Modesto Junior College
Course Outline of Record
AG 285

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

AG-285 Agricultural Communications 3 Units
Fundamentals of agricultural communication, including written, electronic, graphic, and oral communication methodologies. Field trips are required. Course is applicable to the associate degree.

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Introduction to agricultural communication

      i. Types of agricultural media

         a. Print media

             a. Farm publications
             b. State agricultural magazines
             c. Livestock and commodity publications
             d. Agricultural trade press

         b. Broadcast media

             a. Farm radio
             b. Agricultural television

                 a. Information services
                 b. The Internet

         c. E-mail

         d. Internet services for agriculture

         e. Information competency

             a. The use of agricultural marketing in agricultural communication
             b. The communication process
a. Communicating a clear message
b. Purposes of messages

ii. Print media and written communication

a. Basics of written communication
b. Graphics
   a. Information graphics
      a. Advantages of using graphics within written documents
      b. Using graphics within documents
      c. Components of an effective graphic
   b. Communicating with color
   c. Photographs
      a. Digital
      b. Manual
   d. Charts, graphs, and tables
   e. Maps and illustrations
   f. Appropriate match of graphic with document type and content
   c. Letters
      a. Principles of effective letter writing
         a. Active voice
      b. Letter format and styles
      c. Punctuation
      d. Letters of
         a. Persuasion
         b. Inquiry
         c. Complaint
         d. Apology
         e. Recommendation
f. Policy makers

g. Thank you letters

h. Appreciation

e. Write a business letter

d. Memos
   a. Characteristics of an effective memo
   b. Math components of a memo
   c. Critique sample memos
   d. Write a sample memo

e. Newspaper writing
   a. Choosing a topic
      a. Finding a story
   b. Basic reporting
      a. Organizing the report
   c. Writing a story
      a. Quality lead
      b. Grammar, punctuation and spelling
      c. Accurate and concise language
         a. Economy of words
   d. Article length
   e. Logical sequence of information
   f. Ethics and accuracy
      a. Research and background checks
   g. Appropriate quotations
   d. Writing newspaper articles for publication

iii. Audio
a. Tripods
   a. Using a video camera

iv. Oral Communication
   a. Speaking in public
      a. Fundamentals of public speaking
      b. Composing a speech
         a. Universal outline
      c. Delivering a speech
   b. Product presentations and displays
      a. Farm expositions and other typical uses of display
      b. Poster presentations
         a. Layout, eye appeal, message, and graphics
         b. Using visual aids for emphasis
            a. Guidelines for selecting visual aids
            b. Construction of display
         c. PowerPoint
            a. Designing a slide show
               a. Using text
               b. Incorporating color, sound, wallpapers, and graphics
               c. Sequencing information
            b. Using PowerPoint in conjunction with an oral presentation

v. Electronic communication
   a. E-mail and voicemail
      a. Advantages and disadvantages
      b. Communication etiquette
      c. Sending messages
b. Evaluating websites
   a. Information competency

B. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Class lectures using visual aids.
2. Laboratories directed towards achieving course objectives, including photography, video production, and newsletter production.
3. Films
4. Guest speakers.
6. Demonstrations of equipment operation and techniques.
7. Discussion and problem solving in class.
8. Supplemental readings.
9. Collaborative projects, including journalism and video production assignments.
10. Homework extended projects.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Daily reading of materials
   b. Weekly research and collection of data
   c. Conduct weekly interviews
   d. Write and edit one newspaper article, including a picture, per term

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. You will participate in groups of 12 to produce and film a 10- minute talk show. During the
course of this activity, you will: 1) select and research a current local, agricultural-related topic, develop a set of interview questions based upon that research, and develop roles typical of the stakeholders effected; 2) practice film production techniques in the MJC television studio, including the role of the technical and floor director, camera operation, tape and character generation; and 3) produce a 10 minute talk show. You will be evaluated based upon their overall involvement in the activity.

b. Write an abstract of an agricultural journal article that the student selects. The article should be on sufficient length, interest and importance to provide a quality educational experience. The summary should identify the author’s central research question, thesis statement, key problem, issues or findings, recommendations, and/or conclusions. The abstract should be not longer than 300 words.

c. Create a PowerPoint presentation on a subject of choice. The presentation should have a logical format, be graphically interesting and cover the subject completely. The length of the presentation can vary; however, it should typically consist of 6 to 8 slides.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

Develop the fundamentals skills of agricultural communication, including written, electronic, graphic, and oral communication methodologies.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   Upon satisfactory completion of this course, the student will be able to:

   a. List and describe the primary types of agriculture communications.

   b. Define the communications process.

   c. Identify the fundamentals of written communication.

   d. Identify and discuss the use of graphics in various types of print media.
e. Discuss the use of color to enhance graphic communication.

f. Identify proper photographic techniques.

g. Use digital and manual cameras to take photographs.

h. Match the appropriate graphic with document type and content.

i. Identify and practice the principles of effective business letter writing.

j. Identify the components of an effective memo.

k. Write a sample memo.

l. Discuss organization and writing techniques used in newspaper journalism.

m. Participate as a journalistic team member to write a newspaper article for publication.

n. Write a press release for a college event.

o. Identify and discuss newsletter layout, design, and publishing techniques.

p. Identify and discuss newsletter layout, design, and publishing techniques.

q. Write, edit and tape record a radio advertisement for an agricultural event.

r. Identify video design and production techniques.

s. Practice video camera operation.

t. Participate in a production team to produce a short documentary video.

u. Identify the components of effective public speaking.

v. Organize and orally present information using PowerPoint or poster mediums.

w. Use the Internet to compose and deliver an e-mail message.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Competency of student in applying techniques and theory to complete laboratory and class assignments and activities, i.e. newsletters, video, photography, letters and memos, PowerPoint presentation, and newspaper article.

2. In and out of class, written assignments that relate to, and apply, to agriculture communications, including:
   a. Composing e-mail, newsletter articles, letters, and memos.
   b. Writing and editing newspaper articles.
   c. Writing and editing radio and video scripts.

3. In class objective examinations that test for Agriculture Communication procedures and definitives and major course concept.

4. Supplementary activities
   a. Participation in classroom activities that address current agricultural communications theory and practice.
b. Participation in field trips.
c. Participation in group projects

B. **SUMMATIVE ASSESSMENT**

1. Final examination
2. Final project