CALS Curriculum Committee Meeting
April 14, 2017
2:00 p.m.
2025 McCarty Hall D


Agenda and Index for Materials

Approve Minutes from March 17, 2017 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. AEC 5XXX – Interpersonal Leadership in Agricultural and Life Sciences (req. #11557)

2. MCB 6XXX – Microbial Diversity (req. #11448)

Undergraduate New Course Proposals

3. AEC 3XXX – Social Media Strategy and Measurement for Agricultural and Life Sciences (req. #11156)

4. ALS 3XXX – Urban Agriculture (req. #11603)

5. MCB 4XXX – Microbial Diversity (req. #11447)

Undergraduate Course Change Proposals

6. AEC 4035 – Advanced Agricultural Communication Writing (req. #11157)

7. ENY 4911 – Supervised Research in Entomology (req. #11592)

Curriculum

8. Proposed termination of the Plant Protection specialization in Entomology and Nematology (req. #11552)
**Resubmissions** (Committee comments included)

9. MCB 4XXX – Undergraduate Teaching Assistant (req. #11423)

   A motion was made by Dr. Andenoro to recycle this item back to the department for required changes. The motion was approved. Since the course is intended to be variable credit, with a minimum of 0 credits to a maximum of three, there needs to be a statement explaining the relationship between credit awarded and expectations. The statement in the prerequisite section cannot be enforced. It needs to be changed to Jr/Sr standing. This will allow the submission to keep the advanced category of instruction. The grading scheme on the UCC form needs to be fixed. Under the instructor category on both the UCC form and syllabus it was suggested to say “multiple” instead of listing some faculty and ending with “others.” The course learning objectives need to be restructured so they are measurable. This link can help with objectives: [http://cals.ufl.edu/faculty-staff/docs/cc/forms/learningObjectives.pdf](http://cals.ufl.edu/faculty-staff/docs/cc/forms/learningObjectives.pdf). The section with the $10 course fee needs to be removed. A fee cannot be added to a syllabus until there is an assigned course number. This will hold up the submission at the next level. When the fee is added in the future be sure to include an explanation as to what it is for. Explain the expectations and how students are evaluated in regards to the activity types listed in the Evaluation of Learning/Grades section of the syllabus. (from 3/17/2017)
CALS Curriculum Committee Meeting
March 17, 2017
Submitted by James Fant


Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on March 17, 2017 in Rm. 2025 McCarty Hall D. Dr. Andrea Lucky called the meeting to order at 2:04 p.m.

Previous agenda items and supporting material can be found on the CALS Curriculum Committee homepage under archived information: http://www.cals.ufl.edu/faculty_staff/curriculum_committee.shtml

Approval of Minutes: A motion was made by Dr. Porter to approve the minutes from the February 17, 2017 meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.


Update from UCC: Dr. Brendemuhl indicated that the following items were acted upon at the February 21, 2017 UCC meeting: 1) Plant Science major-(conditionally-approved); 2) new UG course ANS 4XXXL (Techniques in Domestic Animal Genetics)-approved; 3) Changes to UG courses MCB 3020 (Basic Biology of Microorganisms)-approved, MCB 3023 (Principles of Microbiology)-approved; ORH 4804 (Annual & Perennial Gardening)-approved; and ORH 4804L (Annual & Perennial Gardening Lab)-approved. He also noted that the following items were on the agenda for the March 21st meeting: 1) Proposed new undergraduate certificate (Mapping with Small Unmanned Aerial Systems); 2) Proposed changes to joint courses (MCB 4320C – Bacterial Genome Sequencing Analysis); 3) Notice of new graduate course (ANS 6XXXL-Techniques in Domestic Animal Genetics); and 4) Notice of change to graduate course (MCB-Comparative Microbial Genomics). He also mentioned the upcoming catalog edit deadline and also to follow what is happening in Tallahassee concerning the Florida Legislature and potential impacts for higher education.
Graduate New Course Proposal

1. FNR 6XXX – Intro to Bayesian Statistics for Life Sciences (req. #11475)
   A motion was made by Dr. Moss to approve this item with changes required. The motion was approved. The selected readings listed on both the UCC form and the syllabus need to include more information such as chapters and topics. In regards to the statement on late assignments in the weekly assignments section it is best to refer only to the university’s make-up policy during the submission process. To avoid any setbacks at higher levels of the approval process it is best to employ a “less is more” mentality when it comes to absences and make-up work.

2. HOS 6XXX – Plant Materials for Conservation and Restoration (req. #11541)
   A motion was made by Dr. Kolaczkowski to approve this item with changes required. The motion was approved. In the grading scheme on both the UCC form and syllabus the percentage points must total 100.

Undergraduate New Course Proposal

3. MCB 4XXX – Undergraduate Teaching Assistant (req. #11423)
   A motion was made by Dr. Andenoro to recycle this item back to the department for required changes. The motion was approved. Since the course is intended to be variable credit, with a minimum of 0 credits to a maximum of three, there needs to be a statement explaining the relationship between credit awarded and expectations. The statement in the prerequisite section cannot be enforced. It needs to be changed to Jr/Sr standing. This will allow the submission to keep the advanced category of instruction. The grading scheme on the UCC form needs to be fixed. Under the instructor category on both the UCC form and syllabus it was suggested to say “multiple” instead of listing some faculty and ending with “others.” The course learning objectives need to be restructured so they are measurable. This link can help with objectives: http://cals.ufl.edu/faculty-staff/docs/cc/forms/learningObjectives.pdf. The section with the $10 course fee needs to be removed. A fee cannot be added to a syllabus until there is an assigned course number. This will hold up the submission at the next level. When the fee is added in the future be sure to include an explanation as to what it is for. Explain the expectations and how students are evaluated in regards to the activity types listed in the Evaluation of Learning/Grades section of the syllabus.

Curriculum

4. Modification to Family and Youth Development Concentration (req. #11455)
   A motion was made by Dr. Andenoro to approve this item as submitted. The motion was approved.

Conclusion

The meeting was adjourned at 2:51 p.m.
# Cover Sheet: Request 11557

**AEC5XXX Interpersonal Leadership**

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<thead>
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<td>Status</td>
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<tr>
<td>Submitter</td>
<td>Andenoro,Anthony Clyde <a href="mailto:andenoro@ufl.edu">andenoro@ufl.edu</a></td>
</tr>
<tr>
<td>Created</td>
<td>3/20/2017 9:24:17 AM</td>
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<tr>
<td>Updated</td>
<td>4/6/2017 1:50:15 PM</td>
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## Actions

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<tr>
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<td>CALS - Agricultural Education and Communication 514926000</td>
<td>Myers, Brian E</td>
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*Added Syllabus5XXX.InterpersonalLeadershipSyllabus.UCC.pdf* 3/20/2017

*No document changes*

| College    | Pending  | CALS - College of Agricultural and Life Sciences      |                     |                                                   | 3/26/2017 |

*No document changes*

| Graduate Curriculum Committee |         |                                                   |                     |                                                   |          |

*No document changes*

| University Curriculum Committee Notified |         |                                                   |                     |                                                   |          |

*No document changes*

| Statewide Course Numbering System |         |                                                   |                     |                                                   |          |

*No document changes*

| Graduate School Notified |         |                                                   |                     |                                                   |          |

*No document changes*

| Office of the Registrar |         |                                                   |                     |                                                   |          |

*No document changes*

| College Notified |         |                                                   |                     |                                                   |          |

*No document changes*
Course|New for request 11557

Info

Request: AEC5XXX Interpersonal Leadership
Description of request: New graduate course request in Interpersonal Leadership.
Submitter: Fant, James Tjf@ufl.edu
Created: 4/6/2017 4:27:19 PM
Form version: 2

Responses
Recommended Prefix AEC
Course Title Interpersonal Leadership in Agricultural & Life Sciences
Degree Type Graduate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Spring
Effective Year 2019
Repeatabl Credit No

Amount of Credit 3

S/U Only No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description Theory, research, and practices that create a foundation for self-awareness, emotional intelligence, relationship building, and leadership within the broad contexts of agriculture and life sciences and beyond.
Prerequisites None
Course Objectives Become aware of, apply, and reflect upon personal leadership capacities through self-assessments and experiential learning.
• Synthesize course material in developing an interpersonal understanding of self as it relates to leadership within dynamic contexts.
• Identify and develop your personal powers through a personal growth project.
• Create a personal leadership vision, which reflects personal values.
• Identify ways to integrate personal leadership in interpersonal relationships.


Page 6 of 130


**Weekly Schedule of Topics** Please see attached syllabus.

**Links and Policies**

**Course Policies**

Absences: It is an expectation that you attend every class session. This will be an intensive attempt at gaining the foundation of leadership theory and its application to practice confined by the university calendar to a 16 week period. Because of this and the value of our class interactions, it is paramount that you are in class barring an unforeseen emergency.

Should you be unable to attend class, please contact me prior to the class session you will be absent from.

E-Learning: All students are expected to check E-Learning (http://lss.at.ufl.edu) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on E-Learning, this includes your grades.

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/scr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

(Source: 2017-2018 Undergraduate Catalog)

This policy will be vigorously upheld at all times in this course.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- Career Resource Center, CR-100 JWRU, 392-1602, www.crc.ufl.edu/
Student Mental Health Services, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/
Alcohol and Substance Abuse Program (ASAP)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation."

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

Late Assignments: Baring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM EST on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

Grading Scheme Reflection Tweets & Summaries: On designated dates students will provide the instructor with a 1 page summary reflection that details their application of the noted topic. Students will also post a 140-character tweet referencing this reflection on the blog. See the following instructions.

1.) Open the following link in your browser:
http://aec6932spring2017.wordpress.com/
2.) Read prompt or think about what you would like to write
3.) Click “Leave a Comment” located to the left of the Weekly Tweet Prompt
4.) Provide 140 characters as a comment, unless otherwise specified
5.) Click “Post Comment”

Personal Assessment: Students are asked to complete a 6 page double-spaced paper assessing their opportunities for growth. Since the class is aimed at Interpersonal Leadership Development is critical to explore the role of self-assessment and self-reflection in the personal development process. This paper should provide explicit opportunities for growth with justification for why it is critical to address these. More details will be given in class.

Self-Narrative Development & Presentation: Throughout the semester each student will have the opportunity to share a defining moment from their lives that has created a foundation for who they are and who they aspire to become. The story will be 20-25 minutes long and provide depth and insight creating opportunities for classmate connections. More details will be given in class.

You are permitted the autonomy and creative freedom to convey your presentation by any means necessary. Show your genius and produce a quality product worthy of your education.

Interpersonal Leadership Philosophy & Words to Live By: The student will complete his or her leading philosophy using the class ideas, materials, and theories through alternative means. Your philosophy should reflect how your perspectives and aspirations affect your leadership practice and how they enhance your effectiveness and the effectiveness of your followers. Feel free to draw reference to any of the class discussions, outside texts, or articles that will add credibility to your philosophy. This summary should include perspectives and experiences that provide a foundation for your current philosophy and
provide substantial depth.

Also students are asked to prepare a "Words to Live By" statement detailing a quote that he or she feels exemplifies his/her leadership foundation and one thing that he/she will do immediately to develop those that you work with based on his/her understanding of the course materials. Please send your email directly to me at andenoro@ufl.edu.

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Hardiness Adventure & Reflection Paper: Students will attend class with an eagerness to participate in an activity testing their resilience. Following the activity students will prepare a 3-4 page reflection about the activity and how they will develop resilience within a community context.

Application of Self: In groups, students will challenge themselves to learn within a diverse service-oriented context, which broadens their perspectives and provides them with a deeper understanding of self. Groups will creatively present their experience and provide depth of their learning with respect to the course materials in class. More details will be given in class.

Leadership Praxis Paper: Students will complete a final paper grounded in the literature that details how they have learned from the class and how they will apply it to their continued development of self and resulting impact on their leadership practice. The paper should be 10-15 pages and include a substantial theoretical base composed of materials from the course and external perspectives grounded in the literature.

Grading
Grades will be earned based on the degree to which the student fulfills the assigned requirements for the designated project, integrates course discussions and perspectives, provides support from the literature for his or her findings, and synthesizes his or her own independent thought into the assignment.

Course grades will fall in accordance with the following standards and be awarded based on an A through F scale. The following scale identifies the percentage of total points and the corresponding letter grade.

100% - 93% – A 85% - 83% – B 75% - 73% – C
65% - 63% – D
92% - 90% – A- 82% - 80% – B- 72% - 70% – C-
62% - 60% – D-
89% - 86% – B+ 79% - 76% – C+ 69% - 66% – D+
59% or below – E

The following point totals will be assigned to the projects:

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Tweets &amp; Summaries (12 x 25 pts. each)</td>
<td>300</td>
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<tr>
<td>Personal Assessment</td>
<td>75</td>
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<tr>
<td>Self Narrative Development &amp; Presentation</td>
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<tr>
<td>Interpersonal Leadership Philosophy</td>
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<td>Hardiness Adventure &amp; Reflection</td>
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<td>Application of Self Presentation</td>
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<td>Leadership Praxis</td>
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<tr>
<td>Total</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Page 9 of 130
Instructor(s) Tony Andenoro, PhD
Assistant Professor of Leadership Education
Department of Agricultural Education & Communication
Rolfs Hall 219
"Don't ever take a fence down until you know why it was put up."
- Robert Frost

Course Overview
The quote above signifies that as leaders, we have the opportunity to leap beyond mediocrity with others and embark upon journeys that will result in the creation of cultures of excellence for our organizations, but we also have distinct biases and predispositions that lead our perceptions. Due to these biases and predispositions, we are faced with the challenge of understanding and developing ourselves, before developing the ability to work with those around us. This course provides the foundation for that practice.

The most important skills that students in this class will develop are primarily internal ones, i.e., perception, insight into causes of problems among individuals within group contexts, and understanding into the dynamics necessary for long-term solutions to problems.

Given their participation in this course, students should have a greater ability for self-reflection, a more integrated philosophy of leadership, and a more transcendent perspective on how they and others in organizational contexts create meaning. Implied in the above positively-stated competencies is awareness of barriers to their attainment: dysfunction thinking, rigidity in leadership approaches, and segmentalism in organizational decision making and behavior. This course will have application for contexts within the fields of Agriculture, Natural Resources, and beyond.

Instructor Information
Tony Andenoro, PhD
Assistant Professor of Leadership Education
Department of Agricultural Education & Communication
Rolfs Hall 219

IM/Office Hours – Wednesdays 8AM-4PM and By Appointment

352.294.1999 (Office) 979.571.6487 (Cell) 352.392.9585 (Fax)
E-mail – andenoro@ufl.edu
IM – Skype, G-Chat, & Yahoo Messenger – tandenoro

Course Competencies
Given participation in this course, the student will have the opportunity to engage in the mastery of the following competencies:

- Become aware of, apply, and reflect upon personal leadership capacities through self-assessments and experiential learning.
- Synthesize course material in developing an interpersonal understanding of self as it relates to leadership within dynamic contexts.
- Identify and develop your personal powers through a personal growth project.
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- Identify ways to integrate personal leadership in interpersonal relationships.

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**Course Materials**

The following books are required:


**Course Structure**

This course will be an adventure. Each class period will be devoted to dissection of the designated topic. This dissection will include a discussion of prescribed theory or ideology as outlined by the course materials. This discussion will be followed by a candid debate of said theory's applicability. Finally, we will test our perspective using case studies to further enhance our understanding of the concept. Students will also have an opportunity to facilitate activities to enhance their development and the development of their classmates later in the semester.

This course will challenge many of your perspectives and affirm others. Attend class with readiness and an eagerness to defend and debate your perspectives.

**Course Policies**

**Absences:** It is an expectation that you attend every class session. This will be an intensive attempt at gaining the foundation of leadership theory and its application to practice confined by the university calendar to a 16 week period. Because of this and the value of our class interactions, it is paramount that you are in class barring unforeseen emergency.

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(Source: 2017-2018 Undergraduate Catalog)

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- **University Counseling Center,** 301 Peabody Hall, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
- **Career Resource Center,** CR-100 JWRU, 392-1602, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- **Student Mental Health Services,** Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://www.shcc.ufl.edu/smhs/)
  - Alcohol and Substance Abuse Program (ASAP)
  - Center for Sexual Assault / Abuse Recovery & Education (CARE)
  - Eating Disorders Program

University of Florida
Department of Agricultural Education & Communication

A.C. Andenoro
Spring 2018

Page 13 of 130
Employee Assistance Program
Suicide Prevention Program

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

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Late Assignments: Baring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM EST on the assigned date. Should you fail to turn your work in on time without contacting me, you will receive a grade of 0.

Challenge Policy: This is your education and as such I would like you play an active role in it. Should you feel that I have unfairly graded or inaccurately assessed your work product, you have the ability to challenge. I encourage you to schedule an appointment with me to discuss your perspectives in an effort to change my opinion of your work. If successful, I will be more than happy to change your grade, as part of being an effective leader is effective communication.

Course Grading

Grades will be earned based on the degree to which the student fulfills the assigned requirements for the designated project, integrates course discussions and perspectives, provides support from the literature for his or her findings, and synthesizes his or her own independent thought into the assignment.

Course grades will fall in accordance with the following standards and be awarded based on an A through F scale. The following scale identifies the percentage of total points and the corresponding letter grade.

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<td>100% – 93%</td>
<td>A</td>
</tr>
<tr>
<td>92% – 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% – 86%</td>
<td>B+</td>
</tr>
<tr>
<td>85% – 83%</td>
<td>B</td>
</tr>
<tr>
<td>75% – 73%</td>
<td>C</td>
</tr>
<tr>
<td>72% – 70%</td>
<td>C-</td>
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<tr>
<td>69% – 66%</td>
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</tr>
<tr>
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<td>D-</td>
</tr>
<tr>
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<td>Application of Self Presentation</td>
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<td>Leadership Praxis</td>
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<tr>
<td>Week 1 - 1.12.15</td>
<td>Syllabus, Expectations, Leadership Journey, Constructing Your Personal Leadership Philosophy, Storytelling, &amp; The Power of Listening</td>
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<tr>
<td>Week 2 - 1.26.15</td>
<td>Beginning the Journey to Authenticity through Self-Awareness</td>
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<td>Week 2 - 2.2.15</td>
<td>Philosophical Understanding of Self</td>
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<td>Cognitive &amp; Neuroscience Based Understanding of Self</td>
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<tr>
<td>Week 5 - 2.23.15</td>
<td>Emotional Understanding of Self</td>
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<td>Week 6 - 3.2.15</td>
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<td>Week 7 - 3.9.15</td>
<td>Linguistic/Social Understanding of Self</td>
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<td>Self &amp; Using Influence &amp; Understanding Self within Context</td>
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<td>Community Development &amp; Social Change through the Power of Self</td>
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<td>Week 10 - 3.30.15</td>
<td>Application to Organizations</td>
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<td>Week 11 - 4.6.15</td>
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<td>Week 13 - 4.20.15</td>
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<td>Week 14 - 4.27.15</td>
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*Tentative*
Cover Sheet: Request 11448

MCB 6XXX - Microbial Diversity

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<td><strong>Submitter</strong></td>
<td>Christner, Brent Craig <a href="mailto:xner@ufl.edu">xner@ufl.edu</a></td>
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<td>4/6/2017 2:08:23 PM</td>
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Page 16 of 130
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Soil and Water Science</td>
<td>Andrew Ogram, Professor</td>
<td>(352)294-3138</td>
<td><a href="mailto:aogram@ufl.edu">aogram@ufl.edu</a></td>
<td>Dr. Ogram teaches SWS 4303/5305. Please see attached PDF of correspondence from Dr. Ogram.</td>
</tr>
<tr>
<td>Microbiology and Cell Science</td>
<td>Julie Maupin-Furlow, Professor</td>
<td>352-392-4095</td>
<td><a href="mailto:jmaupin@ufl.edu">jmaupin@ufl.edu</a></td>
<td>Dr. Maupin-Furlow teaches 4XXX/6XXX (Archaea and Biotechnology). Please see attached PDF of correspondence from Dr. Maupin-Furlow.</td>
</tr>
<tr>
<td>Microbiology and Cell Science</td>
<td>Jamie Foster, Associate Professor</td>
<td>321-261-3772</td>
<td><a href="mailto:jfoster@ufl.edu">jfoster@ufl.edu</a></td>
<td>Dr. Foster, teaches MCB 4653. Please see attached PDF of correspondence from Dr. Foster.</td>
</tr>
</tbody>
</table>
I think there would likely be some overlap between our courses, but not so much as to cause problems.

Good luck with it, and thanks for checking.

Andy

Greetings all.

I am proposing a 4000-level undergrad/6000-level grad course in Microbial Diversity (syllabus attached) for the MCS department. The course is designed to provide the state of knowledge on the diversity of microorganisms in the biosphere, with special emphasis on the domains Bacteria and Archaea.

Please could you review the syllabus to make sure there is not a conflict with your course (Ogram-SWS 4303/5305; Maupin-Furlow-new archael biotech course; Foster-MCB 4653).

Being aware of your courses, I tried to structure the microbial diversity course to avoid redundancy, but please do let me know if you have concerns about overlap.

Thank you,
-Brent
Brent: I am fine with it. To avoid any overlap, it may help if you guest lecture couple of classes in Andy’s course, and Andy guest lectures couple of classes in your course. This will give exposure to students about both courses and it could be mutually beneficial.

K. Ramesh Reddy |
Graduate Research Professor and Chair |
Soil and Water Sciences Department | IFAS | University of Florida |

PO Box 110290 | 2181 McCarty Hall A. 
Gainesville, FL 32611-0290 | USA 
PH 352-294-3154 | FAX 352-392-3399 
EMAIL: krr@ufl.edu | http://soils.ifas.ufl.edu

Additional Contacts: Ms. Deborah Butler at dab@ufl.edu - Tel: 352-294-3150

The Soil and Water Sciences Newsletter "MYAKKA" is available at: http://soils.ifas.ufl.edu/media/soilsifasufledu/sws-main-site/pdf/newsletters/summer-2016.pdf
Please forward this message to your contacts. If you need a hard copy of the newsletter, please contact Mr. Michael Sisk at: mjsisk@ufl.edu

Hi Ramesh. 

I contacted Andy about possible redundancy between his SWS 4303/5305 course and the Microbial Diversity course I’m proposing (syllabus attached).

Andy gave it his “blessing”, so please let me know if you have any concerns.

Thank you,
-Brent

Brent C. Christner  
Associate Professor – Preeminent Scholar  
University of Florida
Hi Brent

I do think there is some overlap with my MCB 4653 as I cover elements associated with 4) importance in human/animal/plant health; and 5) fundamental roles in global energy flow and nutrient cycling.

However, I think that your specific lecture schedule seems different enough.

Good luck
Jamie

On Feb 2, 2017, at 5:19 PM, Christner,Brent Craig <xner@ufl.edu> wrote:

Greetings all.

I am proposing a 4000-level undergrad/6000-level grad course in Microbial Diversity (syllabus attached) for the MCS department. The course is designed to provide the state of knowledge on the diversity of microorganisms in the biosphere, with special emphasis on the domains Bacteria and Archaea.

Please could you review the syllabus to make sure there is not a conflict with your course (Ogram-SWS 4303/5305; Maupin-Furlow-new archenal biotech course; Foster-MCB 4653).

Being aware of your courses, I tried to structure the microbial diversity course to avoid redundancy, but please do let me know if you have concerns about overlap.

Thank you,
-Brent

_______<image001.png>________
Brent C. Christner
Associate Professor – Preeminent Scholar
University of Florida
Department of Microbiology and Cell Science
Biodiversity Institute
1355 Museum Drive
Gainesville, FL 32611
Mobile: 225-247-3150
Office: 352-392-1179
Twitter: @DrXner
http://www.brent.xner.net/

<Christner_MicroDiv_Syllabus_v2.docx>
Dear Brent,

The course I teach at the undergraduate and graduate levels (4000/6000) "Archaea and Biotechnology" would have only limited overlap. The first portion of the course covers the evolution and diversity of species, but is focused on recent findings regarding the phylogeny of Archaea and their relationship to Bacteria and Eukarya. The remainder of the course is devoted to cell structure and function, metabolism, ecology, biogeochemistry and biotechnology of archaea.

With best regards,
Julie

Hi Julie. Sorry to pester you, but when you have a chance, could you please respond to this email w/ any concerns about overlap between this course and yours on archaeal biotechnology.

Thanks,
-Brent

Greetings all.

I am proposing a 4000-level undergrad/6000-level grad course in Microbial Diversity (syllabus attached) for the MCS department. The course is designed to provide the state of knowledge on the diversity of microorganisms in the biosphere, with special emphasis on the domains Bacteria and Archaea.
Brent,
I can't see the attachments, but I have seen the syllabuses in the past.
I agree that there is no conflict between your new course and our current ones.
Eric

On Feb 8, 2017, at 11:17 AM, Christner,Brent Craig <xner@ufl.edu> wrote:

Hi Eric.

I contacted Jamie and Julie about possible redundancy between their environ micro and archaeal biotech courses, respectively, with my microbial diversity course.

They don't have concerns (see attached) and the external consult guidelines request approval from the chair, so could you please reply to this email w/ your "blessing".

Thank you,
-Brent
<Mail Attachment.eml><Mail Attachment.eml>
Course | New for request 11448

Info

Request: MCB 6XXX - Microbial Diversity
Description of request: New joint course request (4XXX/6XXX) to introduce students to the diversity of Bacteria and Archaea.
Submitter: Brendemuhl, Joel H brendj@ufl.edu
Created: 3/10/2017 11:57:59 AM
Form version: 2

Responses
Recommended Prefix MCB
Course Level 6
Number XXX
Category of Instruction Joint (Ugrad/Grad)
Lab Code None
Course Title Microbial Diversity
Transcript Title Microbial Diversity
Degree Type Graduate

Delivery Method(s) On-Campus
Online

Co-Listing Yes
Co-Listing Explanation Graduate student exams will consist of more essay questions and be graded on different standards from those designed for undergraduate students. Graduate students are also required to submit a research paper of at least 10 pages in length. The paper should focus on a specific topic rather than a single research article. As with exams, graduate student research papers will be evaluated separately. Grades for graduate students will be straight scale; that is, there will be no adjustment of total point values in determination of the final grade. To obtain a passing grade (i.e., C or higher), graduate students must accrue at least 73% of the possible points in the course.
Effective Term Summer
Effective Year 2017
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3
If variable, # min 3
If variable, # max 3
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 7.25
Course Description This course is an introduction to the diversity of Bacteria and Archaea. Discussions will provide a conceptual and historical framework for understanding their 1) origin and evolution; 2) morphological, metabolic, and molecular characteristics; 3) genetic and physiological diversity; 4) importance in human/animal/plant health; and 5) roles in elemental cycling.
Prerequisites MCB 3020(C) or MCB 3023(C)
Co-requisites None

Rationale and Placement in Curriculum Currently there is not a course offered that covers the expanding body of knowledge on microbial diversity. Based on the role of microbes in the natural order of things, this topic is fundamental to numerous disciplines.
Course Objectives The specific objectives of this course are to expose students to the following topics:
- Origin, evolution, and genetic diversity of microbial life;
-
• Physiological diversity of metabolic and bioenergetic pathways;
• Microbial species and speciation;
• Phylogenetic and functional analysis of (meta)genomic data;
• Characterization of uncultivated microbial lineages (microbial "dark matter"); and
• Linkage between microbial diversity, function, and ecology;

Course Textbook(s) and/or Other Assigned Reading
Readings will be assigned from Brock Biology of Microorganisms (BBOM; Madigan, M.T., J.M. Martinko, K.S. Bender, D.H. Buckley, and D.A. Stahl., Pearson). Any of the following BBOM editions are acceptable for this course: 15th, 14th or 13th.

The following supplemental readings are also required:

Weekly Schedule of Topics
Week 1: Introduction and historical context, assessing microbial diversity, microbial evolution, and species/speciation.

Week 2: Bioenergetics, ecological diversity, overview of the Bacteria and Archaea, and the Proteobacteria.

Week 3: Proteobacteria (cont.), Phototrophs, Firmicutes, and Actinobacteria.

Week 4: Bacteroides, Spirochetes, Plantomycetes, Chlamydia, and Deinococci.

Week 5: Deep-branching bacteria and hyperthermophilic archaia.

Week 6: Methanogens, halophilic archaea, TACK superphylum, and the Asgard archaea.

Links and Policies
No additional policies are applicable to this course.

Grading Scheme
Overall grading percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
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<tr>
<td>Exam II</td>
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<td>Final exam</td>
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<tr>
<td>Written assignment</td>
<td>20%</td>
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<td>Class and online participation</td>
<td>5%</td>
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</table>

Grading policy:
A+ 97-100%
A  93-96%
A- 90-92%
B+ 87-89%
B  83-86%
B- 80-82%
C+ 77-79%
C  73-76%
C- 70-72%
D+ 67-69%
D  63-66%
D- 60-62%
F Below 60%

Instructor(s) Brent C. Christner
MCB 4XXX/6XXX Syllabus (Summer 2017)

General outline

Table of Contents

Policy on Course Syllabi ......................................................... 2
Title ...................................................................................... 3
Course Number, semester-year ................................................. 3
Instructor .............................................................................. 3
[Teaching Assistants] .............................................................. 3
Delivery Method/Meeting time ................................................. 3
Credits .................................................................................. 3
Course Description ................................................................ 3
Course Objectives/Goals/Learning Outcomes ......................... 3
Course Material and Assignments ............................................ 4
Required Textbooks ............................................................... 4
Weekly Course Schedule ........................................................ 4
[Exam Dates/Calendar/Critical dates and deadlines] .................. 4
[Exam Administration - ProctorU] ........................................... 4
Evaluation of Learning/Grades ............................................... 104
[Materials and Supplies Fees] ................................................. 104
Grading Policy ...................................................................... 104
Class Attendance and Make-Up Policy .................................... 105
Students Requiring Accommodations ..................................... 115
Campus Resources ................................................................ 115
  Health and Wellness ......................................................... 115
  Academic Resources ....................................................... 116
Course Evaluation ............................................................... 126
Class demeanor .................................................................... 126
Policy on Course Syllabi
http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabus-policy-current.pdf

UF, Academic Affairs, February 8, 2016

To facilitate clear communication about courses between students and faculty, the University of Florida has adopted this policy requiring departments and course instructors to make available for free for each course, a syllabus containing specific information about the structure of the course. Instructors also must submit copies of course syllabi to the departmental office to document compliance with this syllabus policy.

Please note this policy is not course-content oriented. What individual instructors deem important as technical information in their courses and syllabi is a matter of academic freedom and best determined by that instructor. This university policy relates only to information that must appear in common in all course syllabi, independent of course level or discipline.

Please see a recent update to the UF Syllabus Policy, available at http://www.aa.ufl.edu/syllabus-policy and http://syllabus.ufl.edu/

Note:

Most elements are mandatory or suggested to be in the syllabus. Best to be comprehensive. Address items in yellow to make them specific for your course.

The sequence of items as they appear in the syllabus are subject to the individual instructor
Microbial Diversity

MCB 4XXX/6XXX, Summer A 2017

Instructor
Brent C. Christner, xner@ufl.edu Microbiology and Cell Science, MCB 1252, (352) 392-1179

Office hours: W 1100-1200

Preferred methods for communication with the instructor regarding the course is through email with the subject “MCB 4XXX/6XXX”

Delivery Method/Meeting time
Online and classroom course/TBD

Credits and Prerequisites
Three. Undergraduates require MCB 3020 or MCB 3023 with minimum grades of C.

Course Description
This course is an introduction to the diversity of Bacteria and Archaea. Discussions will provide a conceptual and historical framework for understanding their 1) origin and evolution; 2) morphological, metabolic, and molecular characteristics; 3) genetic and physiological diversity; 4) importance in human/animal/plant health; and 5) roles in elemental cycling.

Course Objectives/Goals/Learning Outcomes
The specific objectives of this course are to expose students to the following topics:

- Origin, evolution, and genetic diversity of microbial life;
- Physiological diversity of metabolic and bioenergetic pathways;
- Microbial species and speciation;
- Phylogenetic and functional analysis of (meta)genomic data;
• Characterization of uncultivated microbial lineages (microbial “dark matter”); and
• Linkage between microbial diversity, function, and ecology:

Course Material and Assignments

Assignments: Instructions for and submission of assignments will be through Canvas (http://elearning.ufl.edu/)

Exams: There will be 2 exams and a cumulative final exam. Each exam will consist of multiple choice (60%), short answer (30%), and essay (10%) questions.

Written assignment (for undergraduate students): All students must submit a critical analysis of a research paper focusing on some aspect of bacterial or archaeal biology. Papers are to be based on an original research article published in the last 5 years (i.e., published no earlier than 2012). The paper should be composed of 4 sections: (i) the objective(s) of the research; (ii) the methods used to address this; (iii) a summary of the authors’ results and conclusions; and (iv) a critical analysis of the study’s contribution to the body of knowledge. Length should be 3 full double-spaced pages (1 inch margins) using 12-pt Times New Roman font. Each student must choose a research article and submit a pdf version to me (email to xner@ufl.edu; subject line “MCB4XXX/6XXX research article”) by 23 May 2017. I am available during my scheduled office hours if you need help selecting an article. The paper is due at the start of class on 7 June 2017. DO NOT place your paper in my mailbox or under the door of my office. If a hard copy of the paper is submitted, you must also provide an electronic version of your paper to receive credit for the assignment. Email this file to xner@ufl.edu with the file named using your first initial and last name in the file name (e.g., BChristner_MCB6XXXResArt.doc).

Additional requirements for graduate credit: Graduate student exams will consist of more essay questions and be graded on different standards from those designed for undergraduate students. Graduate students are also required to submit a research paper of at least 10 pages in length. The paper should focus on a specific topic rather than a single research article. Email me your research paper topic for approval by 23 May 2017. The paper is due at the start of class on 7 June 2017. As with exams, graduate student research papers will be evaluated separately. Grades for graduate students will be straight scale; that is, there will be no adjustment of total point values in determination of the final grade. To obtain a passing grade (i.e., C or higher), graduate students must accrue at least 73% of the possible points in the course.

Participation: Students are expected to participate in all class/online discussions.

Scientific literature: Scientific research papers will be assigned and discussed in this course. These materials will be made available to students through the Canvas e-Learning site (http://elearning.ufl.edu/).
Required Textbooks
Readings will be assigned from *Brock Biology of Microorganisms* (BBOM; Madigan, M.T., J.M. Martinko, K.S. Bender, D.H. Buckley, and D.A. Stahl., Pearson). Any of the following BBOM editions are acceptable for this course: 15th, 14th or 13th.

There are also supplemental readings of scientific research papers, which will be available for download from Canvas. Refer to the course schedule for the dates when specific articles will be discussed in lecture.

### Weekly Course Schedule

**Tentative course calendar (Subject to change)**

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<th>Activity</th>
<th>Readings†</th>
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<td>8 May (M)</td>
<td>Introduction and historical context</td>
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<td>Week 1</td>
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<td>2</td>
<td>9 May (T)</td>
<td>Early perspectives on microbial diversity</td>
<td>X, X, &amp; X / 5, 12, &amp; 18 / 5, 16, &amp; 22</td>
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<td>Week 1</td>
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<td>10 May (W)</td>
<td>Molecular microbial diversity: The new paradigm</td>
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<td>12 May (F)</td>
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<td>Ward (2006)</td>
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<td>6</td>
<td>15 May (M)</td>
<td>Bioenergetics: Unity in diversity</td>
<td>X / 3 / 4</td>
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<td>7</td>
<td>16 May (T)</td>
<td>Ecological diversity</td>
<td>X / 19 / 23</td>
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<td>17 May (W)</td>
<td>Overview of the <em>Bacteria</em> and <em>Archaea</em> I</td>
<td>X, X, &amp; X /</td>
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<td>17, 18, &amp; 19</td>
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<td>19 May (F)</td>
<td>Proteobacteria I</td>
<td>X / 15 / 17</td>
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<td>22 May (M)</td>
<td>Proteobacteria II</td>
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<td>5Giovannoni et al.</td>
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<td></td>
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<td>3Carini et al. (2013)</td>
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<td>Proteobacteria III</td>
<td>X / 15 / 17</td>
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| 14    | 25 May (Th)| Phototrophic bacteria II                   | X / 14 / 18  
|       | Week 3     | X / 14 / 18  
|       |            | 1Biller et al. (2015)                      |                              |
| 15    | 26 May (F) | Firmicutes & Actinobacteria                | X / 15 / 18                  |
|       | Week 3     | X / 15 / 18  
| 16    | 30 May (T) | Bacteroidetes                               | X / 15 / 18                  |
|       | Week 4     | X / 15 / 18  
| 17    | 31 May (W) | Spirochetes                                 | X / 14 / 18                  |
|       | Week 4     | X / 14 / 18  
| 18    | 1 June (Th)| Planctomycetes & Chlamydia                 | X / 15 / 18                  |
|       | Week 4     | X / 15 / 18  
| 19    | 2 June (F) | Deinococci                                  | X / 15 / 18                  |
|       | Week 4     | X / 15 / 18  
| 20    | 5 June (M) | The bacterial ‘Candidate Phyla Radiation’ (CPR) | 2Brown et al. (2015)  
|       | Week 5     | X / 15 / 18  
|       |            | 3Hug et al. (2016)                         |                              |
| 21    | 6 June (T) | Deep-branching bacteria I                  | X / 15 / 18                  |
|       | Week 5     | X / 15 / 18  
| 22    | 7 June (W) | Deep-branching bacteria II                 | X / 15 / 18                  |
|       | Week 5     | X / 15 / 18  
<p>|       |            | WRITTEN ASSIGNMENT DUE                     |                              |</p>
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<td>12 June (M) Week 6</td>
<td>Methanogens</td>
<td>X / 16 / 19</td>
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<td>26</td>
<td>13 June (T) Week 6</td>
<td>Halophilic archaea</td>
<td>X / 16 / 19</td>
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<td>27</td>
<td>14 June (W) Week 6</td>
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<td>28</td>
<td>15 June (Th) Week 6</td>
<td>Lokiarchaeota and the Asgard archaea</td>
<td>X / 16 / 19</td>
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<tr>
<td>29</td>
<td>16 June (F) Week 6</td>
<td>Review</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

† Numbers indicate chapters in BBOM (15th ed. / 14th ed. / 13th ed., respectively). Note that some lectures have supplemental readings from journal articles, listed below.

**Supplemental readings:**


[Exam Administration - ProctorU]

There in order to maintain an appropriate standard of academic integrity, your identity will be authenticated and your course assessments will be proctored online by ProctorU. You will take your exam electronically through the course website in Canvas, but your exam will be proctored via web camera online by ProctorU.

First, you are required to register through the www.ProctorU.com website at the outset of the semester. Once you’ve set up your account with ProctorU you will be able to schedule your exam times for this course. The costs of using ProctorU for this course are covered by your university tuition and fees. Additional fees are not required in this process so as long as you schedule your exam times at least 72 hours ahead.

If you schedule your exam within 72 hours of the start time you may be subject to a late registration fee. Be advised this feature is completely optional and you will be charged an additional cost per exam for this feature. Remember, as long as you schedule your exams at least 72 hours out from your start time your ProctorU exam costs are covered with no additional costs to you. are no additional fees for this course.
Evaluation of Learning/Grades

Overall grading percentages:

- Exam I: 25%
- Exam II: 25%
- Final exam: 25%
- Written assignment: 20%
- Class and online participation: 5%

[MATERIALS AND SUPPLIES FEES]
There are no additional fees for this course.

Grading Policy

- A+: 97-100%
- A: 93-96%
- A-: 90-92%
- B+: 87-89%
- B: 83-86%
- B-: 80-82%
- C+: 77-79%
- C: 73-76%
- C-: 70-72%
- D+: 67-69%
- D: 63-66%
- D-: 60-62%
- F: Below 60%

Additional information on grades and grading policies:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Class Attendance and Make-Up Policy

Attendance will be documented but is not directly factored into the final grade.
Exams: If a student misses a scheduled exam for any reason, there will be one opportunity to makeup the exam at the end of the course. The makeup exam will cover the same material but will be in essay format. There will be no early or late finals administered.

Written assignment: The penalty for late turn in of the research paper is deduction of 10 percentage points per day.

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources
Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:

Health and Wellness
- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575;
- Sexual Assault Recovery Services (SARS) at the Student Health Care Center, 392-1161.
- For emergencies call: University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Class demeanor
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please turn off cell phones before class, restrict eating to outside of the classroom, and avoid any behavior that might be disruptive to other students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all. Contact the instructor immediately if you experience any problem which prevents you from performing satisfactorily in this class.

Netiquette guide for online courses
It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

University Honesty Policy
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (https://www.dso.ufl.edu/sscr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Additional comments regarding academic integrity:
Students are encouraged to discuss material with each other from the course, help each other understand concepts, study together, and even discuss assessment questions
with each other once the quiz window is closed. However, the following is considered academic dishonesty, and I expect that no student will ever do any of the following:

- Have another person complete a quiz in this course
- Copy another student's quiz in this course
- Collaborate with anyone during a quiz in this course
- Discuss the questions and answers of a quiz with other students while the quiz window is still open
- Manipulate and/or distribute any materials provided in this course for any purpose (including course lecture slides).
- Use any materials provided by a previous student in the course

A research paper in your own words is required for partial fulfilment of this course and all of the following are considered plagiarism (from http://www.plagiarism.org):
- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of the information.
- Changing words but copying the sentence structure of a source.
- Copying so many words or phrases from a source that it makes up the majority of your work, whether you give credit or not.

Plagiarized work is easily detected and university regulations on academic misconduct will be strictly enforced.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Microsoft Office 365 Software is free for UF students
http://www.it.ufl.edu/gatorcloud/free-office-365-downloads/

Other free software is available at:
http://www.software.ufl.edu/

To check for availability of the media and technical requirements, contact the UF Computing Help Desk at (352)392-HELP(4357).

University of Florida Complaints Policy and Student Complaint Process

Most problems, questions and concerns about the course will be resolved by professionally communicating with the instructor.
The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

If a problem really cannot be resolved by communicating with the instructor or the TAs you can contact

- **Residential Course:**
- **Online Course:** [http://www.distance.ufl.edu/student-complaint-process](http://www.distance.ufl.edu/student-complaint-process).

### University of Florida Complaints Policy and Student Complaint Process

The University of Florida and most instructors believe strongly in the ability of students to express concerns regarding their experiences at the University. Most problems, questions and concerns about courses can be resolved by professionally communicating with the instructor. Please try to meet your instructor in person, make an appointment to call, or try to set up a remote meeting through Skype or other media.

If this does not help the University encourages the students who wish to file a written complaint to submit that complaint directly to the department that manages that course. If a problem really persists and cannot be resolved by communicating with the instructor and the department, contact... for


Online Course: [http://www.distance.ufl.edu/student-complaint-process](http://www.distance.ufl.edu/student-complaint-process)

This said, professionalism is a two-way-street. Unprofessional behavior of students includes, among other things: lack of communication, blaming other people or external factors, lying, affecting others negatively in a group or in the class, not accepting criticism and not being proactive in solving problems or seeking help. Furthermore, faculty often have family and other obligations to tend to. Over the weekend, replies to your inquiries or questions maybe delayed.

If a student is lacking professionalism repeatedly, the instructor has the rights to file formal complaint against the student through the Dean of Student office.
## Cover Sheet: Request 11156

**AEC3XXX Social Media Strategy and Measurement for Agricultural and Life Sciences**

### Info

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No document changes
Course|New for request 11156

Info

Request: AEC3XXX Social Media Strategy and Measurement for Agricultural and Life Sciences
Description of request: New undergraduate course request.
Submitter: Lundy, Lisa Katherine lisalundy@ufl.edu
Created: 9/29/2016 8:45:21 AM
Form version: 1

Responses
Recommended Prefix AEC
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Social Media Strategy and Measurement for Agricultural and Life Sciences
Transcript Title Soc Med Ag/Life Sci
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Online

Co-Listing Yes
Co-Listing Explanation Graduate students do an additional research assignment focused on using social media analytics and agricultural communication theory to describe communication of an agricultural or life science issue.

Effective Term Fall
Effective Year 2017
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description Students will learn how, when and why to use various social media tools. Students will also learn to measure the effectiveness of these tools in reaching audiences with agricultural and life science messages.

Prerequisites None
Co-requisites None

Rationale and Placement in Curriculum This course will help students in our program understand the role of social media in communication and leadership development for agricultural and life sciences. They will explore strategies for communicating via social media. They will also learn about using analytics to evaluate the effectiveness of social media messages for agricultural and life sciences.

Course Objectives 1. Students will understand the concepts and theories that inform the use of social media.
2. Students will learn how various traditional and social media strategies and tools can contribute to organizational effectiveness.
3. Students will be able to provide strategic counsel to organizations, based on an understanding of core concepts of public relations and social media, about how, why and when to use social media tools.
4. Students will develop digital messages for agriculture and natural resources.
5. Students will evaluate the effectiveness of various digital messages for agriculture and natural resources.

**Course Textbook(s) and/or Other Assigned Reading** Kerpen (2015). Likeable Social Media.

**Weekly Schedule of Topics** Week of Aug. 22 - Course Intro & Overview
Week of Aug. 29 - Authenticity & Branding Yourself
Week of Sept. 5 - Defining & Understanding Your Audience for Ag/Life Science Issues
Week of Sept. 12 - Engaging and Responding
Week of Sept. 19 - Communication of Ag/Life Science Issues in Social Media
Week of Sept. 26 - Communication of Ag/Life Science Issues in Social Media
Week of Oct. 3 - Social Media Measurement
Week of Oct. 10 - Social Media Analytics
Week of Oct. 17 - Google Analytics & Search Engine Optimization
Week of Oct. 24 - Low-cost Measurement for Nonprofits, Small Farms and Natural Resource Organizations
Week of Oct. 31 - Social Media Ethics
Week of Nov. 7 - Social Media and Culture/Rural Sociology
Week of Nov. 14 - Blogging and Blogger Engagement
Weeks of Nov. 21 & 28 - Social Media and Issues-based Communications; Crisis Communication


**Grading Scheme**
- Discussion Posts - 20%
- Storytelling Assignments - 20%
- In-class Participation - 20%
- Social Media Analysis Assignment - 40%

**Discussion Posts** - You will be responsible for writing weekly discussion posts wherein you apply what you watch, listen to and read that week. Each week, you’ll respond to a set of questions. You will also be responsible for commenting on other students’ discussion posts.

**Storytelling Assignments** - Each week, you’ll be asked to use social media in one way or another to tell a story about agricultural or life science issues. Sometimes you’ll be asked to attend an event and “live tweet” about the event. Sometimes you’ll be asked to interview someone about an agricultural issue and post a short video. These assignments are intended to help you learn to develop content for social media.

**In-class Participation** - Come to each class having read and studied the assigned readings for that week so that you can contribute to our class discussions. You should be able to provide an overview of each reading and explain how the readings relate to one another as a whole. High-quality participation means that you offer a number of informed comments and questions for each class period.

**Social Media Analysis Assignment** - For this assignment, you will track an agriculture or life science organization’s use of social media for the semester. You will be assigned an organization (more details in class). You’ll provide an overview of the organization. Briefly describe its history, size, goals and mission. Websites and annual reports (usually linked on the website) are great places to find this information. You’ll discuss how the organization is using social media. You should use numerical analysis, infographics and narrative explanation in this section. We will discuss various metrics for social media as the semester progresses. You should demonstrate your understanding of these metrics in this section, applying them to your organization. You should also show data points over time. You need to examine your organization’s use of social media for at least a one-
month period. Finally, you'll outline a plan for how you'd improve upon the organization's current use of social media. Give 5-10 specific recommendations on how the organization can improve its use of social media. Explain how these relate to the data you gathered and why you think they are important recommendations. Include creative, innovative ideas.

Instructor(s) Lisa Lundy
Course Description
Social media are changing the way we all communicate. With this in mind, this course aims to present students with the core concepts of social media acknowledging that this course's content will continually evolve. Students will learn how, when and why to use various social media tools. Students will also learn to measure the effectiveness of these tools in reaching audiences with agricultural and natural resources messages.

Course Objectives:
Students will
- Describe the concepts and theories that inform the use of social media.
- Compare and contrast how various traditional and social media strategies and tools can contribute to organizational effectiveness.
- Provide strategic counsel to organizations, based on an understanding of core concepts of public relations and social media, about how, why and when to use social media tools.
- Develop digital messages for agriculture and natural resources.
- Evaluate the effectiveness of digital messages for agriculture and natural resources.

Required Materials
Twitter account (note stats at beginning of semester, so that you can monitor progress).

Laptops, iPads/tablets or smart phones are highly recommended for the course. Bring your laptop or iPad/tablet to every class period. Class-related use of Twitter is expected in and out of class throughout the semester.

EVALUATION OF GRADES

<table>
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<th>Assignment</th>
<th>Percent of Grade</th>
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<tr>
<td>Discussion Posts</td>
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<tr>
<td>Digital Storytelling for Agricultural and Life Sciences</td>
<td>20</td>
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<td>In-class Participation</td>
<td>20</td>
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<tr>
<td>Social Media Analysis Assignment</td>
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</table>

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 85.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73 - 75.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>66 - 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63 - 65.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.99%</td>
</tr>
<tr>
<td>E</td>
<td>below 60%</td>
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</tbody>
</table>

Note: For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Please note: **Under no circumstances will final grades be rounded.** Please do not come to me at the end of the semester to negotiate your grade. If you want an A in this course, begin working toward that today.

**ASSIGNMENTS**

**Discussion Posts** - You will be responsible for writing weekly discussion posts wherein you apply what you watch, listen to and read that week. Each week, you'll respond to a set of questions. You will also be responsible for commenting on other students' discussion posts.

**Digital Storytelling for Agricultural and Life Sciences** – Each week, you’ll be asked to use social media in one way or another to tell a story about an issue in agriculture or a life sciences field. Sometimes you’ll be asked to attend an event and “live tweet” about the event. Sometimes you’ll be asked to interview someone about an agricultural issue and post a short video. These assignments are intended to help you learn to develop content for social media.

**In-class Participation** – Come to each class having read and studied the assigned readings for that week so that you can contribute to our class discussions. You should be able to provide an overview of each reading and explain how the readings relate to one another as a whole. High-quality participation means that you offer a number of informed comments and questions for each class period.

**On the whole, student participation will be evaluated according to the following criteria:**

- Meeting deadlines and expectations articulated by the instructor.
• Consistent participation and engagement with the class community.
• Active participation in class-related social media platforms (primarily Twitter and others as assigned).
• Listening and responding respectfully to ideas and questions posed by others.

Social Media Analysis Assignment - For this assignment, you will track an agricultural or science-related organization’s use of social media for the semester. You will be assigned an organization (more details in class). You’ll provide an overview of the organization. Briefly describe its history, size, goals and mission. Websites and annual reports (usually linked on the website) are a great place to find this information. You’ll discuss how the organization is using social media. You should use numerical analysis, infographics and narrative explanation in this section. We will discuss various metrics for social media as the semester progresses. You should demonstrate your understanding of these metrics in this section, applying them to your organization. You should also show data points over time. You need to examine your organization’s use of social media for at least a one-month period. Finally, you’ll outline a plan for how you’d improve upon the organization’s current use of social media. Give 5-10 specific recommendations on how the organization can improve its use of social media. Explain how these relate to the data you gathered and why you think they are important recommendations. Include creative, innovative ideas.

POLICIES & GUIDELINES FOR SUCCESS IN THIS CLASS

Grade Discrepancies
If you have a question about a grade you receive on any of the course components, you must discuss the grade with me within one week of getting the assignment back. After that, grades will not be discussed or modified. This discussion must occur in person. I do not discuss grades via email.

Accommodations
If you know of any type of disability or barrier to your success in this class, please let me know as soon as possible. I want you to be successful and I am happy to work with you, if I can. Please note, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Class Absences
Attending class is essential to be successful in this course. Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student’s reason(s) for absences and will assist those students who have valid reasons. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Writing
To be successful in today’s world, it is critical that you write well. As such, your grade for each aspect of this course will be based on the quality of your thinking and writing. All assignments should be free of inaccuracies, weak thinking, typos, spelling errors and grammatical problems. Never turn in a first draft.
Professionalism
The reality of this field is that people judge you by how you present yourself. Your use of language, the clarity of your speaking and your general appearance and professional bearing will shape the opinions of those who are listening to you. If you deliver a poor, unprofessional presentation, your grade will suffer. I will also grade you on the basis of the facts you assemble, the astuteness of your analysis of the problem and the soundness of your recommendations.

Group Work
A portion of your grade this semester will be based on group work. This brings both advantages and disadvantages. The advantage is that you are part of a team working together to solve a problem. On occasion some groups experience difficulties with a person who does not pull his/her weight on a project. If that happens in your group, you must: Try to work it out as a group. Document the problem, how you tried to work it out and the outcome of that effort. Give this to me in a written statement.
1) If the outcome of your internal meetings and efforts is less than satisfactory, you should schedule a time to meet with me as a group to discuss and resolve the problem.
2) If this meeting still does not resolve the problem, then the group may ask permission from me to remove the individual who is not contributing to the group work.
If you are removed from your group, you will be required to complete the class assignments on your own. Your grade will also reflect your inability to work with your classmates and contribute to the group assignment.

AEC Expectations for Writing:
In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.
- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
  - Not using "tweet-talk" in your assignments.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.
  - Not having sentence fragments.
  - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

AEC Expectations for Design:
In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, the following design standards are expected to be followed, unless otherwise specified for a particular writing
assignment. Not following these design standards will result in substantially lower grades on design-related assignments.

- Proper grammar, punctuation, and sentence structure are mandatory. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use ideas for a graphic/design assignment, but the use of the actual graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
  - Microsoft PowerPoint
  - Microsoft Word
  - Adobe Photoshop (photographs)
  - Adobe Illustrator (graphics). This software program is taught only in AEC4035. The expectations for actual graphic design in other courses will be minimal.
  - Adobe InDesign (print layout)
  - WordPress (Web)
  - Final Cut Express or ProX (video)

The University of Florida has an agreement with Lynda.com to provide FREE online tutorials to students and faculty on many software programs. If you feel "rusty" with any program, after being introduced to it in an AEC course, it is highly recommended that you take it upon yourself to go through some of the Lynda.com tutorials: http://www.it.ufl.edu/training/. Click on the Lynda.com yellow box on the right side of the screen.

**Deadlines**

Deadlines will be given for all work; these deadlines will not be extended. Meeting deadlines is essential to be successful in this course and in our field. Your work must be completed and handed in by the specified date and time. Incomplete work turned in by the deadline will receive partial credit. If you miss a deadline without having a valid excuse, you will receive zero points on the late work.

**Online Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

**Student Assistance and Emergencies**

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575
University Police Department: 352-392-1111 or 9-1-1 for emergencies

**Final Thought**
I want you to be successful in this class, and I will do my best to help you succeed. I am happy to help you address any challenges you face this semester; please come visit me during office hours to discuss any concerns or challenges.
<table>
<thead>
<tr>
<th>Course Schedule</th>
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<tbody>
<tr>
<td>**Week of Aug. 22 - Course Intro &amp;</td>
<td>Course Introduction/Syllabus / Listening in social media (LSM, Intro &amp; Ch. 1)</td>
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<tr>
<td>Overview</td>
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<td>**Week of Aug. 29 - Authenticity &amp;</td>
<td>Being authentic (LSM, 8) / Being honest and transparent (LSM, 9)</td>
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<td>Branding Yourself</td>
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<td>**Week of Sept. 5 - Defining &amp;</td>
<td>Defining your audience (LSM, 2) / Thinking like your customers (LSM, 3,4)</td>
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<tr>
<td>Understanding Agricultural Audiences</td>
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<td>**Week of Sept. 12 - Engaging and</td>
<td>Engaging &amp; Responding (LSM, 5-7)</td>
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<tr>
<td>Responding to Audiences (in the</td>
<td>SM &amp; customer experience (LSM, 14) / Social</td>
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<td>context of agricultural and</td>
<td>advertising (LSM, 15-18)</td>
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<td>science-based issues)</td>
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<td>**Week of Sept. 19 - Agricultural</td>
<td>Asking questions (LSM, 10) / Providing value and stories (LSM, 11-13)</td>
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<td>Communication in Social Media</td>
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<td>**Week of Sept. 26 - Social Media</td>
<td>Knowing what to measure (MWM, 1-2)</td>
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<td>Measurement</td>
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<td>**Week of Oct. 3 - Social Media</td>
<td>Role of research / Measurement programs (MWM, 3) / Measurement tools (MWM, 4)</td>
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<td>Analytics</td>
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<td>**Week of Oct. 10 - Social Media</td>
<td>Measuring Influencers (MWM, 8) / Sentiment analysis / Local relationships &amp; employees</td>
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<td>Analytics</td>
<td>(MWM, 9-10)</td>
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<td>**Week of Oct. 17 - Google Analytics &amp;</td>
<td>Search engine optimization / Measuring Ad, PR &amp;</td>
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<td>Search Engine Optimization</td>
<td>Marketing in Social Media (MWM, 5)</td>
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<td>**Week of Oct. 24 - Low-cost Measurement</td>
<td>Online surveys / Measuring Events &amp; Sponsorships (MWM, 6-7)</td>
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<td>for Nonprofits and Small-scale</td>
<td>Measurement f/ nonprofits (MWM, 13)</td>
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<td>Agricultural Organizations</td>
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<td>**Week of Oct. 31 - Social Media Ethics</td>
<td>Readings posted in Canvas</td>
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<td>**Week of Nov. 7 - Social Media and</td>
<td>Readings posted in Canvas</td>
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<tr>
<td>Culture</td>
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<tr>
<td>**Week of Nov. 14 - Blogging and</td>
<td>Readings posted in Canvas</td>
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<td>Blogger Engagement for Agriculture</td>
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<tr>
<td>**Weeks of Nov. 21 &amp; 28 - Social Media</td>
<td>Measurement and crisis (MWM, 11)</td>
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<td>and Crisis Communications</td>
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| **Week of Dec. 5                         | **Social Media Analysis Assignment Due & Presentations**
