with the GCCR. You must receive a C or better to satisfy the**

GCCR. The instructor and/or faculty member reviewing your presentation at the Ag Econ Poster Fair will provide the letter grade, with consultation from the Director of Undergraduate Studies.

Grading Scale:

A: 90 – 100%

B: 80 – 89.9%

C: 70 – 79.9%

D: 60 – 69.9%

E: Below 60%

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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AEC 399

Experiential Learning in AEC

Instructor: Dr. Alison Davis (Director of Undergraduate Studies)

Office: 411 CE Barnhart Building

Email: Alison.Davis@uky.edu

Phone: (859) 257-7260

Office Hours: Each Tuesday and Thursday between 2 and 4

Course Description: Each student in the Agricultural Economics Major must satisfy an Academic Enrichment Experience (AEE) before graduating. **One** option is through an approved paid or unpaid internship. **This course will satisfy the Communications Requirement only of the Graduation Composition and Communications Requirement (GCCR).**

Student Learning Outcomes: (will vary by internship):

- 1) Learn professional skills by participating in a professional work environment; develop a mentoring relationship and a professional network; accomplish tasks or participate in projects that will showcase your skills and also be utilized in resume and portfolio building; observe professional etiquette including dress code and proper methods of communication.
- 2) Analyze how a particular industry works; learn how various companies differ from one another, gain understanding of different consumer markets.
- 3) Gain writing and verbal communication skills; gain ease in talking with clients and coworkers; gain experience and confidence in expressing ideas, practice listening and internalizing/accepting criticism and utilization of positive feedback.

Student Responsibilities:

The student is expected to adhere to all stated and written guidelines within internship contract. Each student is required to create a 3' x 4' poster (using the template provided by the Department of Agricultural Economics) or a Powerpoint presentation that provides an overview of their trip and an understanding of the government, economy, health care, education, and social services of the host country. **The student will present at the Ag Econ poster fair the semester following their return.** For example, if a student completes a study abroad in the spring or the summer, the student will present their poster during the fall poster session. **The presentation will be no shorter than 10 minutes. In this setting and over a period of two hours, students will likely give repeated presentations to small groups. For assessment and grading purposes, the instructor and/or other faculty members will be assigned to evaluate specific students, including a check of the 10-minute minimum time requirement.** The Director of Undergraduate Studies will provide feedback on the poster prior to its final printing.

Grading: You will receive a **traditional** letter grade (A-E). The student must satisfy the responsibilities outlines in the student learning contract to pass the course. **However, the letter grade will be determined solely by the communications requirement associated with the GCCR. You must receive a C or better to satisfy the GCCR. The instructor and/or faculty member reviewing your presentation at the Ag Econ Poster Fair will provide the letter grade, with consultation from the Director of Undergraduate Studies.**

Grading Scale:

A: 90 – 100%

B: 80 – 89.9%

C: 70 – 79.9%

D: 60 – 69.9%

E: Below 60%

Midterm Grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Internship Advisor Responsibility:

After the internship is completed, the advisor may meet with the student to review the internship experience and discuss the focus and organization of the final written report. Once the written report is completed, the faculty supervisor will review the report. The internship advisor may determine whether additional work is needed on the written report and whether a Pass or Fail grade is warranted for the internship.

On-site Supervisor Rights and Responsibilities:

The primary responsibility of your on-site supervisor is to ensure that the intern has a worthwhile educational experience. This responsibility represents an additional time and effort commitment that may not be present in a normal employment situation. The student is joining the employer for learning purposes that will likely exceed the normal training activities of the employer.

The employer has the right to accept or reject an intern based on information gathered in the application and interview process. Furthermore, if there is cause during the period of the internship, the employer has the right to terminate the internship relationship. If termination occurs before the end of the agreed upon internship period, the employer may be asked to communicate with the internship advisor regarding the reasons for the termination.

Early termination by the employer may lead to one of two events:

1. If at least 75 percent of the internship is completed, at the discretion of the internship advisor, the student may be allowed to submit the written report and receive credit for 3 hours of AEC 399.
2. If termination is for cause, a Fail grade will be awarded and the student will be required to attempt another internship.

Internship Requirements:

A standard internship is comprised of at least 150 hours of "on-the-job" experience followed by preparation of a weekly diary highlighting on-the-job activities, completion of the Experiential Learning Student Evaluation, a written reflection report, and submission of the AEC 399 Poster, and presentation of the poster during the biannual Agricultural Economics poster contest. Students can earn a maximum of six credits of AEC 399 Internship. The course is graded Pass/Fail. While there is great flexibility in developing the structure of an internship experience, all signatures on the Internship Agreement Form must be obtained prior to the start of an approved internship.

Students are **required** to earn a C or better in one of the three following courses prior to the start of the AEC 399 credit attempt:

AEC 302: Agricultural Management Principles

AEC 303: Microeconomic Concepts in Agricultural Economics

AEC 305: Food & Agricultural Marketing Principles

The student will be required to attend a mandatory weekly seminar during the semester the student is enrolled in AEC 399. If the student chooses to enroll in AEC 399 during the summer then they will enroll in AEC 399 the following fall. The objective of the seminar is to educate students on experiential learning expectations, resources, interview/job etiquette, and the experiential learning process. Seminar attendance is required. Students are required to submit the Experiential Learning Student Evaluation along with their poster within three weeks of experience completion. Students should also take appropriate action to make sure their on-site supervisor completes and returns the Student Intern Performance Review within three weeks of the end of the internship. Four quality photos of the student performing on-site duties or job tasks is also required and must be attached in an emailed to the departmental internship advisor around the same time the written report and evaluations are submitted.

Written reflection reports prepared by students following completion of their internships typically range in length from 3-5 double-spaced pages with standard 1" margins and size 12 Times New Roman font. The overall organizational structure of the report is usually:

- A. General description of your experience (with whom, when, hours/week, individuals involved, description of responsibilities, etc.)
- B. Learning objectives (and how these objectives changed over the course of the experience)
- C. General description of work performed (overview of tasks performed and the amount of time spent on each task)
- D. Description of problems addressed and processes followed (were you given major assignments to complete or problems to solve or analyze? Describe assignments/problems, how they were addressed, any obstacles encountered, etc.)
- E. Summary and conclusions (how did your employer benefit from your internship? What specific things did you learn from the experience? What educational areas do you need to strengthen to be better prepared for career employment?)

You and the advisor may choose to alter this outline if the experience merits a different reporting structure. The report is expected to be prepared in a concise and well-written manner. Papers that are deficient will be returned for corrections and/or additional material.

Process:

The following summary outlines the steps required to complete an internship:

1. Locate a business/agency or other appropriate experience willing to sponsor you as an intern.
2. Initially contact the departmental internship advisor for approval of the experience.
3. Prepare a draft of the Experiential Learning Student Contract for review by the on-site employee supervising your internship and the internship advisor.
4. Visit with the internship advisor to discuss your internship, your paper, and other questions.
5. After any needed modifications are made, the Experiential Learning Contract must be signed by the student, the employer on-site internship supervisor, and the departmental internship advisor.
6. Complete the experience; contact the internship advisor if there is a need for major changes in duties or plans for the report during the course of your internship.
7. Complete the written reflection report along with the Experiential Learning Student Evaluation and submit it to your internship advisor. Also, attach the four photos in an email and send to the departmental internship advisor.
8. Create an Experiential Learning Poster that includes photos from your experience and formally present (minimum 10 minutes) at the biannual Ag Econ Poster Contest.
8. A final letter grade will be assigned.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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