Class meetings/day/time/Location:
T, TH 9:30AM – 10:45 AM; Poole Agricultural Center A202

Mission statement:
Agricultural education is accountable for specific teaching, research, and service activities within the land-grant educational infrastructure. The principal mission of agricultural education is to prepare and maintain professionals who can build on the knowledge-base of learning and teaching, improve the basis of curriculum development, demonstrate effective delivery methodologies, assess program relevance and effectiveness, and project future educational needs of people who are involved in or affected by the broad agricultural industry.

Clemson University is the only university in the state with curricula in agricultural sciences and agricultural education at either the undergraduate or graduate level. To fulfill its historical, expanded and evolving mission, the Agricultural Education Program in the College of Agriculture, Forestry and Life Sciences serves three broad functions: (1) instruction, (2) research, and (3) professional leadership and development/Outreach.

Professor: Thomas R Dobbins
W. Kirby Player
Office location: 103 Barre Hall
101 Barre Hall
Phone: 656-3382
656-3662
Email: tdbbns@clemson.edu
kplayer@clemson.edu
Office hours: by appointment

If you have a documented disability that requires accommodations, you must notify the professor in writing during the first week of class.

Students are to complete the assigned work in this syllabus. Class is dismissed if the instructor is 15 minutes late.

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

The professor reserves the right to change the syllabus in case of necessity or unforeseen circumstances. He must notify students of any and all changes.

Course prerequisite:
Sophomore/Junior/Senior/Graduate Student Standing or permission from Professor

Text/material:
Assigned Readings
Technology, equipment, or skills required:
PowerPoint, computers, Internet, overheads, and video

Course description:
This course explores ethical theories, concepts of critical thinking, and major ethical issues in American agriculture as well as global Agriculture. The major social, political, economic, and ethical issues that arise in connection to the “food and fiber system” are examined and potential solutions considered.

NCATE standards addressed:
Standard III: Learning Environment
Accomplished career and technical educators efficiently manage their classrooms and create an environment that fosters democratic values, risk taking, and a love of learning. In this environment, students develop knowledge, skills, and confidence through contextualized learning activities, independent and collaborative laboratory work, and simulated workplace experiences.

Instructional strategies employed:
This course will be taught using numerous techniques to include, but not limited to lecture, PowerPoint, demonstrations, student reports, guest speakers, peer teaching, group work, handouts, research projects and service learning projects.

Assessment strategies employed:
The following strategies will be used to assess the students:

- Class attendance
- Classroom participation
- Assigned reports and activities
- Projects
- Presentation
- Exams

Students will be assigned topics in which they will make presentations. The presentation should be based upon research and general knowledge of the subject matter. The student will utilize technology in each presentation as well as handouts and other forms of materials. All presentations will be a minimum of 25 minutes followed by a 5-minute question and answer session. Presentations will be evaluated on technology use, creativity, research, thoroughness, etc. A summary of the presentation should be given to the Professor prior to presenting. Workdays will be provided for each group and accountability reports will be required for each work session.

Attendance policy: This course is part of your professional preparation series. I consider regular, punctual attendance an indication of your professionalism as well as your dedication to and interest in agricultural education, leadership and extension as a profession. Two unexcused absences will result in final grade reduction.

Goals/Objectives:
Upon successful completion of this course, the student will be able to:

- Define Ethics
- Compare and contrast ethical decisions
- Employ ethical judgment in decision making
- Define critical thinking
- Employ critical thinking when considering identified issues
- Research issues in the Food & Fiber System
- Develop position and white papers on the Food and Fiber System
- Propose solutions to problems using critical thinking techniques
- Develop team presentation
- Describe major issues in agriculture
- Describe major issues in the food and fiber system
- Develop and examine solutions to major issues

**Topics and flow of Lecture and Class activities:**

**Based on the progression of topics or subject matter, speaker availability and other unforeseen needs, assignments and topic dates may require adjustment.**

January 7  Introduction – “Getting to know you!”; Syllabus review; CAST & World View Assignment
January 12  NO CLASS – Assignment Work Day
January 14  CT Test Assessment
January 19  Ethics and Critical Thinking - 7 Habits with Dr. Dobbins
January 21  Ethics and CT: What are they and why do I care? Evaluation and Decision Making Techniques
January 26  Dr. Julie Northcutt – Food Ethics: Difficult Decisions in Regards to Feeding our Planet
January 28  Labor Issues: A Historical Example: Child Labor Issues – Theater Thursday -
CT and Ethics Review of Food Ethics and Labor Issues – Historical Labor Issues Assignment
February 2  Dr. Peter Skews – Animal Ethics
February 4  Dr. John Rayfield – Animal Ethics
February 9  Critical Thinking and Ethics Review of Animal Ethics – Dr. Dobbins
February 11 The Creative Process and Critical Thinking and Group Project Assignments
February 16  Dr. Steve Kresovich – Plant Breeding/GMOs/Ethics
February 18  Dr. Steve Cole – Pesticide Regulations
February 23  Critical Thinking and Ethics Review of Plant Issues and Regulatory Matters
February 24  ALL DAY FIELD TRIP TO COLUMBIA, SOUTH CAROLINA
February 25  NO CLASS IN LIEU OF FIELD TRIP
March 1  Dr. Cal Sawyer – Water Quality/Regulations and Sustainability
March 3  Dr. Geoff Zendher – Organic Farming and Sustainability
March 8  Critical Thinking and Ethics Review of Sustainability Issues
March 10  Group Project Work Day – NO CLASS
March 16-20 Spring Break
March 22  Ms. Beth Crocker, J.D. – Legal Issues and Agricultural Advocacy
March 24  Ms. Beth Crocker, J.D. – Legal Issues and Agricultural Advocacy Continued
March 29  Group Project Work Day – NO CLASS
March 31  Group Presentation
April 5  Group Presentation
April 7  Group Presentation
April 12  Mr. Ronnie Summers – Ethics and Issues of Agricultural Financing
April 14  Theater Thursday – A consideration of Ag Issues and the Media
April 19  Ethics and the Environment
April 21  Course Summary and Critical Thinking Assessment Testing
April 25  EXAM WEEK
Assignments:

Assignment 1: Respond and Develop a post for discussion board 8@ 25 as assigned 200pts

Assignment 2 – CAST Issue Paper Review/Summary (2 pages)
   Due: January 19th 200pts

Assignment 3 – Develop a personal statement on “Your World View” (2 pages)
   Due: January 28th 200pts

Assignment 4 – Position Paper
   Historical Agricultural Labor Issues – Migrant and Child Labor – Due: February 9th 200pts

Assignment 5– Group Project / Presentation: Choose a major issue/trend in Agriculture, Food and Fiber System from a list provided by instructors. Research and develop a position paper and a class presentation based on the groups’ research. The paper and presentation must provided factual information on each issue with the topic and develop a usable solution.
   Due: Starting March 31st 600pts

Assignment 6 – Classic White Paper
   A Standard White Paper for the goal of information transfer and persuasion on an issue of your choice covered in class during the semester – topic must be approved by Dr. Player - Due: April 19th 200pts

Assignment 6 - Class Participation - Involvement in classroom discussion; classroom exercises; response to classroom group activities; engagement and spirit of learning during classroom sessions. 200pts

Grading Scale:

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800 - 1600</td>
<td>Excellent A</td>
</tr>
<tr>
<td>1599 - 1300</td>
<td>Very Good B</td>
</tr>
<tr>
<td>1299 –1000</td>
<td>Average C</td>
</tr>
<tr>
<td>999 – 800</td>
<td>Below Average D</td>
</tr>
<tr>
<td>799 – 0</td>
<td>Unsatisfactory F</td>
</tr>
</tbody>
</table>

Assignments are made by means of this syllabus and it is possible that the instructor will make no reminders. Also, based on the progression of topics or subject matter, assignments may require adjustment. All reading assignments are testable, regardless of whether they are discussed in class. Assignments and class work missed because of absences are the responsibility of the student. Assignments (including reading assignments) are due no later than the end of the class session indicated. A letter grade penalty will be deducted from the earned grade for each class session graded assignments are overdue.

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All assigned papers must follow APA format – (12 point font and a minimum length of 2 pages). The following website is an excellent resource for APA format:

https://owl.english.purdue.edu/owl/resource/560/01/
**Position/White Paper** - a formal, usually detailed written statement, especially regarding a single issue, which articulates a position, viewpoint, or policy, as of a government, organization, or political candidate. A **White Paper** is similar but follows a specific assigned format.

**IMPORTANT DATES TO REMEMBER:**

- **January 6, W**  Classes begin
- **January 12, Tu**  Last day to register or add a class, declare Audit or Pass/No Pass
- **January 18, M**  Martin Luther King Jr. holiday
- **January 20, W**  Last day to drop a class or withdraw from the University without a W grade
- **January 27, W**  Last day to order diploma for May commencement
- **February 26, F**  Last day for instructors to issue mid-term evaluations
- **March 11, F**  Last day to drop a class/withdraw without final grades
- **March 14-18, M-F**  Spring Break
- **April 4, M**  Registration for fall term begins
- **April 21-22, Th-F**  Classes meet; exams permitted in labs only
- **April 25-29, M-F**  Exams—See Exam Schedule at [http://www.registrar.clemson.edu/html/examSched.htm](http://www.registrar.clemson.edu/html/examSched.htm)
- **May 3, Tu**  9:00 A.M. - Deadline to submit candidate grades
- **May 4, W**  9:00 A.M. – Deadline to submit other grades
- **May 5, Th**  Doctoral Hooding Ceremony – Brooks Theatre (Time – TBA)
- **May 7, S**  Graduation, Bon Secours Wellness Arena, Greenville SC
  - 9:30 A.M. (Colleges of AAH and ES)
  - 2:30 P.M. (Colleges of AFLS, School of Education and HHD)
  - 6:30 P.M. (College of BBS)

**Academic Integrity Statement**

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

I. **Academic Integrity Policy**

A. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.

B. Academic dishonesty is further defined as:

1. Giving, receiving, or using unauthorized aid on any academic work;
2. Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one’s own efforts;
3. Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner;
4. All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.

D. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.