Syllabus

Course Name: Exploring Experiential Learning Opportunities

Course Number: AEC 310

Course Credits: Class will meet for two hours per week, 20 hours per term and be for 2 credits. Class time will be divided between lecture, group discussion and student presentations. Out-of-class assignments will account for another 2 hours per week, for a total of 30 hours of activity per term. The course will be graded P/NP.

Prerequisites:

WR 121—English Composition and sophomore standing; or Applied Economics advisor approval.

Catalogue Description:

This course offers background and preparation for students’ experiential learning (EL) activities. Students will be shown examples of appropriate EL, how to find and compete for opportunities, and how to establish and define their learning objectives for EL. Resume writing, appropriate conduct in the workplace, as well as writing and oral presentation skills will be covered. A proposal for an EL activity will be prepared and presented to classmates.

Course Description:

The Agricultural Business Management (ABM) degree program will require that all majors complete and report on an approved Experiential Learning (EL) activity. The objective of the EL activity is for students to learn about their chosen field in a setting that is outside of the classroom and would consist of some kind of “learn by doing” rather than “learning by listening and reading”. EL activities will be captured and supervised in a variety of courses including: AEC 401—faculty-supervised scientific research on an OSU sponsored project, AEC 406—faculty-supervised development or analysis project, AEC 410—traditional employment internship, or AEC 411—global learning through study abroad or foreign exchange programs.

The objective for the current course is to prepare those students for the experiential learning activity, by finding out as much as they can about it before participating, and to formulate targeted learning objectives that they, the activity supervisors/providers, and the EL coordinator agree upon, so they can embark on the activity with structured objectives rather than just letting it happen to them. The discovery course will also familiarize students with how they will be expected to report, in a professional manner, on the activity in a written paper and oral presentation that will form the content of AEC 401, 406, 410, or 411 and will be awarded 1 to 6 credits on a regular grading scale. By knowing what is expected of them in reporting, students will be able to actually work on their reports and presentations during the activity, or at least gather and organize the resources that will allow them to do so efficiently later.

The EL activity itself will be awarded credit in this department through the courses mentioned in the previous paragraph. Students in the Applied Economics (AEC—formerly AREc) Department following the Environmental Economics and Policy (EEP) major may also be enrolling in AEC 310 and the EL courses as an elective or a requirement depending on the option in which they are enrolled. Additionally, students from other departments will be allowed to take this course if they feel it would help them prepare for an EL activity in their academic home.
The primary output that students will be required to complete in 310 will be a written proposal for their EL activity which includes a description of what the activity will entail, how and by whom it will be administered or supervised, and what specific ABM or EEP related learning objectives they expect to complete or fulfill during the completion of the EL activity. The proposal must be signed by the student, the activity supervisor and the EL coordinator prior to the student beginning the actual EL activity or enrolling in the appropriate approved EL course. In other words, the training and the contract must be completed before the EL activity and the reporting of it, not during or after. If the student does not actually engage in the activity for which the proposal was prepared and approved, they will be expected to modify the proposal (with appropriate signatures) prior to participating in an approved EL course for credit in the AEC department.

Because students may not be under direct AEC supervision during the EL activity, it was deemed necessary and desirable to orient them prior to the event so they would be prepared to gain the maximum amount of experience possible from it and also know what is expected of them in the EL course to follow. To that end, 310 will be offered in the Spring term since most students will perform their EL activity during the summer. AEC 310 will, of course, be a prerequisite to the EL courses; AEC 401, 406, 410, and 411.

**Course Specific Measurable Student Learning Outcomes:**

Students enrolled in AEC 310 will learn to:

1. Seek out and identify providers of major- and career-appropriate learning experiences (and by extension, employment).
2. Write a professional resume and present oneself in an employment or placement interview.
3. Specify or define measurable, attainable and career-related learning objectives which will advance or extend the participant’s understanding of how economic, or business and resource management principles are applied beyond the academic classroom.
4. Prepare and present in written, verbal and graphic form, to an audience of professional supervisors and peers.

**Evaluation of Student Performance:**

Students will have 8 separate written assignments in this course in addition to their final written proposal and presentation. The assignments will be scored on a basis of 10 points possible. Students will need to have an average score of 7/10 on all written assignments and a minimum of 7/10 on the final proposal paper in order to achieve a P grade. Students will be given explicit grading rubrics for all assignments.

**Learning Resources:**

Use will be made of the instructor’s many years of supervising and evaluating students’ internships and projects, and their oral presentations and written reports. Speakers will be invited from the University’s Placement/Career Services Center, Writing Center and supervisors of other internship or experiential learning programs operating at OSU. We have already video recorded many Internship and project presentations and will continue to do so in order to have a “bank” of presentations upon which students can make peer evaluations. As this and the EL courses are implemented, all students will be required to sign a waiver allowing their final Experiential Learning Report and Paper to be recorded and made available to students for purposes of peer evaluations.
### Course Content and Activities:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Range and scope of acceptable experiential learning projects</td>
<td>Two page paper on three possible EL activities of student’s interest. The report will include the name or title of programs, brief descriptions and contact information necessary to begin an inquiry. Report will include a statement about why each activity is of interest</td>
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<tr>
<td>2</td>
<td>How to locate or compete for employment or acceptance into EL programs</td>
<td>Compose a 1-2 page professional resume and cover letter to accompany application to one of the three EL activities in week 1 report.</td>
<td>Two page preliminary activity paper</td>
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<td>3</td>
<td>Acceptable personal and professional behavior in the performance of a job or project.</td>
<td>Two page essay comparing and contrasting acceptable behavior and performance of a student versus that of a professional employee.</td>
<td>Resume and cover letter</td>
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<td>4</td>
<td>Preparing a professional, written report or paper.</td>
<td>First draft of their EL proposal, which will be evaluated for content as well as style.</td>
<td>Essay on acceptable professional employee behavior</td>
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<td>5</td>
<td>How to formulate a professional presentation.</td>
<td>Students prepare a five minute PowerPoint presentation, on a topic related to one of their EL activities, which they will present orally to the class.</td>
<td>First draft of selected EL proposal</td>
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<td>6</td>
<td>Peer evaluation of previous years’ EL reports and presentations.</td>
<td>Students submit a one-page critique on two of previous years’ student oral presentations</td>
<td>Example PowerPoint presentation submitted</td>
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<tr>
<td>7</td>
<td>Peer evaluation of previous years’ EL reports and presentations.</td>
<td></td>
<td>First one-page critique</td>
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<tr>
<td>8</td>
<td>Peer evaluation of previous years’ EL reports and presentations.</td>
<td></td>
<td>Second one-page critique</td>
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<td>9</td>
<td>Student presentations on chosen EL project</td>
<td>Students give 10 minute oral presentation of EL activity they have selected for their final proposal</td>
<td>Oral presentation with PowerPoint of selected EL</td>
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<tr>
<td>10</td>
<td>Student presentations on chosen EL project</td>
<td>Students submit “final” written EL proposal</td>
<td>Final written EL proposal</td>
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Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Expectations for Student Conduct

Expectations for student conduct, cheating policies, etc. can be found at http://oregonstate.edu/studentconduct/offenses-0.

Academic Dishonesty: You are expected to conduct yourself in a professional manner. Academic dishonesty such as plagiarism and cheating will not be tolerated. Therefore, students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- cheating- use or attempted use of unauthorized materials, information or study aids
- fabrication- falsification or invention of any information
- assisting- helping another commit an act of academic dishonesty
- tampering- altering or interfering with evaluation instruments or documents, or
- plagiarism- representing the words or ideas of another person as one’s own