

Instructor:

Dr. Richard Clark  
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865-974-8256  
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Time and Location:

TR: 8:10 am - 9:25 am  
Brehm 136

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Course Description: History and philosophy of agricultural leadership, education, and communications.

Objectives:

Upon completion of the course, the learner will be able to:

1. Discuss early sources of agricultural knowledge.
2. Identify and discuss the history, role, and contribution of the land-grant university system to the development of the U.S. society.
3. Evaluate the impact of historical events on school-based agricultural education.
4. Evaluate the impact of historical events on Cooperative Extension.
5. Discuss the structure and purpose of UT Extension.
6. Evaluate the impact of historical events on 4-H programs (domestic and international).
7. Identify and discuss historical events in agricultural communications.
8. Discuss the theoretical foundations of agricultural communications.
9. Describe agricultural education provided by industry, community, and government agencies.
10. Explain the philosophical foundations of school-based agricultural education and 4-H.
11. Describe the scope of school-based agricultural education.
12. Identify and discuss trends in education impacting school-based agricultural education and 4-H.
13. Identify and discuss societal factors impacting agricultural leadership, education, and communications.
14. Discuss global/international historical events in agricultural leadership, education, and communications.

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Required Text:

**Readings on CANVAS**

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Date	Topics	Readings	Assignments Due
8/22	The ALEC 211 Experience Defining Agricultural Leadership, Education, and Communications	Canvas	
8/27	Early Sources of Agricultural Knowledge	Canvas	
8/29	Early Sources of Agricultural Knowledge – Agricultural Society Development	Canvas	
9/3	Land-Grant Colleges and Universities	Canvas	American Farmer Articles Report
9/5	Land-Grant Colleges and Universities	Canvas	
9/10	History and Development of School-Based Agricultural Education	Canvas	Land-Grant Paper
9/12	History and Development of School-Based Agricultural Education	Canvas	
9/17	History and Development of Agricultural Education through Cooperative Extension Scope and Philosophy of Cooperative Extension	Canvas	
9/19	History of 4-H: Domestic and International Philosophical Foundations of 4-H	Canvas	Extension Response
9/24	UT Extension and 4-H	Canvas	
9/26	History of Agricultural Communications	Canvas	
10/1	Philosophical Foundations of Communications	Canvas	
10/3 & 10/8	Agricultural Leadership, Education, and Communications Provided by Industry, Community, and Government Agencies	Canvas	
10/10	Reflection		
10/15	Exam 1		Exam 1
10/22	Philosophical Foundations of School-Based Agricultural Education	Canvas	
10/24	Scope of School-Based Agricultural Education School-Based Agricultural Education's Instructional Components	Canvas	
10/29	School-Based Agricultural Education: Classroom Instruction	Canvas	
10/31	School-Based Agricultural Education: SAE	Canvas	
11/5	School-Based Agricultural Education: FFA	Canvas	
11/7	FFA State Officer Experience	Canvas	
11/12	Trends in Education Impacting School-Based Agricultural Education Programs	Canvas	
11/14	Reflection	Canvas	
11/19	Exam 2		Exam 2
11/21	Societal Factors Impacting Agricultural Leadership, Education, and Communications – Student Presentations		Societal Factors Impacting ALEC Presentations
11/26	Societal Factors Impacting Agricultural Leadership, Education, and Communications – Student Presentations		Societal Factors Impacting ALEC Presentations
12/3	Global/International Agricultural Leadership, Education, and Communications	Canvas	

Grading Scale				
A = 95 to 100%	B+ = 87 to 89%	C+ = 77 to 79%	D+ = 67 to 69%	F = 0 to 59%
A- = 90 to 94%	B = 83 to 86%	C = 73 to 76%	D = 63 to 66%	
	B- = 80 to 82%	C- = 70 to 72%	D- = 60 to 62%	

Course Assignments			
Course Assignments ALEC 211	Due	Points Possible	Points Awarded
American Farmer Articles Report	9/3	100	
Land-Grant Paper	9/10	200	
Extension Response	9/19	100	
Exam 1	10/15	200	
Exam 2	11/19	200	
Student Presentations: Societal Factors Impacting Agricultural Leadership, Education, and Communications	11/21 or 11/26	150	
Attendance and Participation	8/23-12/3	50	
<p><b>Late Assignments and Make-Up Work:</b> There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made upon return to class.</p>			

Assignment Details		
Title	Description	Points
American Farmer Articles Report	Read all <i>American Farmer</i> articles and then prepare a paper, minimum two pages, answering the following questions: (a) Who is writing the articles? (b) What are their qualifications for writing the articles? (c) Do you suspect that some of the information may not be correct? Give examples. (d) Do you think that some of the information may be correct? Give examples. (e) Would you say the information presented is based on scientifically valid research? If so, why do you believe this? If not, what is it based on? (f) Overall, how would you evaluate the level of scientific knowledge regarding agriculture that existed in the early 1800s based on these articles? (g) If you conclude that the articles were lacking in scientific knowledge, how would you suggest the problem be rectified? (h) What are other aspects of the article you found to be of interest?	100
Land-Grant Paper	Three to five pages answering the following question: How well is the land-grant system carrying out its mission and purpose?	200
Extension Response	Read CANVAS readings and write a response the questions provided by the instructor.	100
Exam 1	Objectives 1– 9	200
Exam 2	Objectives 10– 14	200
Student Presentations: Societal Factors Impacting Agricultural Leadership, Education, and Communications	The class will be divided into groups to develop and deliver a presentation on a societal factor	150
Attendance and Participation	You are expected to act like a professional. This includes attending all class sessions and actively participating in class activities.	50
<i>All papers and reports should be 12 point Times New Roman font, double spaced, before and after paragraph spacing set to zero points, and one inch margins.</i>		

### **Academic Honor:**

An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

### **University Civility Statement:**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

### **Dispositions Statement**

All teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

### **Students with Disabilities**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

### **Key Campus Resources for Students:**

- [Undergraduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Graduate Catalog](#)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)
- [Academic Planning](#): (Advising resources, course requirements, and major guides)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; HIRE-A-VOL job search system)
- [Student Health Center](#) (visit the site for a list of services)
- OIT Help Desk: (865) 974-9900

*The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations, and/or amendments.*



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TENNESSEE  
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**BIG ORANGE. BIG IDEAS.**