# Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** Agriculture  
   **Department:** Agronomy & Soils

2. **Course Prefix and Number:** AGRN 4950  
   **Effective Term:** Spring 2012

3. **Course Title:** Senior Seminar  
   **Abbreviated Title:** Senior Seminar

4. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [X] Revise a Course

5. **Course Credit:**  
   - **Maximum Hours (Repeatability):** 2
   - **Contact/Group Hours:** 2  
   - **Scheduled Type:** Lecture  
   - **Weekly or Per Term?** weekly  
   - **Credit Hours:** 2  
   - **Anticipated Enrollment:** 8  
   - **Total Credit Hours:** 2

6. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   - [ ] Audit

7. **Prerequisites/Corequisites:** None

8. **Restrictions:** List specific restriction in space above.
   - [ ] College  
   - [ ] Major  
   - [ ] Standing  
   - [ ] Degree

9. **Course Description:**  
   This course will cover professional presentations, both oral and written, in the area of Agronomy & Soils.

10. **May Count Either**  
    (Indicate if this particular course cannot be counted for credit in addition to another)
    - [ ] Program Type
    - [ ] Program Title
    - [ ] Requirement or Elective?

11. **Affected Program(s):**  
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|--------------------------|
    | Major        | All options in Agronomy & Soils | Required |

12. **Overlapping or Duplication of Other Units’ Offerings:**  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification: The additional hour of course credit is needed so that oral presentations can be included.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: No additional resources are needed. A current staff member is teaching this course in addition to their other workload.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization — i.e.: Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: Please see the attached syllabus with stated objectives and Learning outcomes.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline: Please see the attached syllabus.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects: Please see attached syllabus.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale: Please see the attached syllabus.

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: This is not a graduate-level course.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1298 Haley Center, 844-2006 (V/T).


Instructor: Dr. Guertal  
253 Funchess Hall  
844-3999 (office); 887-9281 (home - not after 9 pm please);  
524-5123 (cell - anytime)  
eguertal@acesag.auburn.edu - anytime, I check it weekends and late hours

Office Hours: Come by or arrange an appointment


Class Hours: 2 credit hours, TBA. The most likely plan is that we will meet for two hours from five to seven pm one evening a week. Since the historical enrollment in the course is never more than eight to ten students this provides ample time for student presentations. If student enrollment is lower, and student presentations are completed before the end of the semester then invited speakers will give presentations during the required course hours. These speakers will discuss topics such as career options, professional speaking techniques, and resume editing.

Learning Objectives:

- Understand how to write and prepare a resume that correctly presents your work, professional and educational accomplishments for a career in your chosen field.
- Be able to write proper thank-you letters (post interview), application letters and other letters of communication in the workplace.
- Understand how to give oral presentations that: 1) provide instruction, 2) discuss scientific results, and, 3) provide rationale for a given decision or point-of-view.

Course Activities:

Each student will be required to complete the following during the semester:

1. Complete a resume, with additional editing and resubmission as needed.
2. Complete a letter of application for a chosen job, with editing and resubmission as needed.
3. Complete a thank-you letter after a job interview has been completed (real or simulated).
4. Complete three oral presentations, each no shorter than 10 minutes and no longer than 15 minutes. A grading rubric for the presentations is included in this document.

The three presentations are:

1. An instructional presentation where you will teach the other students in the course a new agronomic technique or skill.
2. A technical presentation summarizing recent research results in the field of agronomy.
3. A persuasive speech in which you will discuss your rationale for why you made a specific agronomic decision or why you support or disagree with a contemporary agricultural issue.
Grading:

Resume 20 points
Thank you letter 10 points
Letter of application 20 points
Speeches 60 points (20 points each)

Standard grading scale (100-89.5%: A, 89.4-79.5%: B, etc. applies)

Scoring rubric for each speech – a total of 60 points is possible.

<table>
<thead>
<tr>
<th>Topic to be scored</th>
<th>5 (excellent)</th>
<th>4</th>
<th>3 (average)</th>
<th>2</th>
<th>1 (poor)</th>
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</thead>
<tbody>
<tr>
<td>1. Does the speaker hold the listeners interest – is there variation in vocal pitch?</td>
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<td>2. Does the speaker avoid use of verbal pauses such as ‘you know’ or ‘ummm’?</td>
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<td>3. Does the presentation have a logical flow, with an introduction, middle and conclusion?</td>
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<td>4. Is correct standard English used?</td>
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<td>5. Do props or visual aids aid interest or additional information? If no props or aids are used, does the speaker employ appropriate gestures to add to the talk?</td>
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<td>6. Is correct scientific or technical information included in the speech?</td>
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<td>7. Does the speaker provide definitions for technical terms that the audience may not know?</td>
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<td>8. Is the level of instruction/information correct for the intended audience?</td>
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<td>9. Does the speaker talk at a correct speed, and can they be easily understood?</td>
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<td>10. Is the speaker audible?</td>
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<td>11. Is the speaker correctly dressed for the audience?</td>
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<td>12. Is the talk of a correct length?</td>
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Schedule of Activities – AGRN 4950

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic or Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Resume writing</td>
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<tr>
<td>2</td>
<td>Letter writing (Thank-you and other professional correspondence)</td>
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<tr>
<td>3</td>
<td>How to do a professional presentation</td>
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<tr>
<td>4</td>
<td>In-class critique and discussion of resumes, letters</td>
</tr>
<tr>
<td>5</td>
<td>In-class discussion – current agronomic issues</td>
</tr>
<tr>
<td>6</td>
<td>In-class discussion – current agronomic issues</td>
</tr>
<tr>
<td>7</td>
<td>Guest presentation – current topic in agronomy</td>
</tr>
</tbody>
</table>
Other Issues:

1. Attendance is required. Please follow the stated guidelines on approved attendance as found at: http://www.auburn.edu/tigercub/rules/section1a.pdf

   All doctors’ excuses will be collected and I will call the office to verify the excuse.

2. I will use e-mail to let you know about any upcoming changes or reminders. Your AU e-mail account is the official means of communication at Auburn - you need to check it daily.

Students with Disabilities: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844.2096 (V/TT) or email: scw0005@auburn.edu

Academic Honesty Policy: The Student Academic Honesty Code applies to all students taking classes at Auburn University, and thus will apply to all students enrolled in this class. Specific information about the Code can be found at: http://www.auburn.edu/tigercub/rules/section1a.pdf