



SYLLABUS

The Heritage and Traditions of The University of Arizona Agricultural Education 295B, Fall 2018

Monday/Wednesday 1:00 p.m. – 1:50 p.m.

Modern Languages, Rm 350

INSTRUCTOR	TEACHING ASSISTANTS	
Dr. Robert Torres rtorres1@email.arizona.edu	Ms. Sarah Mc Nall sarahmcnall@email.arizona.edu	Ms. Kaycie Waters kayciewaters@email.arizona.edu
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	Saguaro Hall 219A Office Hours: M/W 2:00 pm to 3:30 pm	Saguaro Hall 221G Office Hours: Mondays, 10:00 am to 11:30 am Tuesdays, 1:30 pm to 3:00 pm

DESCRIPTION

To explore the rich heritage of the Land Grant Mission as well as the events and people that have influenced and shaped the traditions that are part of The University of Arizona.

MAJOR OUTCOMES: To develop an *understanding* and *appreciation* for the history and traditions of The University of Arizona by exploring the:

- 🔗 **Morrill (Land-Grant) Act** of 1862 which formalized the mission of The University of Arizona.
- 🔗 Role **senior administrators** have in maintaining and advancing the Land Grant mission of The University of Arizona.
- 🔗 **Community partnerships** that advances The University of Arizona.
- 🔗 **Scientific discoveries and innovation** that comes from The University of Arizona.
- 🔗 **Athletic history and traditions** of The University of Arizona.
- 🔗 **Particulars of the University's history, traditions, and development.**

SPECIFIC OBJECTIVES

The students will be able to:

1. Identify the basic roles of universities in the United States, especially Land Grant institutions, and the role of The University in the State of Arizona.
2. Describe critical factors that influenced the development of the various traditions that exist at The University.
3. Describe how the various University Presidents have influenced the heritage and direction of The University of Arizona. Study the history behind named venues on the campus.
4. Describe the roles of athletics within a university and potential conflicts with the academic mission.
5. Describe the roles of student organizations in the development of traditions at The University.
6. Relate the changing role of alumni and the Alumni Association at The University.
7. Discuss the importance of changes in the sources of support to public universities like The University of Arizona.
8. Discover and compare the foundations of and alterations to numerous traditions at The University of Arizona.

COURSE RESOURCES

- *Required:*
 - **Clicker:** Turning Technologies Classroom Responder
 - **Access to the course D2L site**
 - **Course Notes:** Heritage & Traditions of The University of Arizona (available on D2L)
 - **Assignment Scoring Rubric** (available on D2L)
- **Supplements**
 - James F. Cooper's 1989 book, **Places in the Sun**.
<http://parentseyes.arizona.edu/placesinthesun/>
 - <http://www.arizona.edu/ua-history>
 - <http://www.arizona.edu/ua-traditions>
 - UA Fact Book, <http://factbook.arizona.edu/>

COURSE SOURCES:

- Arizona Daily Star, archived news articles. <http://Tucson.com>
- Ball, Phyllis. (1986) *A Photographic History of the University of Arizona 1885-1985*. Tucson: Isbell Printing Co
- James F. Cooper's 1989 book, *Places in the Sun*. <http://parentseyes.arizona.edu/placesinthesun/>
- Martin, D. D. (1960). *The Lamp in The Desert: The story of the University of Arizona*. Tucson, AZ: University of Arizona Press. (Special Commemorative Edition was printed in 2014 with a new forward by President Ann Weaver Hart)
- University of Arizona General Catalog & Academic Policies
- University of Arizona Fact Book
- University of Arizona Foundation Report
- University of Arizona. (1936). *Arizona and its heritage*. Tucson, AZ: University of Arizona.
- UA Digital Libraires Collections – Photographs
- <http://content.library.arizona.edu/cdm/search/collection/uaphotos/page/1/order/title/ad/asc>

STUDENT EXPECTATIONS




1. Attend all class sessions
2. Participate in the standard activities of the class
3. Participate effectively in class discussions
4. Complete all assignments in a timely manner
5. Courtesy and respect at all times

PLEASE...



be.
here.
now.



Week	Date	Subject	Lecturer(s)	Reading/Assignments
1	Aug. 20	Class Introduction/Syllabus	Dr. Torres Professor	Obtain Heritage and Traditions Course notes from D2L Register Clicker
	Origins and History of the University			
	22	The History and Facts of the University of Arizona and “Bear Down”	Dr. Torres Professor	H&T Course notes pp. 4-28, 91-104
2	27	The History and Facts of the University of Arizona and “Bear Down”	Dr. Mars Professor	H&T Course notes pp. 61-84 Syllabus Quiz Due
	29	Learning about The University of Arizona and the land-grant mission	Dr. Mars Professors	H&T Course notes pp. 29-59 Finalize Groups
3	Sept. 3	Labor Day – No Class		
	5	A History of the Presidents of The University of Arizona	Dr. Torres and Dr. Mars Professors	H&T Course notes pp. 85-89  Checkpoint 1 Due
4	Campus Treasures and Leaders			
	10	The History of the Steward Observatory and its Role on Campus	Tom Fleming Astronomer and Sr. Lecturer	
	12	Campus Sculptures & Public Art	Olivia Miller, Curator UA Museum of Art	 Checkpoint 2 Due
3	17	The Cooperative Extension Mission of the University	Jeff Silvertooth, Director Cooperative Extension	
	19	No Class Scheduled		 Checkpoint 3 Due
6	24	The Value of Your UA Education	Tom Keating UA Alumnus	
	26	Wildcat for Life: <i>The History of the UA Alumni Association</i>	Melinda Burke, President Alumni Association	Final Video Project Due Member Evaluation of Group Due
7	Oct. 1	Our Campus Facilities: <i>Preserving our heritage while advancing our mission</i>	Chris Kopach Asst. VP Faculties Mgmt.	
	3	Growing the Campus: <i>The history of UA landscape</i>	Tanya Quist, Dir. Campus Arboretum	Assignment #1 Early Bird



8	8	The Role of the President: <i>Highlights and Directions of the UA</i>	Bobby Robbins President	
	10	1. <i>Video Presentations</i>	Groups (TBA)	Assignment #1 Due
9	15	The Academic Mission of the University	Jeff Goldberg Interim Provost	
	17	Transcending UA Values: <i>A look at Campus Architecture and Heritage</i>	Brooks Jeffery Associate VP for Research College of Architecture, Planning, and Landscape Architecture	H&T Course notes pp. 85-89 Assignment #2 Early Bird
10	22	The Role of UA Foundation in Advancing Excellence	JP Roczniak UA Foundation President & CEO	
	24	Exploring the Science behind Biosphere 2	Kevin Bonine, Director Education and Outreach	Assignment #2 Due
11	29	Dendrochronology and its UA Culture: <i>If trees could talk</i>	David Frank, Director The Laboratory of Tree-Ring Research	
	31	2. <i>Video Presentations</i>	Groups (TBA)	Assignment #3 Early Bird
12	Nov. 5	Old Main: <i>The Stories Behind the Iconic Bldg.</i>	Corky Poster, Architect/Planner/Principal	
	7	The Marshall Foundation: <i>Connecting with The University Community</i>	Jane McCollum, Director Marshall Foundation	Assignment #3 Due
13	Athletic Traditions of the University			
	12	UA Athletics: <i>The Wildcat Way: I AM. I CAN. I WILL</i>	Lacey John Assistant Dr. CATS-Life Skills & Swim Olympian A	
	14	The Pride of Arizona Marching Band	Chad Shoopman Director of Athletic Bands	
14	19	3. <i>Video Presentations</i>	Groups (TBA)	
	21	No Class – Thanksgiving Travel Allowance		
15	26	UA Athletics:	TBA	
	28	UA Athletics:	TBA	
16	Dec. 3	UA Athletics:	TBA	
	5	The “Final Three” videos Final Exam Review	Groups	“Bear Down, Arizona!” & “All Hail, Arizona”



ASSIGNMENTS and GRADING

<u>Assignment</u>	<u>Point Value</u>
1. Syllabus Quiz	50
2. Picture Book*	100
3. Tradition Paper*	100
4. Alumni/Faculty Interview Paper*	100
5. Group Video Project	250
6. Attendance/Participation	250
7. Final Exam.....	150
Total	1,000
<i>(*Early Bird Points available—EXTRA CREDIT, 5 points per assignment, 15 possible)</i>	

GRADES*

900-1000 points	A
800-899 points	B
700-799 points	C
600-699 points	D
0-599 points (or 8 or more absences) ..	E

**Points adjusted by total valid points*

DESCRIPTION OF ASSIGNMENTS

All written assignment rubrics are posted on D2L under the Content tab. Each assignment should include all specific requirements as identified in the rubric.

- Syllabus Quiz:** The Syllabus Quiz is located under the “Quizzes” tab on D2L and must be completed by the **last day to add a class** (as defined by the university calendar). Two attempts are allowed and the highest score is taken. Please use the course syllabus as a reference.
- Heritage Trail Picture Book:** You are required to make a “picture book” (with a written narrative) of The University using stops along “Heritage Trail” described in your *Heritage and Traditions* course notes (pp. 105). **Check the rubric for specific grading details.**
- Tradition Paper:** Because we are unable to address the breadth of traditions that exist at The University of Arizona, a research paper enables you to discover a tradition that you may never have known or understood. This assignment requires you to write a paper on a topic of your choice as long as it is related to the University of Arizona. **Check the rubric for specific grading details.**
- Alumni/Faculty Interview Paper:** To realize that you are indeed a part of the UA Wildcat Family, you are required to conduct a face-to-face interview with a UA alumna/us or a current UA faculty member. By comparing experiences and favorite memories, you will learn about the differences with our campus at various times or other campuses all together as well as the strong common threads which connect us all to our alma mater. This assignment requires you to write a summary of the interview. **Check the rubric for specific grading details.**



5. **Group Video Project:** To delve deeper into the University’s heritage and traditions and how they relate to your personal UA experience, you will be asked to complete a 2 to 3-minute group video project in assigned groups of four/five people through a **Google Doc spreadsheet** distributed by the course TA. This assignment includes three “checkpoints” (i.e., Topics, Five Facts, Outline/Script) throughout the beginning of the semester to ensure each group is on task. ***Check the rubric for specific grading details.***
6. **Early Bird Points (Extra Credit):** If you choose to turn in the Picture Book, Tradition Paper, or Alumni/Faculty Interview Paper at least one full week early, you will receive an automatic five points extra credit.
For example, if an assignment is due on Wednesday, February 19 at midnight, it will only be counted as early bird if submitted before Wednesday, February 12 at midnight.
7. **Attendance/Participation:** Students are expected to be regular and punctual in class attendance and to fully participate in the course. To be excused from a class session, a Dean’s Excuse must be submitted BEFORE the class session of the excused absence. Attendance is taken/recorded every class session at the top of the hour for a total of 250 points. In place of calling roll or signing in (except for the first two classes), attendance is recorded using Classroom Responders, or Clickers. Each of the 29 class periods is worth a maximum of eight points. Two clicker questions are asked each day for a total of four points each (if answered correctly). An incorrect response results in two points awarded per question. At the end of the semester, the lowest attendance grade is dropped which creates a maximum of 224 points out of 250. The additional 26 points are awarded according to the scale below (listed under Overall Attendance in D2L grading). ***Missing Clicker:*** If a student forgets his/her clicker on a certain day, he/she can come up to the podium with his/her CatCard during polling to submit his/her name. In this case, a maximum of four points are awarded.

Miss 0-1 class: +26 points

Miss 2-4 classes: +12 points

Miss 5-7 classes: +2 points



Miss 8+ classes: +0 points, and a failing grade

Final Exam: The final is a comprehensive and open notes online exam worth 150 points. Fifty points are comprised of correctly singing “*Bear Down, Arizona!*” and “*All Hail, Arizona*” (completed in class on **Wednesday, December 5th**) and 100 points are comprised of 50 multiple choice questions (must be completed on D2L between **2:00 p.m. on Wednesday, December 5th** and **11:59 p.m. on Thursday, December 6th**).



Due Dates: VERY IMPORTANT - All assignments are due at **11:59 p.m.** on the date as listed below. The Picture Book, Tradition Paper, and Alumni/Faculty Interview Paper follow a cohort grouping **based upon your last name**. For example, if your last name is Knight, you are in Cohort 2 and will turn in your assignments accordingly.

What is your COLOR cohort?

Due Dates for Assignments by Cohorts*			
ASSIGNMENTS 			
Due Date			
August 27	Syllabus Quiz		
September 5	Video Checkpoint #1: Topic		
September 12	Video Checkpoint #2: Five Facts		
September 19	Video Checkpoint #3: Outline		
September 26	Final Video Project w/ Script & Peer Member Evaluations		
INDIVIDUAL ASSIGNMENTS in order by Cohort 			
Due Date	Cohort 1 A-G	Cohort 2 H-O	Cohort 3 P-Z
October 10	Picture Book	Alumni/Faculty Interview	Tradition Paper
October 24	Tradition Paper	Picture Book	Alumni/Faculty Interview
November 7	Alumni/Faculty Interview	Tradition Paper	Picture Book

*Cohorts based upon last name

What is your COLOR cohort?



COURSE POLICIES

Office Hours: Are maintained throughout the semester. Students should visit the Graduate Assistant (GTA) during his/her office hours listed on the first page of the syllabus. To set up appointments with the course instructors, students are asked to contact Drs. Torres or Mars via e-mail.

Attendance Policy: Due to the nature of the course, it is important for students to be in attendance. Information is provided during every class period which relates to course assignments and is critical to student performance on the course objectives. If you are reading this, please e-mail the Teaching Assistant before midnight on September 28th for two extra credit points. If a student is absent a total of 8 or MORE times, he/she will receive a failing grade or an administrative withdrawn from the course. **To be excused from a class session, a Dean's Excuse must be submitted BEFORE the class session of the excused absence.**

Late Work Policy: Not accepted – plan well. **All assignments are due by 11:59 p.m. on the dates listed on this syllabus.** Late submissions are not accepted. After submitting each assignment, make certain you receive a confirmation email from D2L as verification of the submission.

Academic Misconduct: Students using a Clicker to submit answers for someone not in attendance will be charged with Academic Misconduct and are subject to the disciplinary actions as identified in the University Policy on Academic Misconduct. ([ABOR Policy 5-308-E.10, and F.1](#)) **Academic Integrity:** Students are encouraged to share intellectual views and freely discuss the principles and applications of course materials. However, graded work must be the product of **independent effort** unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://catalog.arizona.edu/2013-14/policies/aaindex.html#A>

Plagiarism is never acceptable in this course and all assignments must contain accurate, individualized information. The course utilizes <http://turnitin.com/> to flag plagiarism. **Assignments submitted with more than 20% plagiarism will NOT receive points for the assignment. Please self-check by selecting the "Turnitin" button on D2L.**

A **re-do assignment** may be implemented at the discretion of the teaching team. When allowed, the re-do assignment will result in an automatic 20% deduction off the assignment grade. The re-do assignment will be due at the discretion of the teaching team.

Grading Concerns: If a student has an issue with a grade he/she received on an assignment, he/she has one week from the time the grade is posted to submit a rebuttal to the instructors via e-mail. Any grade not contested before this deadline is considered final.

Incomplete Grade Policy: Incomplete grades are given only in special circumstances as outlined in University policy. See: <http://catalog.arizona.edu/2013-14/policies/grade.htm>

Accessibility and Accommodations: It is the University's goal for learning experiences to be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let the Teaching Assistant or instructors know immediately so that we can discuss options and solutions. You are also welcomed to contact the **Disability Resource Center** (520-621-3268 or 520-621-1435) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Classroom Behavior: Cell phones, laptops, and other electronic devices (except for Clickers) must be placed in the OFF position during class. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. These behaviors will not be tolerated. See: <http://policy.web.arizona.edu/~policy/threaten.shtml>.

Subject to Change Statement: Syllabus policies and contents are subject to change with notice, as deemed appropriate by the instructors.





Consider obtaining an undergraduate academic certificate in...

Agricultural Leadership and Innovation

The Undergraduate Certificate in Agricultural Leadership and Innovation offers students interested in pursuing any profession within agriculture and the life sciences, as well as those generally interested in serving as agents of change, an opportunity to develop and enhance leadership skills that include, but are not limited to, the ability to develop and lead innovative programs and initiatives within agriculture and the life science industry, community organizations, and government agencies, facilitate team development, and engage in a range of entrepreneurial strategies aimed at the diffusion of innovation and the creation of meaningful change.

Complete 4 Courses from the following List:

ALC309 – *Leadership Principles and Practices* (Molina, Spring/Summer)

This course introduces learners to a broad range of readings addressing practical and theoretical leadership principles. Participants will be expected to critically examine readings and associated videos/movies. Participants will have the opportunity to apply principles from the course in a field project where emphasis will be placed on enhancement of self-awareness and leadership capabilities through the documented development and assessment of the field project.

ALC409 – *Team and Organizational Leadership* (Torres, Spring)

Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The intended audience is the College of Agriculture and Life Sciences (CALs) students. The course focuses on helping students better understand themselves and others; improving group communication; becoming effective leaders and members of groups; improving leadership and personal development skills; assessing leadership situations, determining and administering appropriate leadership strategies, and evaluating results.

ALC410 – *Entrepreneurial Leadership in Ag and the Life Sciences* (Mars, Spring)

This course is an exploration of the principles and practices of entrepreneurial leadership, and the application of such principles and practices within agricultural and rural communities, the cooperative Extension system, educational organizations and systems, agricultural agencies at the local, state, and federal levels, and agricultural enterprises and life sciences industries. Emphasis is placed on the knowledge and skills required to effectively lead change within and across organizations, communities, and settings that intersect the agricultural and life sciences fields.

ALC411 – *Principles and Applications of Organizational Innovation* (Mars, Fall)

This course provides an introduction to the principles and practices central to organizational innovation and leadership. Frameworks and methods for designing, developing, and implementing innovation within agricultural organizations and industrial settings and environments will be explored. The overarching goal of the course is to equip students with the perspective and skill base necessary to be leaders of innovation and change within agricultural organizations that extend across educational, public, governmental, and industrial settings and environments.

ALC422 – *Communicating Knowledge in Ag and the Life Sciences* (Mars, Fall/Spring)

Principles and processes of knowledge diffusion and methods of transferring appropriate technology to user/clientele groups. Communicating effectively within organizations.

For more information, please contact Dr. Matt Mars (mmars@email.arizona.edu)

AED 295B – The Heritage & Traditions of The University of Arizona

