

**Foundations of Agricultural Communications High School Curriculum**

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## **Chapter 1**

### 1.1 Introduction

Agricultural education has always covered a wide range of topics and competencies to fit the needs of the community it serves. Oftentimes students and adults assume agricultural education consists of farming, veterinary science, and livestock. Agricultural education must continue to expand and tout the various other academic and personal skills that are present in the curriculum. Agricultural educators also have the opportunity and responsibility to tie together knowledge and skills from core classes and apply them to real-life situations.

Agricultural education gives students the opportunity to apply academic knowledge and skills to real life situations through an agricultural lens in addition to learning new knowledge and skills. Incorporating elements from other disciplines is essential in reinforcing student knowledge and further building on the skill base. An example of this concept is the integral part of communications within the agricultural discipline. Allowing students to construct communications projects related to agricultural careers is vital in allowing students to recognize the importance of these skills.

Agricultural communication is an important field that is constantly evolving. With the prevalence of social media and consumers who want to be informed about what they eat, communication skills are as important as ever. Applying these skills in the classroom through an agricultural lens help prepare students for these communication challenges in their careers.

A good guide for teaching agricultural communication is the Agricultural Communication Career Development Event (CDE), a competitive FFA event focused on developing communication skills. This CDE covers several communication areas: journalistic writing, opinion writing, video production, and web design. These areas reflect needs of

businesses and organizations in the agricultural sector. Any curriculum focused on agricultural communication should, at least in part, use this CDE as a framework for content.

### 1.2 Purpose and Objectives

\_\_\_\_\_The purpose of this project is to develop a curriculum focused on agricultural communications for agricultural educators who teach high school students. The following objectives were developed to provide direction to the project:

1. Create a high school agricultural communications curriculum that aligns with the Agricultural Communications CDE.
2. Develop authentic assessments that mirror real-life situations.
3. Develop a curriculum that is student-led and inquiry-based.

### 1.3 Need

Agricultural educators have many responsibilities that can be time consuming. These responsibilities include, but are not limited to: supervising Supervised Agricultural Experience (SAE) projects, supervising FFA activities, developing lesson plans, updating curriculum, and supervising contest teams. Providing an updated curriculum with completed materials and an easy-to-follow set of lesson plans can cut down on an agricultural educator's responsibilities.

## Chapter 2

### 2.1 Literature Review

Agricultural communication has changed drastically over the last few decades and will continue to evolve over time. According to agricultural industries, communication needs are changing rapidly. These communication needs are also reflected in the stakeholders of these agricultural communications (Doerfert and Miller, 2006). Students entering the agricultural workforce, specifically in a communications field, have to be able to adapt to new situations in a short period of time.

Agricultural industries are looking for proficiency in communication skills. The most sought after skills include, but are not limited to: writing, public relations, graphic design, broadcasting, advertising, photography, and public speaking (Corder and Irlbeck, 2018). Incorporating these skills in an agricultural curriculum is important to prepare students for the needs of the agricultural industry.

Agricultural communications as a profession is relatively unknown among high school students. Students, specifically students who are black or Latino, tend to think agricultural careers are limited to people with agricultural experience or agricultural background. Exposing these students to the diverse array of agricultural careers, including communication careers, led students to expand their understanding of the agricultural sector and consider careers in communication (Fraze, Rutherford, et. al 2011).

Agricultural communication in high school curriculum is becoming more widespread. In Arkansas, students were initially unfamiliar with agricultural communication curriculum, but were open to completing a course. Over 40% of students polled were interested in an agricultural communication class. Content students were most interested in, ranked most popular to least

popular: design, multimedia, writing, and careers. Arkansas students also found hands-on experiences to be more beneficial than other types of learning (Calico et. al, 2014).

One framework that can be used to develop a successful agricultural communications curriculum is the Agricultural Communications CDE. This CDE challenges students to apply their knowledge to different agricultural communication areas including: journalism, opinion writing, media plans, video production, and web design. These content areas reflect skills industry leaders desire in students (Iowa FFA).

One way educators can increase college and career readiness while engaging student interest is through authentic tasks and assignments. Increasing the authenticity of tasks can be accomplished in three ways: student choice, community impact, and a connection between their life and the assignment (Behizadeh, 2014). Student choice can be expanded by allowing students to choose topics for their assignments. Community impact can be expanded by allowing students to share their assignments with someone else. Increasing authenticity is important to engage students in the classroom.

The importance of authentic tasks is echoed throughout a survey of Texas A&M faculty in 2015. This survey collected suggested practices from faculty members. The survey found applied writing assignments were most effective. It also found teaching content about audience analysis and planning communication were important to the field of agricultural communication (Leggette, 2015).

Another important factor to consider when planning any curriculum is consistent practice. Literary skills like writing are no different. A variety of writing scenarios should be offered to students and ample opportunities to write. An increase of practicing skills coupled with instructor feedback will aid students in gaining meaningful writing skills (Leggette, 2015).

Agricultural communications curriculum should include visual communication. Students are interested in engaging with visual communication like photography and videography due to the perceived practicality of the curriculum and this perception increases the authenticity of the curriculum. Allowing students to experiment with assignments and tasks further reinforces this authenticity and interest (Pennington et. al, 2015).

Usage of reflection and collaboration are important with an agricultural communications curriculum. This reflection allows students to strengthen their knowledge of skills and concepts. The ability to collaborate with peers also leads to more interest in material and more engagement with material (Pennington et. al, 2015). Providing ample opportunities for students to reflect on their work and discuss what went well and what can be improved is important to solidify learning.

It is also important to incorporate Supervised Agricultural Experiences (SAE) in the classroom. Student participation in SAEs leads to higher achievement in the agriscience classroom. Interest related to agriscience and agricultural-related fields increases as achievement and participation in SAEs increases (Cheek et. al, 1994). Therefore, it is important to make sure every student enrolled in an agricultural class participates in an SAE, including an agricultural communications class.

One way agricultural educators can ensure every student participates in an SAE is to require SAEs in the curriculum. This requirement will encourage students to engage in new learning opportunities in agriculture. Another important part of this is to grade SAE programs. If students are required to participate in an SAE, they should receive evaluation and a grade for their work (Rubenstein and Thoron, 2015). Providing time for students to engage with their SAEs during class is important for incorporating SAEs in the curriculum.

Finally, inquiry-based learning is essential for science classes, including agriculture. A study in Florida showed positivity towards agriculture and inquiry-based learning when that model was used. A student survey showed students enjoyed working with groups, completing lab activities, learning through inquiry, and learning new things. Inquiry-based learning also resulted in students having a positive attitude towards agriculture with a majority of students wanting to pursue a career in agriculture (Thoron and Burleson, 2014).

Warner and Myers outline several strategies to incorporate inquiry-based learning in the classroom. Under these strategies, the student is responsible for six things: starting the inquiry process, promoting student dialogue, transitioning between small group and large group discussion, intervening to clear misconceptions, modeling scientific procedures, and utilizing student experience to create new content knowledge (Warner and Myers, 2006). The two strategies outlined are guided discovery and the 5-E model.

The guided discovery strategy involves giving students concrete questions to answer and materials to discover. In order to implement this strategy, educators need to prepare questions that cover the most important objectives for the lesson. In this strategy, student discovery should start as early as possible. Educators should provide limited assistance - not giving students the answer, but giving hints or asking questions to avoid students becoming too frustrated and quitting (Warner and Myers, 2008).

The 5-E strategy shares methods with the guided discovery strategy, but focuses on the five phases of engagement, exploration, explanation, elaboration, and evaluation. Engagement involves generating an interest approach to pique interest. Exploration is similar to the guided discovery strategy. Explanation is the sharing of information between students and from the educator. Elaboration is applying new concepts and skills to new situations. Evaluation is the

assessment of student knowledge (Warner and Myers, 2008). Utilizing inquiry-based learning is important to create a successful agriculture curriculum.

In conclusion, agricultural communication skills are very desirable for agricultural careers. Students who have been exposed to agricultural communications have been receptive to the content. An agricultural communications curriculum should focus on increasing the authenticity of content and assessments and inquiry-based learning. Additionally, SAEs should be incorporated into the curriculum to promote student achievement in agriculture.

## **Chapter 3**

### 3.1 Methods and Procedures

In order to develop the framework and content for an agricultural communications curriculum, several resources were utilized including: the National FFA Agricultural Communications CDE, Iowa State Extension materials, and collaboration with several professionals around central Iowa. As a result of discussion with these professionals, a 14-week schedule was decided as the timeframe for a typical high school course. Iowa Career and Technical Education (CTE) standards were utilized as a guideline for content.

The National FFA Agricultural Communications CDE was utilized as a guide to create the following five units: (1) Intro to Ag Communications, (2) Audience Analysis, (3) Agricultural Writing, (4) Visuals in Ag Communications, and (5) Integrating Communications. These content areas are also consistent with industry and community needs. Additionally, class time was allocated for updating SAE records and other work related to SAEs.

Inquiry-based learning strategies were applied to lesson plans to increase student engagement and comprehension. Authenticity was also an important consideration when creating content and assessment. Major assessments allow student choice and connect content with their lives.

Finally, bell ringers were utilized to focus conversation and student mindset. Bell ringers are a mix of inquiry questions and review of previous concepts. Bell ringers can be used in a variety of ways, but in this format, bell ringers are discussed at the beginning of class. Answers to the bell ringers aren't necessarily revealed during discussion by the instructor and the question can be referenced throughout the lesson.

## **Chapter 4**

### **4.1 Results**

The curriculum was developed in two parts. The first part is the lesson plan and the educator guide. The second part is the student materials. This part includes note-taking activities, assignments, and assessments. Also included is a unit list and a suggested schedule of activities.

The documents are included below:

## Unit List

Course introduction and getting to know your students

### *Trimester 1*

Unit 1. Introduction to agricultural communications

Unit 2. Audience analysis

Unit 3. Agricultural writing

Unit 4. Visuals in agricultural communication

Unit 5. Integrating communication

## Competencies/Objectives

### Unit 1. Introduction to agricultural communications

1. Identify different types of agricultural communication
2. Explain the importance of agricultural communication in the agricultural industry
3. Develop public speaking skills
4. Recognize how different types of agricultural communication affect different audiences

### Unit 2. Audience analysis

1. Describe the benefits and challenges of different types of agricultural communication with different audiences
2. Identify target audiences in agricultural communication
3. Examine real-life examples of target audiences
4. Plan example communication plans for hypothetical case studies

### Unit 3. Agricultural writing

1. Develop basic AP style writing skills
2. Identify different types of agricultural writing
3. Apply AP writing skills to personal story
4. Acquire and apply interviewing skills in relation to writing

### Unit 4. Visuals in agricultural communication

1. Identify different types of visuals in agricultural communication
2. Develop photography skills
3. Develop video creation skills
4. Create a visual project using photography and video

<b>Foundations of Agricultural Communication</b>		
<b>Example Course Calendar</b>		
<b>Week</b>	<b>Unit</b>	<b>Lesson</b>
<b>1</b>	Course Introduction	Course Introduction
	Intro to Ag Communications	What is ag communications?
	Intro to Ag Communications	What is ag communications?
	Intro to Ag Communications	Why is ag communications important?
	Intro to Ag Communications	Why is ag communications important?
<b>2</b>	Intro to Ag Communications	Constructing agricultural speeches
	Intro to Ag Communications	Constructing agricultural speeches
	Intro to Ag Communications	My Ag Story presentations
	Intro to Ag Communications	My Ag Story presentations
	SAE Workday	SAE Workday
<b>3</b>	Audience Analysis	Introduction to audience analysis
	Audience Analysis	Choosing the right medium
	Audience Analysis	Ag Comm Apples to Apples
	Audience Analysis	Creating a Communication Plan
	Audience Analysis	Group Case Studies
<b>4</b>	Audience Analysis	Agricultural Communications CDE
	Agricultural Writing	Introduction to agricultural writing
	Agricultural Writing	Writing news - Inverted Pyramid
	Agricultural Writing	Writing news - Headlines and Leads
	SAE Workday	SAE Workday
<b>5</b>	Agricultural Writing	Writing news - Practice

	Agricultural Writing	Writing news - Intro to AP Style
	Agricultural Writing	Writing news - Interviewing basics
	Agricultural Writing	Writing news - Newsworthiness and AP practice
	Agricultural Writing	News Article work day
<b>6</b>	Agricultural Writing	News Article work day
	Agricultural Writing	Peer editing day
	Agricultural Writing	Writing Opinions - Arguments
	Agricultural Writing	Writing Opinions - Persuasion
	SAE Workday	SAE Workday
<b>7</b>	Agricultural Writing	Writing Opinions - Superfight
	Agricultural Writing	Writing Opinions - Researching both sides
	Agricultural Writing	Writing Opinions - Hot Button Issues in Ag
	Agricultural Writing	Writing Opinions - Opinion work day
	Agricultural Writing	Writing Opinions - Opinion work day
<b>8</b>	Agricultural Writing	Writing Opinions - Peer editing
	Agricultural Writing	Magazine writing
	Agricultural Writing	Press Releases
	Agricultural Writing	Social Media
	SAE Workday	SAE Workday
<b>9</b>	Visuals in ag communication	Intro to visual communication
	Visuals in ag communication	Intro to visual communication
	Visuals in ag communication	Basics of Photography
	Visuals in ag communication	Basics of Photography
	Visuals in ag communication	Photography practice/Photoessay
<b>10</b>	Visuals in ag communication	Writing captions/Photoessay work day

	Visuals in ag communication	Photoessay work day
	Visuals in ag communication	Basics of videography
	Visuals in ag communication	Basics of videography
	SAE Workday	SAE Workday
<b>11</b>	Visuals in ag communication	Video essay work day
	Visuals in ag communication	Video essay work day
	Visuals in ag communication	Video essay work day
	Integrating communication	Tying elements together
	Integrating communication	Revisiting Ag Comm CDE
<b>12</b>	Integrating communication	Revisiting Ag Comm CDE
	Wrapping Up	Overflow day
	Wrapping Up	Overflow day
	Wrapping Up	Overflow day
	SAE Workday	SAE Workday/SAE Due

## Course Introduction

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Course Introduction</p> <p><b>Lesson:</b> Course/class introduction</p> <p><b>Estimated time:</b> 1 day</p> <p><b>Objective:</b> Students will become familiar with each other and course expectations</p> <p><b>Materials needed:</b> Syllabus, classroom rules and procedures</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell ringer:</i> If you could only eat one food for the rest of your life, what would that food be?</li> </ul>
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review syllabus</li> <li>● Review class rules and procedures</li> <li>● Facilitate student introductions and activities</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Teacher introduction</li> <li>2. Student introduction             <ol style="list-style-type: none"> <li>a. What areas of agriculture are you interested in?</li> </ol> </li> <li>3. Hand out and review class syllabus</li> <li>4. Develop classroom rules and procedures as a group</li> <li>5. Utilize icebreakers to get to know each student             <ol style="list-style-type: none"> <li>a. Two truths and a lie</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in introductions</li> <li>● Develop class rules and procedures</li> <li>● Sign syllabus</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to recognize class expectations and will sign syllabus “contract” and complete an exit ticket             <ul style="list-style-type: none"> <li>○ What are you most excited for?</li> </ul> </li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>○ What are you most worried about?</li><li>○ What are your goals for this class?</li></ul> |  |
|--|--|

## SAE Workday Lesson Plan

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> SAE Workday</p> <p><b>Lesson:</b> SAE Workday</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Update SAE record book</li> </ul> <p><b>Materials needed:</b> AET</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• Every other Friday, students will update AET record book</li> </ul>
<p><b>CTE Standards:</b></p>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Monitor student progress</li> <li>• Present AET information</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. First SAE Workday             <ol style="list-style-type: none"> <li>a. Review AET                 <ol style="list-style-type: none"> <li>i. Where to make journal entries</li> <li>ii. Where to log financial records</li> <li>iii. Where to add SAEs</li> <li>iv. Expectations (10 hours logged this semester)</li> </ol> </li> </ol> </li> <li>2. Students update record book</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Log SAE hours</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Check each week to see how far students get</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Updated SAE Record book with 10 hours logged</li> </ul>
<p><b>Resources:</b> AET</p>	

## Unit 1: Intro to Ag Communications

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Intro to Agricultural Communications</p> <p><b>Lesson:</b> What is agricultural communications?</p> <p><b>Estimated time:</b> 1-2 days</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define agricultural communications</li> <li>• Identify careers in agricultural communication</li> </ul> <p><b>Materials needed:</b> Careers worksheet, "Introduction to Agricultural Communications" slides 1-7</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Bell ringer:</i> What are some careers you would associate with agricultural communications?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.10.01. Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Facilitate class discussion</li> <li>• Develop class agricultural communications definition based on class knowledge and existing definitions</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss what they think agricultural communications is.</li> <li>2. Key terms:       <ol style="list-style-type: none"> <li>a. Agricultural communications: Communication, including: public relations, marketing, journalism, and other communication, related to the production of animal and plant products.</li> <li>b. Public relations: The creation and maintenance of a public image through communication.</li> </ol> </li> <li>3. Agricultural communications career brainstorming.</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Participate in class discussion</li> <li>• Complete careers assignment</li> </ul>	

	<ul style="list-style-type: none"> <li>a. Careers to highlight: public relations, advertising, social media manager, extension, university coordinators, video specialist, agricultural journalist, graphic design, photographer</li> </ul> <p>4. Agricultural communications skills brainstorming:</p> <ul style="list-style-type: none"> <li>a. Public speaking, written communication, marketing/advertising, video making, photography, radio</li> </ul> <p>5. Students will use any remaining time to work on Careers assignment</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Agricultural Communications Careers assignment</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

**Name:**

## **Agricultural Communications: Careers**

*There are several different careers within agricultural communications. In this assignment, you are tasked with researching a specific career within agricultural communications. Careers will be shared in class.*

1. List your career:
2. How does this career fit into agricultural communications?
3. What does a “normal day” look like for this career?
4. What is a typical salary for this career?
5. What education is required for this career?
6. Does this career interest you? Why or why not?

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Intro to Agricultural Communications</p> <p><b>Lesson:</b> Why is agricultural communications important?</p> <p><b>Estimated time:</b> 1-2 days</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Explain the importance of agricultural communication</li> <li>● Evaluate examples of agricultural communications.</li> </ul> <p><b>Materials needed:</b> Intro to agricultural communications slides 8-15, “My Ag Story” assignment description and rubric</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will look at examples of agricultural communication and critique them.</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.01.01.c. Evaluate other’s verbal and non-verbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Present slides</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss why agricultural communications is important. <ol style="list-style-type: none"> <li>a. Inform the public</li> <li>b. Correct misconceptions</li> <li>c. Get the word out about new events/developments</li> </ol> </li> <li>2. Examples of agricultural communication <ol style="list-style-type: none"> <li>a. Discuss each one <ol style="list-style-type: none"> <li>i. Who are the target audiences?</li> <li>ii. What works?</li> <li>iii. What doesn’t work?</li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete “My Ag Story” assignment</li> </ul>	

	<ol style="list-style-type: none"><li>3. Discuss first major assignment: “My Ag Story”<ol style="list-style-type: none"><li>a. Discuss details</li><li>b. Discuss expectations</li></ol></li><li>4. Give students time to work on outline</li></ol>
<b>Formative assessments:</b> <ul style="list-style-type: none"><li>● “My Ag Story” outline and practice</li></ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>● “My Ag Story” Speech</li></ul>

## My Ag Story

*One of the most important aspects of agricultural communications is storytelling. The ability to tell a story is vital to communicating the importance of agriculture to the public and your peers. In this assignment you will present your agricultural story in the form of a speech. Don't worry if you don't live on a farm, everyone has an agricultural story.*

### Requirements:

- **Outline:** you will submit an outline before giving your speech. This outline should include content in the order you plan on presenting it.
  - Presentation should cover your agricultural story. This can be, but is not limited to, your past experiences with agriculture, your future goals relating to agriculture, or current experiences in FFA or 4-H.
  - Your presentation should be a story, not a list of experiences.
  - Your outline should be in bullet form.
- **Presentation:**
  - **Delivery:** you will be graded on your delivery including: eye contact, tone, and flow.
  - **Length:** your presentation should be 4-5 minutes in length. You will have a timekeeper giving you warnings.

### Example Outline

- Main point 1 - overview of your first main point
  - Detail 1
    - Even more information for detail 1
  - Detail 2
- Main point 2

Your outline should include an introduction, body, and conclusion.

## My Ag Story

Objective	Excellent	Good	Needs Improvement	Comments
<b>Content</b> ____/50	Speech is in story format and includes information about presenter's history in Ag, activity in Ag classes/FFA, and future in Ag. Strong attention getter.	Speech mostly isn't in a story format or focuses on too many things. Sounds like a resume. Attention getter can be improved	Speech doesn't focus on Ag at all. Speech isn't in a story format and relies on listing facts. No attention getter.	
<b>Presentation skills</b> ____/20	Presenter uses excellent eye contact, variation in voice tone. No or very few filler words. Confident voice.	Eye contact could be improved. Voice is sometimes monotone. Use of some filler words. Semi-confident voice.	Frequent filler words. Non-confident voice. Monotone voice. No eye contact.	
<b>Speech length</b> ____/15	Speech between 4 and 5 minutes	Speech slightly less than 4 minutes or greater than 5 minutes	Speech significantly outside of time limit	
<b>Peer comments</b> ____/15	Peer comments are thoughtful and helpful	Peer comments lack specifics	Peer comments not helpful or thoughtful	
<b>Total</b> ____/100				

**Comments:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Intro to Agricultural Communications</p> <p><b>Lesson:</b> Constructing agricultural speeches</p> <p><b>Estimated time:</b> 2 days</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Create a speech outline</li> <li>● Construct and deliver a coherent speech</li> </ul> <p><b>Materials needed:</b> Intro to agricultural communications slides 16-20</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will work in groups to construct speeches and peer evaluate outlines and performance.</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</li> <li>● CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Answer questions about assignment</li> <li>● Clearly articulate expectations</li> <li>● Present slides</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss expectations for “My Ag Story.” <ol style="list-style-type: none"> <li>a. Outline rubric and format</li> <li>b. Speech rubric and delivery</li> <li>c. Peer review expectations</li> </ol> </li> <li>2. Students will work on outline in groups <ol style="list-style-type: none"> <li>a. Outline due day of speech</li> </ol> </li> <li>3. Students will review each others’ outlines</li> <li>4. Students will practice delivery</li> <li>5. Students will review each others’ delivery</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Construct outline</li> <li>● Practice speaking</li> <li>● Review peers</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● “My Ag Story” outline</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● “My Ag Story” Speech</li> </ul>

## Unit 2: Audience Analysis

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Audience Analysis</p> <p><b>Lesson:</b> Introduction to Audience Analysis</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyze an audience</li> <li>Describe how to analyze an audience</li> </ul> <p><b>Materials needed:</b> Audience Analysis slides 1-15</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li><i>Bell ringer:</i> How would you analyze an audience?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>CS.02.02.01.c. Devise and implement a strategy for explaining components of AFNR systems to audiences with limited knowledge.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>Review materials</li> <li>Facilitate class discussion</li> <li>Present slides</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>Students will discuss bell ringer       <ol style="list-style-type: none"> <li>Teacher should not prompt any specific points but acknowledge correct points.</li> </ol> </li> <li>Present Audience Analysis slides 1-15       <ol style="list-style-type: none"> <li>Facilitate discussion as it occurs           <ol style="list-style-type: none"> <li>How does size affect?               <ol style="list-style-type: none"> <li>Larger crowds means less personal comm</li> <li>TV/Radio might comm better with more</li> <li>Workshop might comm better with</li> </ol> </li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>Participate in class discussion</li> <li>Take notes</li> <li>Complete exit ticket</li> </ul>	

	<p style="text-align: right;">less</p> <ol style="list-style-type: none"> <li>b. When to use jargon?       <ol style="list-style-type: none"> <li>i. Crowds with substantial knowledge</li> <li>ii. Not to audiences with no knowledge</li> <li>iii. Using GMO with 2nd graders</li> </ol> </li> <li>c. Attitude       <ol style="list-style-type: none"> <li>i. Attitude can make an audience more or less likely to listen to you</li> <li>ii. Message should be changed to fit an audience's specific attitude</li> </ol> </li> <li>d. Setting       <ol style="list-style-type: none"> <li>i. Setting can be a place of business, Youtube, a conference etc</li> <li>ii. See speaker notes for additional points to bring up</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>3. Present example       <ol style="list-style-type: none"> <li>a. See speaker notes for answers</li> </ol> </li> <li>4. Exit ticket (on slide)</li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit ticket</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Audience Analysis case studies introduced later in the unit</li> </ul>
<p><b>Resources:</b></p> <p>University of Pittsburgh Communications Services Webteam. (n.d.). Audience Analysis   Department of Communication   University of Pittsburgh. Copyright (c) 2015 - University of Pittsburgh.</p>	

<https://www.comm.pitt.edu/oral-comm-lab/audience-analysis#:~:text=Audience%20analysis%20involves%20identifying%20the,understanding%2C%20attitudes%2C%20and%20beliefs.&text=As%20with%20many%20valuable%20tools,what%20they%20want%20to%20hear.>

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Audience Analysis</p> <p><b>Lesson:</b> Choosing which medium to use</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Analyze an audience</li> <li>● Identify different ag comm mediums</li> <li>● Analyze situations to determine which medium to use</li> </ul> <p><b>Materials needed:</b> Audience Analysis slides 16-26</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell ringer:</i> What are some mediums of communication we can use?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CS.02.02.01.c. Devise and implement a strategy for explaining components of AFNR systems to audiences with limited knowledge.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Present slides</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss bell ringer       <ol style="list-style-type: none"> <li>a. Teacher will not prompt any specific ideas</li> </ol> </li> <li>2. Present slides 16-26. Facilitate discussion as it becomes available. Notes for questions on speaker notes       <ol style="list-style-type: none"> <li>a. Think/pair/share 1: Students may get in any pair they wish           <ol style="list-style-type: none"> <li>i. Have each pair share</li> </ol> </li> <li>b. Think/pair/share 2: Students should enter pair with a new partner</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Take notes</li> </ul>	

	<ol style="list-style-type: none"> <li>i. Have each pair share</li> </ol> <ol style="list-style-type: none"> <li>3. Present example situation       <ol style="list-style-type: none"> <li>a. Have students get in groups of 3.</li> <li>b. Have each group share</li> </ol> </li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Audience Analysis case studies introduced later in the unit</li> </ul>
<p><b>Resources:</b></p> <p>Smith, J. (n.d.). Unit 6: Selecting Appropriate Channels – Communication @ Work. Pressbooks.  <a href="https://pressbooks.senecacollege.ca/buscomm/chapter/2-3-selecting-appropriate-channels/">https://pressbooks.senecacollege.ca/buscomm/chapter/2-3-selecting-appropriate-channels/</a></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Audience Analysis</p> <p><b>Lesson:</b> Ag Comm Apples to Apples</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Analyze an audience</li> <li>● Analyze situations to determine which medium to use</li> <li>● Create a communications message and medium that fits a certain need</li> </ul> <p><b>Materials needed:</b> Ag Comm Apples to Apples</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will get in groups and play a game to generate ideas and analyze situations</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CS.02.02.01.c. Devise and implement a strategy for explaining components of AFNR systems to audiences with limited knowledge.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Monitor game</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Hand out Ag Comm Apples to Apples materials       <ol style="list-style-type: none"> <li>a. Have students get into groups of 4+</li> </ol> </li> <li>2. Explain rules to the game (<b>Have students record rounds they find interesting</b>)       <ol style="list-style-type: none"> <li>a. First round:           <ol style="list-style-type: none"> <li>i. Each student will draw 4 medium cards</li> <li>ii. One student will be the judge.</li> <li>iii. The judge will turn over</li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in apples to apples and class discussion</li> <li>● Submit interesting situations</li> </ul>	

	<p>one audience card.</p> <ol style="list-style-type: none"> <li>iv. The students who aren't judging will play which medium they think best suits the audience</li> <li>v. The judge will pick the best. The winning student will get the audience card.</li> <li>vi. Students are encouraged to explain why theirs is best</li> </ol> <ol style="list-style-type: none"> <li>b. Second round:       <ol style="list-style-type: none"> <li>i. Students will also draw 4 topic cards</li> <li>ii. Repeat round one, but students play one topic card and one medium card</li> </ol> </li> <li>c. Third round:       <ol style="list-style-type: none"> <li>i. Have students decide which card will be the card that is placed (audience, medium, topic)</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>3. Have a short discussion about the game. What they found fun/easy/challenging.</li> <li>4. Have students turn in 3-4 rounds/combinations they found interesting</li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students will turn in interesting situations</li> <li>● Teacher will monitor groups to see what</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Audience Analysis case studies introduced later in the unit</li> </ul>

ideas they are generating	
<b>Resources:</b> Smith, J. (n.d.). Unit 6: Selecting Appropriate Channels – Communication @ Work. Pressbooks. <a href="https://pressbooks.senecacollege.ca/buscomm/chapter/2-3-selecting-appropriate-channels/">https://pressbooks.senecacollege.ca/buscomm/chapter/2-3-selecting-appropriate-channels/</a>	

## Ag Communications Apples to Apples

### Audience Cards

College Students	Farmers aged 40-60	Iowa State Fairgoers	Iowa Beef Convention
4th Grade Students	County Fairgoers	Middle School Parents	6th Grade Students
High School Sophomores	Town Hall Meeting	Middle-Aged Adults in America	Kindergartners
Iowa Legislature	Animal Rights Activists	FFA State Convention	Exploratory FFA Members

### Message Cards

Iowa State Fair Events	Definition of GMOs	Benefits of GMOs	Milk Products
Proper Manure Handling Techniques	Life Cycle of Corn	Food Handling and Safety	Reproductive Cycle in Pigs
Aquaculture procedures	Makeup of Livestock Feed	How to Eat Healthy	Livestock Genetics
Characteristics of a Holstein	Pesticide Runoff	Importance of FFA in Classrooms	Overview of Iowa Agriculture
How Yogurt is Made	Lamb Recipes	Farming Regulations in Iowa	The Use of Vaccinations in Livestock
How COVID 19 Affects Iowa Farmers	Benefits of a New Product	How to Properly Cook Meat	Water Usage in Crop Production

**Medium**

PowerPoint Presentation	Hands-on Workshop	Netflix Series	TV Ad
Radio Ad	Podcast	Press Release	Classroom Lesson
Magazine Article	10 Minute Speech	90 Minute Speech	Newsletter
Email	Facebook Post with Pictures	Tweet	YouTube Video
Interactive Booth	Instagram Post	Petting Zoo Tour	Brochure

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Audience Analysis</p> <p><b>Lesson:</b> Creating a Communication Plan</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Create a communications plan</li> <li>● Identify parts of a communication plan</li> </ul> <p><b>Materials needed:</b> Audience Analysis slides 27-35, Example communications plan</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell ringer:</i> How do you plan for a football/volleyball/basketball game?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CS.02.02.01.c. Devise and implement a strategy for explaining components of AFNR systems to audiences with limited knowledge.</li> <li>● CRP.02.01. Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Bell ringer.       <ol style="list-style-type: none"> <li>a. Prompt students - do they plan for the specific team? Do they draw up specific plans?</li> <li>b. How do these things relate to comm plan?</li> </ol> </li> <li>2. Audience Analysis slides 27-35</li> <li>3. Present example communications plan       <ol style="list-style-type: none"> <li>a. Present each section and relate it to slides</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> </ul>	

<b>Formative assessments:</b>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li data-bbox="873 260 1284 289">• Audience Analysis case studies</li></ul>
<b>Resources:</b> <p data-bbox="277 422 1414 552">Section 1. Developing a Plan for Communication. (n.d.). Retrieved October 26, 2020, from <a href="https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main">https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main</a></p>	

## Iowa Cattlemen's Communication Plan

**Goals:** Increase social media engagement by 25%. Audience will identify new recipes and create new dishes.

**Audience:** Cattle farmers, rural Iowans, potentially friends and families of this audience. 18-60, mostly caucasian. Knowledge level: mostly medium - high. Attitude: supportive of beef in general.

**Message:**

- **Recipe:**

- Prep Tacos: Combine onion, garlic, chili powder, 1 teaspoon salt, and 1/2 teaspoon pepper in a bowl. Add beef and stir to coat; let stand 15 minutes.
- Meanwhile, toss together jicama, radish, cilantro, lime juice, and mayonnaise in a bowl. Season with salt and pepper.
- Heat oil in a large non-stick skillet over high heat. Add beef mixture and cook, in batches, until browned, 5 to 7 minutes. Add pineapple and cook until warm, 1 to 2 minutes. Season with salt and pepper.
- Make Mojo Black Beans: Heat canola oil in a medium saucepan. Add shallot and garlic; cook until soft, 2 minutes. Stir in orange zest and cook 30 seconds. Stir in black beans and fresh orange juice; simmer until warm, 4 to 6 minutes. Season with salt and pepper. Serve topped with queso fresco.
- Assemble Tacos: Top tortillas with beef, a few of the Mojo Black Beans, and jicama slaw.
- Serve with lime wedges and remaining Mojo Black Beans alongside.

**Medium:** Facebook and Instagram. Message will have photos and videos of prepping the recipe.

**Evaluation:** Likes and comments will be monitored to see if people had success trying the recipe. If the post reaches 25% more engagement and was tried successfully it was successful.

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Audience Analysis</p> <p><b>Lesson:</b> Group Case Studies</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify target audiences in agricultural communication</li> <li>● Examine real-life examples of target audiences</li> <li>● Plan example communication plans for hypothetical case studies</li> </ul> <p><b>Materials needed:</b> Group Case Studies</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will work in groups to develop plans for three case studies</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CS.02.02.01.c. Devise and implement a strategy for explaining components of AFNR systems to audiences with limited knowledge.</li> <li>● CRP.02.01. Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Monitor group progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Pass out Group Case Studies worksheet</li> <li>2. Students will get into groups of 3-4</li> <li>3. Students will work on Case Study 1       <ol style="list-style-type: none"> <li>a. Have students share answers</li> <li>b. Potential answers:           <ol style="list-style-type: none"> <li>i. Audience: The audience will probably be 4-Hers and their guardians. Probably mostly white.</li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Participate in group case studies</li> </ul>	

	<p>Probably mostly farmers with moderate to high knowledge about the process. Potential bias against online system.</p> <p>ii. Plan: host a workshop, send reminder news letters, host a zoom call. List cost/time of each thing.</p> <p>4. Introduce individual case study assignment</p> <p>a. Due in two days</p> <p>b. Stress only complete ONE</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Group Case Studies</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Communication Plan case studies</li> </ul>
<p><b>Resources:</b></p> <p>Smith, J. (n.d.). Unit 6: Selecting Appropriate Channels – Communication @ Work. Pressbooks.  <a href="https://pressbooks.senecacollege.ca/buscomm/chapter/2-3-selecting-appropriate-channels/">https://pressbooks.senecacollege.ca/buscomm/chapter/2-3-selecting-appropriate-channels/</a></p>	

## Audience Analysis Group Case Studies

*Work in groups to complete the case studies. Answer questions on a separate sheet of paper.*

### Case Study 1:

You are working for Iowa State Extension in the Livestock Department. The Iowa State Fair is happening in three months. For the past few years, you have noticed a rise in the number of 4-H'ers who missed the deadline to register online. In the past you have received phone calls and emails from parents ranging from angry to begging.

- Who is your audience? Describe them in terms of demographics, knowledge, attitude, and setting.
- Create a communication plan to educate your audience about registering for the Iowa State Fair. What medium will you use? What content will you focus on?

### Case Study 2:

You are working for Bayer as the head of communications. You've learned an anti-GMO group has organized a protest a week from today. The protest will take place outside your office and the local press will be covering it. You were just asked to comment on the safety of GMOs in our food by a journalist that will be covering the protest.

- Who is your audience? Describe them in terms of demographics, knowledge, attitude, and setting.
- Create a communication plan to respond to the journalist and the protest. What mediums will you use? What content will you focus on?

## Communication Plan Case Study

*Create a communication plan for one of the examples below. Refer to class notes for parts of a plan. Only create a plan for one example.*

**Example 1:** You are working for the Iowa Pork Board and you want to address consumer perceptions. Be specific on which perception you are addressing (factory farming, GMOs, etc)

**Example 2:** You are working for John Deere. They just developed a new product and you are tasked with marketing it to any potential customers.

**Example 3:** You are tasked with creating a Netflix series about a topic in agriculture. Define your organization and what the series will be about.

**Example 4:** You are tasked with creating a workshop for elementary school students. You can choose which grade.

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Audience Analysis</p> <p><b>Lesson:</b> Ag Communications CDE</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Describe FFA CDE Ag Comm</li> <li>● Identify jobs related to communication</li> </ul> <p><b>Materials needed:</b> CDE presentation, CDE video</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will learn about FFA event they can participate in</li> </ul>
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Present materials</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduce lesson as a potential CDE students can participate in</li> <li>2. Show video overview             <ol style="list-style-type: none"> <li>a. <a href="https://www.ffa.org/participate/cdes/ag-communications/">https://www.ffa.org/participate/cdes/ag-communications/</a></li> </ol> </li> <li>3. Present presentation             <ol style="list-style-type: none"> <li>a. Key differences:                 <ol style="list-style-type: none"> <li>i. 4 students not 3</li> <li>ii. Web design, video producer, journalistic writer, opinion writer</li> <li>iii. 8-10 pages not 15</li> </ol> </li> <li>b. During state convention</li> </ol> </li> <li>4. Ask if any students want to do the CDE</li> <li>5. Work on case study assignment (due next class period)</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Work on case study</li> </ul>	
<p><b>Formative assessments:</b></p>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Communication Plan case studies</li> </ul>
<p><b>Resources:</b></p> <p>Presentation found on FFA resource page, FFA video introduction</p>	

### Unit 3: Agricultural Writing

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Introduction to agricultural writing</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify careers related to agricultural writing</li> <li>• Compare and contrast different types of writing</li> </ul> <p><b>Materials needed:</b> Agricultural writing slides 1-18</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Bell ringer:</i> what are some careers associated with writing in agriculture?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss bell ringer       <ol style="list-style-type: none"> <li>a. Write down answers on board</li> </ol> </li> <li>2. Teacher will present slides 1-18       <ol style="list-style-type: none"> <li>a. Careers           <ol style="list-style-type: none"> <li>i. Explain how prevalent writing is in all professions but these careers focus on writing</li> </ol> </li> <li>b. Examples           <ol style="list-style-type: none"> <li>i. For each example, ask students what they have seen. Magazine/publications/extension</li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Participate in class discussion</li> <li>• Complete Exit Ticket</li> </ul>	

	<ul style="list-style-type: none"> <li>c. 4 Types of writing <ul style="list-style-type: none"> <li>i. Explain we will only be focusing on Expository and Persuasive</li> </ul> </li> <li>d. First example - Expository <ul style="list-style-type: none"> <li>i. Read article excerpt to students</li> <li>ii. Facilitate discussion questions <ul style="list-style-type: none"> <li>1. Expository writing. Only facts, no opinions.</li> <li>2. Goal is to inform</li> </ul> </li> </ul> </li> <li>e. Second example - Persuasive <ul style="list-style-type: none"> <li>i. Read article excerpt to students</li> <li>ii. Facilitate discussion questions <ul style="list-style-type: none"> <li>1. Persuasive writing. Opinion.</li> <li>2. Goal is to change minds/evoke emotion</li> </ul> </li> </ul> </li> </ul> <p>3. Present and collect exit tickets</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● News article (introduced later)</li> </ul>
<p><b>Resources:</b></p> <p>Types of writing styles – About writing: A guide. (n.d.). Open Oregon – Educational Resources.  <a href="https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/">https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/</a></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing news - Inverted Pyramid</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Define Inverted Pyramid</li> <li>● Describe the importance of the Inverted Pyramid in news writing</li> </ul> <p><b>Materials needed:</b> Agricultural writing slides 19-37</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell ringer:</i> What part of a news article do you care about most?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss bell ringer:       <ol style="list-style-type: none"> <li>a. Prompt: what info do you care about? 5 W's and H</li> </ol> </li> <li>2. Present slides 19-37       <ol style="list-style-type: none"> <li>a. Derecho article           <ol style="list-style-type: none"> <li>i. Give students 5 minutes to read (it's okay if they don't finish)</li> <li>ii. Discuss               <ol style="list-style-type: none"> <li>1. What came first? 5 W's and H</li> <li>2. No need to prompt on why</li> </ol> </li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete Exit Ticket</li> </ul>	

	<p>b. Inverted Pyramid</p> <ol style="list-style-type: none"> <li>i. Stress importance of structure</li> <li>ii. Describe Pyramid as need to know first, nice to know last</li> <li>iii. Prison escape       <ol style="list-style-type: none"> <li>1. Need to know: where, when, what they look like, etc</li> <li>2. Nice to know: tools they used to escape</li> </ol> </li> <li>c. Think/Pair/Share - have students get in groups</li> <li>d. Present slides as written</li> </ol> <p>3. Present and collect Exit Tickets</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit Ticket</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• News article (introduced later)</li> </ul>
<p><b>Resources:</b></p> <p><i>Inverted pyramid: Writing for comprehension.</i> (n.d.). Nielsen Norman Group.  <a href="https://www.nngroup.com/articles/inverted-pyramid/#:~:text=In%20journalism%2C%20the%20inverted%20pyramid,supporting%20details%20and%20b">https://www.nngroup.com/articles/inverted-pyramid/#:~:text=In%20journalism%2C%20the%20inverted%20pyramid,supporting%20details%20and%20b</a></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Headlines and Leads</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify and label parts of a news article</li> <li>● Define lead</li> </ul> <p><b>Materials needed:</b> Agricultural writing slides 19-37, Parts of a News Article assignment</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● A note guideline will be passed out to students to help compile information and encourage students to take notes</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Print three articles prior to class</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Pass out note outline       <ol style="list-style-type: none"> <li>a. Explain how taking notes will help them with their articles later</li> </ol> </li> <li>2. Present slides 38-49       <ol style="list-style-type: none"> <li>a. Bad headlines           <ol style="list-style-type: none"> <li>i. After each bad headline, ask students why they think it's a bad headline</li> <li>ii. Too short, too long, click bait</li> </ol> </li> <li>b. Good headlines           <ol style="list-style-type: none"> <li>i. After each good headline, ask students why the</li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete Parts of a News Article activity</li> </ul>	

	<p>headlines are good</p> <ol style="list-style-type: none"> <li>c. Bad leads             <ol style="list-style-type: none"> <li>i. After each bad lead, ask students why the lead is bad</li> <li>ii. Doesn't give enough information, the important info isn't first (COVID relief)</li> </ol> </li> <li>d. Good leads             <ol style="list-style-type: none"> <li>i. After each good lead, ask students why the lead is good</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>3. Parts of a News Article activity             <ol style="list-style-type: none"> <li>a. Print three articles from today <b>Prior to class.</b></li> <li>b. Have students read the article and complete the tasks on the slide</li> <li>c. Collect the activities</li> </ol> </li> <li>4. Stress importance of notes sheet and tell students to keep track of it</li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Parts of a News Article activity</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● News article (introduced later)</li> </ul>
<p><b>Resources:</b></p> <p><i>Headlines.</i> (n.d.). Columbia University in the City of New York.  <a href="https://www.columbia.edu/itc/journalism/isaacs/client_edit/Headlines.html">https://www.columbia.edu/itc/journalism/isaacs/client_edit/Headlines.html</a></p> <p>Purdue Writing Lab. (n.d.). <i>Writing leads // Purdue Writing Lab.</i>  <a href="https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/writing_leads.html">https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/writing_leads.html</a></p>	

## Headlines and Leads - Note Outline

### *Headlines*

<b>Description and Importance</b>	
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### *Four rules for writing headlines*

1.	2.
3.	4.

### *Other tips you found important:*

### *Leads*

<b>Description and Importance</b>	
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### *What to include in a lead*


### *Other tips you found important:*

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing News: Practice</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Apply Inverted Pyramid and Headline/Lead knowledge to real life examples</li> <li>● Construct news articles with provided excerpts</li> </ul> <p><b>Materials needed:</b> Construct an Article activity</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will pair up to construct news articles from scraps of excerpts</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Print and cut out Construct an Article activity</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Have students pair up and pass out activity</li> <li>2. Instructions for activity: <ol style="list-style-type: none"> <li>a. Hand out first set of slips</li> <li>b. Have students arrange the slips in an order of an article</li> <li>c. Check each pair and hand out second/third set when completed correctly</li> <li>d. Third set: students should create first sentence. Not all words are</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete Parts of a News Article activity</li> </ul>	

	<p>needed. They need to pick the most important words.</p> <ol style="list-style-type: none"> <li>e. When all slips are completed, hand out list of facts</li> <li>f. Students will write the first paragraph based on the list of facts</li> </ol> <ol style="list-style-type: none"> <li>3. Introduce News Article assessment       <ol style="list-style-type: none"> <li>a. One page news article</li> <li>b. Something related to your SAE, another student's SAE, or the FFA chapter</li> <li>c. Elements included - interview (talked about later), article, headline, ap style</li> </ol> </li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Constructing an Article activity</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• News article (introduced later)</li> </ul>
<p><b>Resources:</b></p>	

**Article 1**

300 head of cattle escaped from a Radcliffe farm on Thursday due to an electric fence malfunction and may block roads, officials say.
The farmer, Mr. Hayes, said the fence was working correctly on Wednesday and he apologizes for the inconvenience.
Local police are warning motorists to be cautious when driving near Radcliffe and avoid attempting to drive around any cattle on the road.
This is the third incident at Mr. Hayes's farm. Last year, 25 sheep escaped and caused three accidents.
Police say the cattle are not dangerous but may not move if honked at.

**Article 2**

The Iowa House passed a bill banning zebra farms on Monday due to health concerns, forcing nearly 30 operations to close in the coming months and leaving numerous Iowa families without zebra meat.
The bill was introduced by Animal Independence Senator Burr and was passed with wide bipartisan support.
Zebra farms in Iowa produce three hundred tons of zebra meat annually, primarily zebra bacon and zebra steak.
The bill comes after months of lobbying from the Iowa Zebra Institution and the Free All Striped Animals (FASA) Organization.
Linda Smalls says her family has been raising zebras for decades and she doesn't know what she will do next.

**Article 3**

Starmont	FFA	in	high-school	students
will	be	selling	flowers	Friday
in	the	school	greenhouse	local
members	advisor	says	Mr. Schroeder	it's
a	great	opportunity	community	are

**List of facts (don't cut)**

Two FFA members  
 One shows sheep  
 One shows pigs  
 Win State Fair

Starmont FFA  
 Freshman/Senior  
 Each face 30 competitors  
 Won \$15k each

Happened on Wednesday

Activity answers:

Article 1:

300 head of cattle escaped from a Radcliffe farm on Thursday due to an electric fence malfunction and may block roads, officials say. Local police are warning motorists to be cautious when driving near Radcliffe and avoid attempting to drive around any cattle on the road. Police say the cattle are not dangerous but may not move if honked at. The farmer, Mr. Hayes, said the fence was working correctly on Wednesday and he apologizes for the inconvenience. This is the third incident at Mr. Hayes's farm. Last year, 25 sheep escaped and caused three accidents.

Article 2:

The Iowa House passed a bill banning zebra farms on Monday due to health concerns, forcing nearly 30 operations to close in the coming months and leaving numerous Iowa families without zebra meat. The bill was introduced by Animal Independence Senator Burr and was passed with wide bipartisan support. Zebra farms in Iowa produce three hundred tons of zebra meat annually, primarily zebra bacon and zebra steak. Linda Smalls says her family has been raising zebras for decades and she doesn't know what she will do next. The bill comes after months of lobbying from the Iowa Zebra Institution and the Free All Striped Animals (FASA) Organization.

Article 3 (possible):

Starmont FFA members are selling flowers Friday in the high-school greenhouse.

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing News: AP Style</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify AP Style guidelines</li> <li>● Apply AP Style guidelines to writing</li> </ul> <p><b>Materials needed:</b> Ag Writing part 2 slides 1-15, current ag news article</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will read a current news article and discuss it as a class</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Give students access to article (Digitally or hard copy)</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Give students current article digitally or hard copy       <ol style="list-style-type: none"> <li>a. Give students 5-10 minutes to read</li> <li>b. Discuss questions on slides</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete cheat sheet</li> </ul>	<ol style="list-style-type: none"> <li>2. AP Style slides       <ol style="list-style-type: none"> <li>a. Explain how important AP style is for consistency and credibility</li> <li>b. Tell students to take notes to make a cheat sheet</li> <li>c. Show students guidebook and how to use it</li> </ol> </li> <li>3. Cheat sheet</li> </ol>

	<ul style="list-style-type: none"> <li>a. Give students 10-15 minutes to create a cheat sheet</li> </ul> <p>4. Examples</p> <ul style="list-style-type: none"> <li>a. Present examples</li> <li>b. Answers in slide notes</li> </ul>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• AP examples in class</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• News article (introduced later)</li> </ul>
<p><b>Resources:</b></p> <p>Purdue Writing Lab. (n.d.). AP style // Purdue Writing Lab.  <a href="https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/ap_style.html">https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/ap_style.html</a></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing News: Interviewing basics</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe proper interviewing techniques</li> </ul> <p><b>Materials needed:</b> Ag Writing part 2 slides 16-27 News article assignment sheet</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Bell ringer:</i> AP style practice</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>• CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Facilitate class discussion</li> <li>• Meet with students</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Have students complete edits on bell ringer       <ol style="list-style-type: none"> <li>a. Answers in slide notes</li> </ol> </li> <li>2. Present slides 16-27       <ol style="list-style-type: none"> <li>a. Research discussion - no need to prompt, will be covered</li> <li>b. Rapport - talk about things unrelated, be genuinely interested in answers, be respectful</li> </ol> </li> <li>3. Present information about assignment</li> <li>4. Exit ticket       <ol style="list-style-type: none"> <li>a. Give students 10 minutes to complete</li> <li>b. Have one on one conferences if</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Participate in class discussion</li> <li>• Complete Exit ticket</li> </ul>	

	enough time
<b>Formative assessments:</b> <ul style="list-style-type: none"><li>• Exit ticket</li></ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>• News article</li></ul>
<b>Resources:</b> <i>Interviewing a source: Tips.</i> (2017, June 29). Journalist's Resource. <a href="https://journalistsresource.org/tip-sheets/reporting/interviewing-a-source/">https://journalistsresource.org/tip-sheets/reporting/interviewing-a-source/</a>	

## **Agriculture News Article**

*Objective news writing is essential to agricultural communications. For this project, you will be writing a news article about an agricultural topic in your community. This can be about our FFA program/activities, a student's SAE, or an issue facing the community. Your article will follow these guidelines:*

### **Objective article**

Objectivity is important. Do not write an article about you or your family. Your article should be about one page. Remember, newspapers only have so much space! Make sure you follow AP style guidelines. Follow guidelines on leads, titles, and other article basics. There will be an AP style guidebook available during class.

### **Interview**

You will conduct at least one interview for your article. This can be a student with relevant information, a professional, or someone else with authority. You will reference this interview in your article, either directly or indirectly. You will also provide notes from the interview.

### **Peer editing**

One aspect of news writing is editing effectively. You will provide feedback on two students' articles in class. This feedback should be both grammar related and substance related. This feedback from peers will be handed in with your article and interview notes.

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing News: Newsworthiness and AP Style practice</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Develop editing skills</li> <li>● Identify newsworthiness criteria</li> <li>● Describe newsworthiness criteria</li> </ul> <p><b>Materials needed:</b> Ag Writing part 2 slides 28-35, AP practice sheet</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell ringer:</i> What makes a story newsworthy?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Facilitate class discussion</li> <li>● Print AP practice sheet</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Have students discuss bell ringer       <ol style="list-style-type: none"> <li>a. Ask what specific stories they think are newsworthy and why</li> </ol> </li> <li>2. Present slides 28-35       <ol style="list-style-type: none"> <li>a. Think/pair/share           <ol style="list-style-type: none"> <li>i. Give students 3-5 minutes to pair up and share</li> <li>ii. Have students share to class</li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete AP practice sheet</li> </ul>	

	<ol style="list-style-type: none"><li>3. Have students complete AP practice sheet<ol style="list-style-type: none"><li>a. Monitor students and ask if they are understanding</li><li>b. Monitor students for questions</li></ol></li></ol>
<b>Formative assessments:</b> <ul style="list-style-type: none"><li>• AP practice sheet</li></ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>• News article</li></ul>
<b>Resources:</b> <a href="https://www.pbs.org/newshour/extra/app/uploads/2013/11/What-is-News-worthy-Worksheet.pdf">https://www.pbs.org/newshour/extra/app/uploads/2013/11/What-is-News-worthy-Worksheet.pdf</a>	

Name:

## AP Style Practice Sheet

1. The World was dealt a blow in 2020 with thousands of deaths attributed to a global pandemic, covid-nineteen might have changed the way people will live forever.
2. 1 year after it was proposed, the epa finalized a regulation on thursday that reduces the size of buffer zones intended to protect people from pesticides.
3. Soybeans were higher on October thirty-first according to Doctor Peterson.
4. Wheat sales since the start of the grains marketing year on June 1 are now up eleven percent from last year, according to the USDA.
5. Relations between the U.S. and china have cooled since the agreement was signed at the white house in mid-January.
6. Before the trade war, soybeans made up 60% of U.S. farm exports to China, then the number 1 customer for american ag products.
7. Information from the FLS is used by the labor department to set min wages for the country's workers.

**INSTRUCTOR SCORE SHEET****AP Style Practice Sheet**

8. The **world** was dealt a blow in 2020 with thousands of deaths attributed to a global pandemic, **COVID-19** might have changed the way people will live forever.
9. **One** year after it was proposed, the **EPA** finalized a regulation on **Thursday** that reduces the size of buffer zones intended to protect people from pesticides.
10. Soybeans were higher on October **31** according to **Dr. first name** Peterson.
11. Wheat sales since the start of the grains marketing year on June 1 are now up **11%** from last year, according to the **United States Department of Agriculture**.
12. Relations between the U.S. and **China** have cooled since the agreement was signed at the **White House** in mid-January.
13. Before the trade war, soybeans made up 60% of U.S. farm exports to China, then the number **one** customer for **American agriculture** products.
14. Information from the **Farm Labor Survey** is used by the **Labor Department** to set **minimum** wages for the country's workers.

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing News: article practice</p> <p><b>Estimated time:</b> 2 days</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create a news article</li> </ul> <p><b>Materials needed:</b></p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• Students will work on their news article</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>• CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students will work on their news article       <ol style="list-style-type: none"> <li>a. Monitor student progress</li> <li>b. What students can/should work on:           <ol style="list-style-type: none"> <li>i. Day 1: preparing interview questions, interviewing, planning article, gathering information</li> <li>ii. Day 2: writing article, editing article, finishing interview</li> </ol> </li> <li>c. Ask students how they're coming along</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Work on news article assignment</li> </ul>	

<b>Formative assessments:</b>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li data-bbox="873 258 1068 289">• News article</li></ul>
<b>Resources:</b>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing News: Peer editing</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Create a news article</li> <li>● Develop peer editing and editing skills</li> </ul> <p><b>Materials needed:</b></p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will work on their news article</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Give students 15 minutes to work on article. Instruct students to have article printed in 15 mins.</li> <li>2. Have students get in groups of 3 to peer edit             <ol style="list-style-type: none"> <li>a. Check grammar</li> <li>b. Check flow</li> <li>c. Inverted Pyramid</li> <li>d. Lead/Headline</li> </ol> </li> <li>3. Give students remaining time to work on article             <ol style="list-style-type: none"> <li>a. Article due next class period</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Work on news article assignment</li> <li>● Edit peer assignments</li> </ul>	
<p><b>Formative assessments:</b></p>	<p><b>Summative assessments:</b></p>

• Peer editing	• News article
<b>Resources:</b>	

## Agriculture News Article

Objective	Excellent	Good	Needs Improvement	Comments
<b>Content</b> ____/40	Article is about a meaningful issue in agriculture. Interview cited meaningfully. Information presented according to the Inverse Pyramid	Article isn't relevant or meaningful. Interview citation doesn't add to the article. Information could be organized better.	Article isn't meaningful or related to agriculture. Interview isn't cited. Information not organized correctly.	
<b>Lead and Headline</b> ____/15	Lead and headline follow AP guidelines. Lead and headline grab the reader's attention and are appropriate for the story.	Lead and headline have some AP errors. Lead and headline lack engagement and focus on the wrong parts of the story.	Lead and headline don't follow AP guidelines. Lead and headline aren't interesting and irrelevant to the story.	
<b>AP Style and syntax</b> ____/20	All words spelled correctly with correct grammar. All AP style guidelines are followed.	Some words spelled incorrectly with some incorrect grammar. Work on AP style.	Frequent misspellings and incorrect grammar. Frequent AP style errors.	
<b>Article length</b> ____/10	Article about one page.	Article slightly above/below one page	Article significantly above/below one page	
<b>Peer editing</b> ____/15	Peer edits are thoughtful and helpful	Peer edits lack specifics	Peer edits not helpful or thoughtful	
<b>Total</b> ____/100				

**Comments:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing Opinions: Arguments</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Define claim, evidence, and warrant</li> <li>● Identify parts of an argument</li> </ul> <p><b>Materials needed:</b> Argumentation slides 1-9, Parts of an Argument ID practice</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell Ringer:</i> How good are you at arguing?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.01.01.a. Identify and categorize strategies for ensuring clarity, logic, purpose and professionalism in verbal and non-verbal communication (e.g., vocal tone, organization of thoughts, eye contact, preparation, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> <li>● Present presentation</li> <li>● Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer       <ol style="list-style-type: none"> <li>a. Follow up: how do you structure arguments? How many arguments do you ‘win’?</li> <li>b. Explain that formal arguments may be different than arguments you have with your parents/friends.</li> </ol> </li> <li>2. Present Argumentation slides 1-9       <ol style="list-style-type: none"> <li>a. Compare argument to trial           <ol style="list-style-type: none"> <li>i. Claim: accusation</li> <li>ii. Evidence</li> <li>iii. Warrant: closing argument</li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Take notes</li> <li>● Participate in class discussion</li> </ul>	

<b>Formative assessments:</b> <ul style="list-style-type: none"><li>● Parts of an argument ID practice</li></ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>● Opinion article</li></ul>
<b>Resources:</b> <p>Argument in College Writing. (n.d.). Retrieved January 09, 2021, from <a href="https://davidsonwriter.davidson.edu/five-parts-of-argument/">https://davidsonwriter.davidson.edu/five-parts-of-argument/</a></p>	

## Parts of an Argument

*Part 1:* Before each statement, write a **C** (claim), **E** (evidence), or **W** (warrant).

\_\_\_\_ According to the Iowa Farm Bureau, Iowa ranks #1 in soybean production.

\_\_\_\_ Every agricultural department should have an agricultural communications class.

\_\_\_\_ With the potential risks of runoff and creating superimmune pests, pesticide use needs to be regulated.

\_\_\_\_ Pesticides use should be regulated.

\_\_\_\_ According to Iowa State University, ingestion of pesticides can increase the risk of heart failure.

\_\_\_\_ Given the employability skills and industry requirements, agricultural communications classes are vital for all agricultural students.

*Part 2:* Write an example argument. You can make up evidence or use an argument not related to agriculture.

**Claim:**

**Reason 1:**

**Evidence 1:**

**Evidence 2:**

**Reason 2:**

**Evidence 1:**

**Evidence 2:**

**Warrant:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing Opinions: Persuasion</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define ethos, logos, and pathos</li> <li>• Identify types of persuasive arguments</li> </ul> <p><b>Materials needed:</b> Persuasion note sheet, argumentation slides 10-19, Appeals practice sheet</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Bell Ringer:</i> What commercials have persuaded you?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>• CRP.04.01.01.a. Identify and categorize strategies for ensuring clarity, logic, purpose and professionalism in verbal and non-verbal communication (e.g., vocal tone, organization of thoughts, eye contact, preparation, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Monitor student progress</li> <li>• Present presentation</li> <li>• Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer       <ol style="list-style-type: none"> <li>a. Followup: how did these things make you feel? Did they make you think or feel?</li> </ol> </li> <li>2. Hand out note sheet</li> <li>3. Present slides 10-19       <ol style="list-style-type: none"> <li>a. How to use these appeals:           <ol style="list-style-type: none"> <li>i. Should use all three</li> <li>ii. Should adapt based on the audience</li> </ol> </li> </ol> </li> <li>4. Hand out Appeals practice sheet       <ol style="list-style-type: none"> <li>a. Answers: <b>L, E, P, E, P, L</b></li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Take notes</li> <li>• Participate in class discussion</li> <li>• Complete Appeals practice sheet</li> </ul>	

	5. Turn in Appeals practice sheet
<b>Formative assessments:</b> <ul style="list-style-type: none"><li>• Appeals practice sheet</li></ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>• Opinion article</li></ul>
<b>Resources:</b> <p>Ethos, Logos, and Pathos - Center for Academic Success. (n.d.). Retrieved January 10, 2021, from <a href="https://www.uis.edu/cas/thelearninghub/writing/handouts/rhetorical-concepts/ethos-logos-and-pathos/">https://www.uis.edu/cas/thelearninghub/writing/handouts/rhetorical-concepts/ethos-logos-and-pathos/</a></p>	

## Persuasive Appeals

Appeal	Definition	Example

**How can you use these three appeals to create an argument?**

**Which appeal do you understand the most? Which appeal do you understand the least?**

## Appeals Identification

*Part 1:* Before each statement, write a **E** (Ethos), **L** (Logos), or **P** (Pathos).

\_\_\_\_ California produces 25% more cattle than any other state in the country.

\_\_\_\_ Former USDA Director Bob Smith said trade deals with other nations should be well-regulated.

\_\_\_\_ Increasing trade with other nations will destroy the livelihood of farmers across the nation.

\_\_\_\_ As a cattle breeder, I have used EPDs to increase the rate of gain in my herd.

\_\_\_\_ Pigs are very intelligent and eating them is immoral.

\_\_\_\_ Amount of cover crop grown has tripled in the last two decades.

*Part 2:* Create your own example for each of the three appeals.

**Ethos:**

**Logos:**

**Pathos:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing Opinions: Superfight</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Create arguments with proper format and appeals</li> <li>● Develop counterarguments</li> <li>● Develop public speaking skills</li> </ul> <p><b>Materials needed:</b> Superfight game, Superfight argument sheet</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● Students will work in groups to develop arguments</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.06. Demonstrate creativity and innovation.</li> <li>● CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</li> <li>● CRP.04.02. Produce clear, reasoned and coherent written and visual communication in formal and informal settings.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> <li>● Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 4</li> <li>2. Distribute Superfight argument sheet</li> <li>3. Explain Superfight activity       <ol style="list-style-type: none"> <li>a. Each student picks 1 hero card and 3 power cards</li> <li>b. Student discards 1 power card</li> <li>c. Students will pair within the group complete the first argument about why their hero would win against the other students' hero</li> <li>d. Each pair in the group will present their arguments to each</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete Superfight argument sheet</li> </ul>	

	<p>other</p> <ol style="list-style-type: none"> <li>e. The other students in the group will judge the best argument</li> <li>f. This will repeat until all pairs have shared</li> <li>g. Students will then complete their second argument as a counterargument</li> <li>h. Repeat above steps</li> <li>i. If there is time, have students draw new characters and mix up pairs</li> </ol> <ol style="list-style-type: none"> <li>4. Class discussion       <ol style="list-style-type: none"> <li>a. What was hard? Easy?</li> </ol> </li> <li>5. Students turn in Superfight argument sheet</li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Superfight argument sheet</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Opinion article</li> </ul>
<p><b>Resources:</b></p> <p>Superfight game</p>	

## **Superfight Arguments**

*Complete your arguments on this sheet **before** discussing with your partner. Make sure and follow the correct format and use your persuasive techniques to persuade the others in your group! Add more reasons/evidence on a separate sheet if needed.*

**Claim:**

**Reason 1:**

**Evidence 1:**

**Evidence 2:**

**Reason 2:**

**Evidence 1:**

**Evidence 2:**

**Warrant:**

**Appeals used with examples:**

Counterargument

**Claim:**

**Reason 1:**

**Evidence 1:**

**Evidence 2:**

**Reason 2:**

**Evidence 1:**

**Evidence 2:**

**Warrant:**

**Appeals used with examples:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing Opinions: Researching Both Sides</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Explain the importance of researching both sides</li> <li>● Identify research techniques</li> </ul> <p><b>Materials needed:</b> Research slides 1-13, Editorial assignment sheet</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell Ringer:</i> Why is it important to research both sides?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> <li>● Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer</li> <li>2. Present Research slides 1-13       <ol style="list-style-type: none"> <li>a. Editorials definition slide 7. After finishing, navigate to a news cite and show the opinion/editorial page           <ol style="list-style-type: none"> <li>i. How can you tell this is an opinion?</li> </ol> </li> <li>b. Question slide 10. Have students think/pair/share</li> </ol> </li> <li>3. Present editorial assignment       <ol style="list-style-type: none"> <li>a. One page opinion</li> <li>b. Should follow AP style</li> <li>c. Inverted pyramid not necessary, but should still use facts - just</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Take notes</li> </ul>	

	<p>with commentary</p> <p>d. Topics will be discussed</p> <p>e. Students will be randomly assigned for/against topic</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• In class discussion</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Opinion article</li> </ul>
<p><b>Resources:</b></p> <p>The Importance of Addressing Opposing Viewpoints. (n.d.). Retrieved January 13, 2021, from <a href="http://kolibri.teacherinabox.org.au/modules/en-boundless/www.boundless.com/writing/textbooks/boundless-writing-textbook/writing-an-effective-paper-235/incorporating-objects-and-opposing-views-241/the-importance-of-addressing-opposing-views-101-4514/index.html">http://kolibri.teacherinabox.org.au/modules/en-boundless/www.boundless.com/writing/textbooks/boundless-writing-textbook/writing-an-effective-paper-235/incorporating-objects-and-opposing-views-241/the-importance-of-addressing-opposing-views-101-4514/index.html</a></p>	

## **Agricultural Editorial**

*Opinion writing is an important part of agricultural communications. Opinion writing is a way we can persuade readers to support our position. We can convince them to change their behavior or pressure their elected representatives to pass legislation. In this activity, you will create an editorial arguing either in support or opposition of a hot button issue in agriculture.*

### **Assignment Guidelines**

- One page in length
- Topics will be brainstormed by class
- You will be randomly assigned to be in favor or opposition of your topic
- Should follow AP style guidelines
- Should contain facts with your commentary
- Should address any opposing viewpoints

## Agriculture Editorial

Objective	Excellent	Good	Needs Improvement	Comments
<b>Content</b> ____/40	Takes a stance about an Ag issue. Uses a variety of persuasive arguments. Addresses opposing viewpoint	Stance on issue is unclear. Could use different appeals. Doesn't meaningfully address opposing viewpoints	No stance on issue. Only one appeal used. No opposing viewpoints addressed.	
<b>Structure</b> ____/15	Editorial is structured logically. Excellent flow. Not choppy or jumping from point to point.	Structure is messy at times. Can be choppy at times.	No clear structure to editorial. Jumps from point to point without transition.	
<b>AP Style and syntax</b> ____/20	All words spelled correctly with correct grammar. All AP style guidelines are followed.	Some words spelled incorrectly with some incorrect grammar. Work on AP style.	Frequent misspellings and incorrect grammar. Frequent AP style errors.	
<b>Editorial length</b> ____/10	Article about one page.	Article slightly above/below one page	Article significantly above/below one page	
<b>Peer editing</b> ____/15	Peer edits are thoughtful and helpful	Peer edits lack specifics	Peer edits not helpful or thoughtful	
<b>Total</b> ____/100				

**Comments:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing Opinions: Hot Button Issues</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify hot button issues in agriculture</li> </ul> <p><b>Materials needed:</b> White board</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li><i>Bell Ringer:</i> What are some things in agriculture people disagree on?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>CS.01.01. Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>Review materials</li> <li>Monitor student progress</li> <li>Facilitate class discussion</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>Discuss Bell Ringer</li> <li>Brainstorm Ag Issues       <ol style="list-style-type: none"> <li>Brainstorm at least enough issues for each pair in the class</li> <li>Students are randomly picked to sign up for an issue           <ol style="list-style-type: none"> <li>Students are randomly assigned which “side” they are on</li> </ol> </li> <li>Students discuss perspectives for/against each issue</li> </ol> </li> <li>Work on research</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>Participate in class discussion</li> <li>Take notes</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>In class discussion</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>Opinion article</li> </ul>
<p><b>Resources:</b></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing Opinions: Editorial work day</p> <p><b>Estimated time:</b> 2 days</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Research issues in agriculture</li> <li>● Create an editorial</li> </ul> <p><b>Materials needed:</b></p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Example Editorial:</i> show students an example editorial each day</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02. Produce clear, reasoned and coherent written and visual communication in formal and informal settings.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Show students example editorial</li> <li>2. Students will work on editorial. Tasks to work on             <ol style="list-style-type: none"> <li>a. Research issue from every angle</li> <li>b. Find facts and statistics</li> <li>c. Write editorial</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Work on editorial</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● In class work</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Opinion article</li> </ul>
<p><b>Resources:</b></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Writing Opinions: Peer Editing</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Create an editorial</li> <li>● Develop peer evaluation and editing skills</li> </ul> <p><b>Materials needed:</b></p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Example Editorial:</i> show students an example editorial</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02. Produce clear, reasoned and coherent written and visual communication in formal and informal settings.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Show students example editorial</li> <li>2. Give students first half of class to work on editorial</li> <li>3. Have students peer review another editorial from a different topic             <ol style="list-style-type: none"> <li>a. Check grammar</li> <li>b. Check flow</li> <li>c. Persuasiveness</li> <li>d. Lead/Headline</li> </ol> </li> <li>4. Editorial due next period</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Work on editorial</li> <li>● Peer review classmate's editorials</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● In class work</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Opinion article</li> </ul>
<p><b>Resources:</b></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Magazine Writing</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast magazine writing with other types of writing</li> </ul> <p><b>Materials needed:</b> Ag Magazine worksheet, various agriculture magazines</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Bell Ringer:</i> how do magazine articles differ from news articles?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer</li> <li>2. Have students choose an agricultural magazine and read an article that interests them</li> <li>3. Hand out Ag Magazine worksheet and have students complete</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Read magazine articles</li> <li>• Complete Ag Magazine worksheet</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Ag Magazine worksheet</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<p><b>Resources:</b></p>	

## Ag Magazines

*Complete this worksheet after/during reading an article in your agricultural magazine*

1. Summarize your article. Make sure to include the magazine title, article title, and author.
2. What did you like about this article? Why? What did you dislike? Why?
3. How was this article different from a newspaper article?
4. If you were writing an article for this magazine, what would you write about?

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Press Releases</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Describe a press release</li> <li>● Evaluate press release effectiveness</li> </ul> <p><b>Materials needed:</b> Example press releases, Ag Press Release worksheet</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell Ringer:</i> What is the purpose of a press release?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer</li> <li>2. Group discussion defining terms       <ol style="list-style-type: none"> <li>a. What is a press release?           <ol style="list-style-type: none"> <li>i. Released by the organization to a reporter to inform them about a potential story</li> <li>ii. May/may not end up as a story</li> <li>iii. Has to include the essential information</li> </ol> </li> <li>b. Why do we use press releases?           <ol style="list-style-type: none"> <li>i. Reporters can't be everywhere at once</li> <li>ii. Give reporters a heads up</li> </ol> </li> </ol> </li> <li>3. Students read press releases individually</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Read press release</li> <li>● Complete Ag Press Release worksheet</li> <li>● Participate in class discussion</li> </ul>	

	<p>and complete Ag Press Release worksheet</p> <ol style="list-style-type: none"> <li>a. <a href="https://www.agweb.com/farm-journal-media/press-releases">https://www.agweb.com/farm-journal-media/press-releases</a> <ol style="list-style-type: none"> <li>i. Students can choose a press release they find interesting</li> </ol> </li> <li>b. Have students pretend they are reporters reading these press releases</li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Ag Press Release worksheet</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<p><b>Resources:</b> <a href="https://www.agweb.com/farm-journal-media/press-releases">https://www.agweb.com/farm-journal-media/press-releases</a></p>	



<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Agricultural Writing</p> <p><b>Lesson:</b> Social Media</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify strategies for making good social media posts</li> <li>● Create social media posts to address an example situation</li> </ul> <p><b>Materials needed:</b> Ag Social Media activity</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell Ringer:</i> What makes a social media post “good”?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.01.a. Research and summarize the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer       <ol style="list-style-type: none"> <li>a. What social media posts have caught your attention and why?</li> </ol> </li> <li>2. Group discussion       <ol style="list-style-type: none"> <li>a. Get into groups of 4+</li> <li>b. Someone records discussion</li> </ol> </li> <li>3. Personal social media usage       <ol style="list-style-type: none"> <li>a. What are some do’s and don’ts of personal social media?           <ol style="list-style-type: none"> <li>i. Don’t post inappropriate things</li> <li>ii. Do post positive personal things</li> </ol> </li> <li>b. How often do you use social media?</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Complete Social Media Posting worksheet</li> <li>● Participate in class discussion</li> </ul>	

	<ul style="list-style-type: none"> <li>c. What types of social media do you use?</li> <li>d. What organizations do you follow? Why?</li> </ul> <p>4. Business social media</p> <ul style="list-style-type: none"> <li>a. What do you think makes a good post? Why?</li> <li>b. What demographics would you target on each social media platform?</li> </ul> <p>5. Complete Social Media Posting worksheet individually</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Social Media Posting worksheet</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<p><b>Resources:</b></p>	

## Social Media Posting

*You run the social media accounts for the Iowa Pork Producers Association. You want to grow your social media following. You have access to pork recipes, facts, photos, and any other information relevant to the swine industry. Your boss asks you to create 2 social media posts on different platforms.*

**Platform 1:**

**Target Audience:**

**Description of post:**

**Text on post:**

**Platform 2:**

**Target Audience:**

**Description of post:**

**Text on post:**

## Unit 4: Visuals in Ag Communication

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Introduction to visual communication</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe the scope of visual communication in agriculture</li> <li>• Identify mediums where visual communication is used</li> </ul> <p><b>Materials needed:</b> Visual Communication slides 1-13</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Photography analysis:</i> Show a photograph. Ask students what they like/dislike about the photo.</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss photograph</li> <li>2. Present Visual Comm 1-13             <ol style="list-style-type: none"> <li>a. Think/Pair/Share - have students pair with a different classmate each time</li> </ol> </li> <li>3. Class discussion             <ol style="list-style-type: none"> <li>a. What should you include or not include when using visual communication?</li> </ol> </li> <li>4. Exit ticket</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Complete exit ticket</li> <li>• Take notes</li> <li>• Participate in class discussion</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit ticket</li> <li>• Class discussion</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Photoessay</li> </ul>

**Resources:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Introduction to visual communication</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Generate visual communication ideas in agriculture</li> <li>• Identify mediums where visual communication is used</li> </ul> <p><b>Materials needed:</b> Iowa State Fair case study, Investigation worksheet</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Photography analysis:</i> Show a photograph. Ask students what they like/dislike about the photo.</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>• CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss photograph</li> <li>2. Students individually work to complete Investigation worksheet       <ol style="list-style-type: none"> <li>a. Students should find visual communication from an agricultural organization and answer analysis questions</li> </ol> </li> <li>3. Students work in pairs to complete Iowa State Fair case study       <ol style="list-style-type: none"> <li>a. Students should find an event at the state fair and create a plan to</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Complete Investigation worksheet</li> <li>• Complete Iowa State Fair case study</li> <li>• Participate in class discussion</li> </ul>	

	promote it visually
<b>Formative assessments:</b> <ul style="list-style-type: none"><li>● Investigation worksheet</li><li>● Iowa State Fair case study</li></ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>● Photoessay</li></ul>
<b>Resources:</b>	

## Visual Communication Investigation

*Visual communication is used often in agriculture as it is sometimes hard to describe important concepts in words, especially with fewer people being connected to the farm. In this activity, you will research uses of visual communication.*

- 1. Pick an agricultural organization (FFA, Iowa Pork Producers, Farm Bureau, etc) and list it here:**
- 2. Find one piece of visual communication from this organization and answer the following questions:**
  - a. Describe the visual communication:
  - b. What is the purpose of this visual communication?
  - c. What is the target audience for this visual communication?
  - d. How effective is it?
- 3. Find another visual communication of a different form and answer the following questions:**
  - a. Describe the visual communication:
  - b. What is the purpose of this visual communication?
  - c. What is the target audience for this visual communication?
  - d. How effective is it?

## Iowa State Fair Case Study

*In this activity, you will work in pairs to create a plan to visually promote an event at the Iowa State Fair*

- 1. Spend a few moments browsing the Iowa State Fair events on their website. Choose an agricultural event and list it here:**
- 2. Describe the event:**
- 3. Brainstorm some ways you could promote this event visually:**
- 4. Pick one of the above, list it here, and answer the following questions:**
  - a. What is your target audience for this promotion?**
  - b. What is your goal (marketing, education, etc)?**
  - c. Briefly describe your visual promotion idea.**
  - d. Where will you use this promotion?**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Photography Basics</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify tips and “rules” related to photography</li> <li>● Describe the process of taking effective pictures</li> <li>● Take pictures following “rules”</li> </ul> <p><b>Materials needed:</b> potentially cameras, youtube videos, rulers</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Photography analysis:</i> Show a photograph. Ask students what they like/dislike about the photo.</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss photograph</li> <li>2. Short intro of photography       <ol style="list-style-type: none"> <li>a. Students will be taking pictures - can use phone</li> <li>b. Ask students how often they take pictures</li> <li>c. Ask students what they think makes a good photo</li> </ol> </li> <li>3. Show mobile photo video       <ol style="list-style-type: none"> <li>a. <a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a></li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Take pictures</li> <li>● Watch videos</li> <li>● Create rule of thirds handout</li> <li>● Participate in discussion</li> </ul>	

	<p><a href="https://www.youtube.com/watch?v=dQymfKW34XY&amp;ab_channel=DrewTooley">v=dQymfKW34XY&amp;ab_channel=DrewTooley</a></p> <p>4. Show rule of thirds video</p> <ol style="list-style-type: none"> <li>a. Explain this is the only “rule” we will cover in depth</li> <li>b. <a href="https://www.youtube.com/watch?v=HMjvvtQpmw&amp;ab_channel=JulianDiscovers">https://www.youtube.com/watch?v=HMjvvtQpmw&amp;ab_channel=JulianDiscovers</a></li> </ol> <p>5. Students create a Rule of Thirds guide by dividing a blank piece of paper into 9 parts</p> <p>6. Student photo practice</p> <ol style="list-style-type: none"> <li>a. Have students take 2 pictures with their phones (have cameras on hand if needed)       <ol style="list-style-type: none"> <li>i. 1 photo of a subject (person or thing)</li> <li>ii. 1 photo of a landscape</li> <li>iii. NO SELFIES</li> <li>iv. Turn in via email</li> <li>v. Work on rule of thirds, in focus, interesting perspectives, etc</li> </ol> </li> </ol>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Practice photos</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Photoessay</li> </ul>
<p><b>Resources:</b> videos referenced above</p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Photography Basics</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Analyze peer photos</li> <li>● Describe the process of taking effective pictures</li> </ul> <p><b>Materials needed:</b> potentially cameras, peer photos</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Photography analysis:</i> Show a photograph. Ask students what they like/dislike about the photo.</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss photograph</li> <li>2. Students pair and exchange photos from previous lesson       <ol style="list-style-type: none"> <li>a. Students should answer:           <ol style="list-style-type: none"> <li>i. What do you like about this photo?</li> <li>ii. What could be improved?</li> <li>iii. How was the Rule of Thirds used?</li> </ol> </li> </ol> </li> <li>3. Students work in pairs or individually to research a tip, concept, or “rule” in photography</li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Analyze peer photos</li> <li>● Participate in group discussion</li> <li>● Develop instructional presentation</li> </ul>	

	<ol style="list-style-type: none"> <li>a. Fill the Frame</li> <li>b. Depth</li> <li>c. Symmetry</li> <li>d. Framing</li> <li>e. Cropping</li> <li>f. Etc</li> </ol> <p>4. Students develop a short presentation (1-2 mins) to share out with the rest of the group to be shared next lesson</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Class work and presentation progress</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Photoessay</li> </ul>
<p><b>Resources:</b></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Photo practice/Photoessay work</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Describe Photoessay assignment</li> <li>● Practice photography</li> </ul> <p><b>Materials needed:</b> potentially cameras, Photoessay info sheet, photoessay storyboard</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Photography analysis:</i> Show a photograph. Ask students what they like/dislike about the photo.</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> <li>● Facilitate discussion</li> <li>● Hand out Photoessay info sheet</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss photograph</li> <li>2. Students present photography tip/rule/concept</li> <li>3. Introduce photoessay assignment       <ol style="list-style-type: none"> <li>a. At least 6 photos educating an audience</li> <li>b. Captions for each photo</li> <li>c. Photoessays will be shared virtually</li> </ol> </li> <li>4. Photoessay idea generation       <ol style="list-style-type: none"> <li>a. Complete Photoessay storyboard</li> </ol> </li> <li>5. Photo practice       <ol style="list-style-type: none"> <li>a. Students practice photos similar</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in group discussion</li> <li>● Present photo tip</li> <li>● Practice photography</li> <li>● Complete exit ticket</li> </ul>	

	to ones they will take for their photoessay
<b>Formative assessments:</b> <ul style="list-style-type: none"><li>● Exit ticket:<ul style="list-style-type: none"><li>○ What is a new tip you learned today?</li><li>○ Which tips will you use in your photoessay?</li><li>○ What is the topic of your photoessay?</li></ul></li></ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>● Photoessay</li></ul>
<b>Resources:</b>	

## **Agricultural Photoessay**

*Photoessays are one way we can communicate with our audience visually. For this project, you will create an instructional photoessay about an agricultural topic. This topic could be about our FFA chapter, facilities on campus, something at home, or at a friend's house.*

### **Photos**

- There should be at least 6 photos
- All photos should follow rules and guidelines discussed in class
- You should take all photos

### **Captions**

- Captions should be informational and educational
- Each photo should include a caption

### **Photoessay**

- All photos should be compiled in a “photoessay” (Google slides, Powerpoint, other application)
- Photos should be in a logical order
- Photoessays will be shared on FFA social media and/or younger grades
- Audience should be easily identifiable

## Agriculture Photoessay

<b>Objective</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Comments</b>
<b>Photo content</b> ____/40	Photos follow a clear Ag topic. Photos follow rules discussed in class. Photos are visually pleasing and informative.	Topic is unclear but mostly coherent. Some photos neglect photography rules. Photos are mostly visually pleasing.	Each photo covers a different topic. No photography rules followed. Photos are not visually pleasing.	
<b>Photo Order</b> ____/15	Photo order is logical and informative.	Photo order is mostly logical and mostly informative	Photos are out of order and confusing to follow	
<b>Captions</b> ____/25	Captions are informative and accurately describe the photo and Ag info. No grammar or spelling errors.	Captions are mostly informative and mostly accurate. Some grammar or spelling errors.	Frequent misspellings and incorrect grammar. Not informative or accurate.	
<b>Storyboard</b> ____/20	Storyboard is organized logically	Storyboard is mostly organized	Storyboard is confusing and illogical	
<b>Total</b> ____/100				

**Comments:**

## Photoessay Storyboard

Target audience: \_\_\_\_\_

Agricultural topic: \_\_\_\_\_


<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Captions/Photoessay work day</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Create educational captions for photos</li> <li>● Work on photoessay</li> </ul> <p><b>Materials needed:</b> potentially cameras, visuals in ag comm slides 14-19</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Photography analysis:</i> Show a photograph. How would you caption this photo?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>● CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Review materials</li> <li>● Monitor student progress</li> <li>● Present slides</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss photograph       <ol style="list-style-type: none"> <li>a. Have students write caption on a piece of paper before sharing</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Analyze photos</li> <li>● Participate in group discussion</li> </ul>	<ol style="list-style-type: none"> <li>2. Present visuals in ag comm slides 14-19</li> <li>3. Go to <a href="https://www.toddklassy.com/farm-photography">https://www.toddklassy.com/farm-photography</a> <ol style="list-style-type: none"> <li>a. Look at examples of captions</li> <li>b. Explain to students theirs will be more educational</li> <li>c. Have students pair and expand on captions to be more educational (it's okay to make up facts for</li> </ol> </li> </ol>

	now) 4. Give students time to work on photoessay
<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>• Example captions</li> </ul>	<b>Summative assessments:</b> <ul style="list-style-type: none"> <li>• Photoessay</li> </ul>
<b>Resources:</b>  Caption Writing Activity. (n.d.). Retrieved January 25, 2021, from <a href="https://www.schooljournalism.org/caption-writing-activity/">https://www.schooljournalism.org/caption-writing-activity/</a>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Photoessay work day</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Work on photoessay</li> </ul> <p><b>Materials needed:</b> potentially cameras</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Students work on Photoessay</i></li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>• CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students work on photoessay including: <ol style="list-style-type: none"> <li>a. Taking pictures if photoessay is about a school/FFA function</li> <li>b. Creating slides</li> <li>c. Writing captions</li> <li>d. Cropping photos</li> <li>e. Proofreading</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Work on photoessay</li> </ul>	
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Example captions</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Photoessay</li> </ul>
<p><b>Resources:</b></p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Basics of Videography</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe the use of videography in agricultural communication</li> <li>• Begin considering Video Essay topics</li> </ul> <p><b>Materials needed:</b> visuals in ag comm slides 20-26, Video Essay handout</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Bell ringer:</i> What agricultural videos have you seen?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>• CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Monitor student progress</li> <li>• Present slides</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer</li> <li>2. Continuous round robin in groups of 3-4       <ol style="list-style-type: none"> <li>a. What makes a video bad?</li> <li>b. What makes a video good?</li> <li>c. Share out as a class</li> </ol> </li> <li>3. Present slides 20-26       <ol style="list-style-type: none"> <li>a. Educational video           <ol style="list-style-type: none"> <li>i. <a href="https://youtu.be/uVdDIYgGXRQ">https://youtu.be/uVdDIYgGXRQ</a></li> </ol> </li> <li>b. Advertisement video           <ol style="list-style-type: none"> <li>i. <a href="https://www.youtube.com/watch?v=LEC-wFJ6vbY">https://www.youtube.com/watch?v=LEC-wFJ6vbY</a></li> </ol> </li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Participate in class discussion</li> <li>• Take notes</li> <li>• Brainstorm videography ideas</li> </ul>	

	<p style="text-align: right;"><a href="#">&amp;ab_channel=JohnDeere</a></p> <p>c. Entertainment video</p> <p>i. <a href="https://www.youtube.com/watch?v=Rv9hn4IGofM&amp;ab_channel=BBCEarth">https://www.youtube.com/watch?v=Rv9hn4IGofM&amp;ab_channel=BBCEarth</a></p> <p>4. Introduce Video Essay assignment</p> <p>a. Educational video at least 3 minutes long about a student's SAE</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Exit ticket</li> </ul>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Video Essay</li> </ul>
<p><b>Resources:</b></p> <p>Videos listed above</p>	

## Video Essay

*Video essays are a great way to connect with your audience. For this project, you will create an educational video about a classmate's SAE.*

### Video

- Video should be at least 3 minutes long
- Video should be about a classmate's SAE
  - Classmate in this class will be easier time wise, but can be outside of class
- Video should include information, either written or spoken, about the SAE
- Videos will be shared on social media

### Things to Consider

- If possible, include footage of the SAE.
- If possible, include footage of your classmate talking
- Video editing software is found on the resource center computers
- The resource center can help you with video editing

## Agriculture Video Essay

Objective	Excellent	Good	Needs Improvement	Comments
<b>Content</b> ____/50	Video explains and showcases a classmate's SAE. Video is informative about SAEs and specific SAE.	Video mostly explains a classmate's SAE and is mostly informative about SAEs.	Video doesn't explain classmate's SAE and is not informative.	
<b>Video Quality</b> ____/20	Video follows guidelines discussed in class and is well-produced	Video mostly follows guidelines discussed in class and is relatively well-produced.	Video doesn't follow guidelines and is not well-produced.	
<b>Professionalism</b> ____/20	Video is professional and ready to be shared on social media	Video is mostly professional but can get off topic. Ready to be shared on social media.	Video is not serious or professional. Unable to be shared on social media.	
<b>Video length</b> ____/10	Video falls within guidelines	Video falls slightly outside of guidelines	Video significantly outside of guidelines	
<b>Total</b> ____/100				

**Comments:**

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Basics of Videography</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Describe the process of creating videos</li> </ul> <p><b>Materials needed:</b> Business/resource teacher at school</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li><i>Guest speaker on video making</i></li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>Ask teacher to come talk</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>Have business/resource teacher discuss the process of video making, including             <ol style="list-style-type: none"> <li>Tips and tricks</li> <li>General composition</li> <li>Editing</li> <li>Software</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>Participate in class discussion</li> <li>Take notes</li> </ul>	
<p><b>Formative assessments:</b></p>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>Video Essay</li> </ul>
<p><b>Resources:</b></p> <p>Teacher from school</p>	

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Visuals in Ag Communication</p> <p><b>Lesson:</b> Video Essay work day</p> <p><b>Estimated time:</b> 3 days</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Complete Video Essay</li> </ul> <p><b>Materials needed:</b></p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will work on videos</i></li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP.04.02.02.a. Identify and examine methods for producing clear, reasoned and coherent written and visual communication that are appropriate to the task, purpose and audience (e.g., audience analysis, objective development, etc.).</li> <li>• CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Monitor student progress</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Students will work on video essay including: <ol style="list-style-type: none"> <li>a. Interviewing/gathering footage of classmates</li> <li>b. Collecting footage of SAE if it's school based</li> <li>c. Editing</li> <li>d. Voiceover/captions</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>• Work on Video Essay</li> </ul>	
<p><b>Formative assessments:</b></p>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>• Video Essay</li> </ul>
<p><b>Resources:</b></p>	

## Unit 5: Integrating Communications

<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Integrating Communications</p> <p><b>Lesson:</b> Tying Elements together</p> <p><b>Estimated time:</b> 48 minutes</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Review and describe elements of communication in agriculture</li> <li>● Create a plan for a case study</li> </ul> <p><b>Materials needed:</b> End of the semester case studies</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Bell ringer:</i> Which unit was your favorite?</li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04. Communicate clearly, effectively and with reason.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Monitor student progress</li> <li>● Present case studies</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Discuss bell ringer</li> <li>2. Review with students each unit             <ol style="list-style-type: none"> <li>a. Audience analysis</li> <li>b. Writing</li> <li>c. Visuals</li> <li>d. Have students reflect on what they think are the main points from each unit</li> </ol> </li> <li>3. Present case studies             <ol style="list-style-type: none"> <li>a. Students work in pairs</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete case studies</li> </ul>	
<p><b>Formative assessments:</b></p>	<p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● End of the semester case studies</li> </ul>
<p><b>Resources:</b></p>	





<p><b>Course:</b> Foundations of Agricultural Communications</p> <p><b>Unit:</b> Integrating Communications</p> <p><b>Lesson:</b> Tying Elements together</p> <p><b>Estimated time:</b> 2 days</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Complete a modified mock Ag Comm CDE contest</li> </ul> <p><b>Materials needed:</b> Past FFA CDE material</p>	<p><b>Interest approach:</b></p> <ul style="list-style-type: none"> <li>● <i>Students will complete a mock Ag Comm CDE contest.</i></li> </ul>
<p><b>CTE Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP.04. Communicate clearly, effectively and with reason.</li> </ul>	
<p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>● Monitor student progress</li> <li>● Present FFA CDE Material</li> </ul>	<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>3. Present past ag comm CDE material       <ol style="list-style-type: none"> <li>a. <a href="https://www.ffa.org/participate/cdes/ag-communications/">https://www.ffa.org/participate/cdes/ag-communications/</a></li> </ol> </li> <li>4. Students work in teams of 3       <ol style="list-style-type: none"> <li>a. As a team, students will create a draft communication plan. Does not need to be in complete sentences. Should include plan for communications with example content.</li> <li>b. Students will decide who will write a news article, blog post, and video</li> <li>c. Students will have 40 minutes to create their job</li> </ol> </li> <li>5. Describe standard CDE rules       <ol style="list-style-type: none"> <li>a. Comm plan before the event on a different situation</li> <li>b. Press conference about topic</li> </ol> </li> </ol>
<p><b>Student activities:</b></p> <ul style="list-style-type: none"> <li>● Participate in class discussion</li> <li>● Complete Ag Comm CDE contest</li> </ul>	

	<ul style="list-style-type: none"><li>c. 4 “jobs”<ul style="list-style-type: none"><li>i. Video</li><li>ii. Web design</li><li>iii. News</li><li>iv. Opinion</li></ul></li></ul>
<b>Formative assessments:</b>	<b>Summative assessments:</b> <ul style="list-style-type: none"><li>• Ag Comm CDE Contest</li></ul>
<b>Resources:</b> FFA CDE material	

## Chapter 5

### 5.1 Reflection

Upon completing this project, there several areas in which the overall quality could be improved. First, a wider variety of cooperative learning strategies could have enhanced the overall curriculum. I was exposed to Kagan strategies while I was student teaching, and in reflection, these methods would have been very beneficial for this curriculum. The activities and projects throughout the curriculum incorporate several of these strategies, but the more the better when it comes to cooperative learning.

Second, a survey for local, if not state, agricultural teachers in order to gain feedback on several topics including: class period length, average trimester length, interest for an agricultural communications curriculum, and what they consider to be important topics to cover in an agricultural communications class would have enhanced the overall curriculum. This survey and information would have allowed me to create a more universally applicable curriculum for school districts in Iowa. This curriculum was based on experiences as a high school student and the parameters used for class time and trimester length are not universal. I was able to gather some information from my cooperating teacher alongside my high school experience and made some modifications based on that feedback.

Third, advice from various experts about the topics addressed in this curriculum would have added further depth to information presented. I was able to construct this curriculum due to experience in the area of agricultural communications, but it would have been helpful to talk with Iowa State Extension employees and experts about technical topics such as photography and videography to guide research. Utilizing these experts would have made the final product higher quality and made the process flow much smoother.

Finally, feedback on the curriculum from more educators from around the state would have created a stronger final product. I was able to gather some feedback from local teachers, but it would have been helpful to gather feedback from teachers with different levels of experience and with different programs. Programs across the state vary in content areas taught and experience of the teacher, and additional viewpoints would have ensured a higher quality curriculum. I was able to gather feedback from my cooperating teacher, my university supervisor and retired teacher, and district instructional coach. I was also able to utilize several of the lessons throughout my student teaching experience, most notably and successfully the introductory speech project. This feedback and experience has allowed me to gather important data about the effectiveness of the curriculum.

The graduate program at Iowa State University has been an extraordinary experience and this curriculum is the capstone of it all, barring student teaching experience. I did not study agricultural education as an undergraduate, I majored in agricultural communication, but the three semesters I spent in the program have allowed me to understand the profession and gain valuable experience and prepared me to become a competent teacher, FFA advisor, community member, and role model. The graduate program effectively combined practical experience from professors and staff with theoretical class work. Opportunities to gain experience with professors through class, advising, and working as a teacher's assistant were all beneficial in the pursuit of becoming a competent agricultural educator.

Creating a curriculum has been a challenging experience, but ultimately rewarding. This is an area I have a particular passion for and a class I will look to add to whatever program I am a part of. I have found the CASE curriculum to be very helpful in several ways. The teacher and student materials are very helpful in cutting time lesson planning. Less time lesson planning

means more time communicating with parents and students, preparing students for degrees and contests, and completing district assignments. Having a completed curriculum is also helpful when pitching class descriptions to school administrators. I look forward to using this curriculum in the future and I hope this curriculum is of use to agricultural educators everywhere.

In summary, I have found this experience to be challenging and rewarding. This is a complete curriculum with presentation, student materials, and lesson plans. This curriculum and the graduate program at Iowa State University has better prepared me for the agricultural education profession. I feel confident moving forward to take on the roles of teacher, FFA advisor, and community member.

## 5.2 Recommendations

When utilizing this curriculum, I have several recommendations for agricultural educators. Similarly to other curriculums, this curriculum should be used as a guide. Different students will take different amounts of time to complete different tasks. Adjust the curriculum as the students work their way through it. This curriculum is designed to be flexible in the project and lesson timelines.

Activities and lessons can and should be modified to meet the interests and needs of individual students. Case studies, projects, and presentations are all meant to be flexible. Relate these materials to the interests of the students in the class.

If time is limited, the photography lessons may be cut. These lessons are important and prevalent in the agricultural industry, but cutting these lessons still leaves a curriculum that aligns with the Agricultural Communications CDE. Additionally, if there is more time in the

trimester, website design is an important area to consider including. This is one part of the Agricultural Communications CDE that is missing from this curriculum.

### 5.3 Extensions

This curriculum was originally conceived as a year-long course with the second semester being focused on agricultural education. This curriculum could be modified to include a semester focused on peer education and elementary education as these topics build on the communication element of the curriculum. Materials created through this curriculum could also be utilized by showing them to younger students or peers.

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