



ANSC 5317
Implementing Change
Summer II, 2020



Instructor

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Time and Location

Online course – Blackboard 9
Website: <http://sulross.blackboard.com>

Course Description

This course examines the processes by which professional change agents influence the introduction, adoption, and diffusion of technological innovations or ideas.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the major concepts upon which the adoption and diffusion of innovations are based.
2. Describe the diffusion process for innovations.
3. Identify their own personal philosophy toward the diffusion of innovations.
4. Evaluate a plan for the introduction, adoption, and diffusion of an innovation based on concepts discussed in the course.

(ANSC) SACSCOC Student Learning Outcomes

Student will demonstrate that he/she is able to:

1. Apply statistical concepts and procedures to animal science data
2. Evaluate literature and references as they apply to animal science data
3. Demonstrate knowledge of the fundamentals and advanced concepts relating to animal science

Required Materials (Available at the SRSU Bookstore or online)

Rogers, E.M. (2003). Diffusion of innovations (5th ed.). Freepress.

Other articles, readings and videos as assigned – provided by instructor during the weekly learning module in which they are assigned

Access to Blackboard 9 and SRSU email

DESCRIPTION OF COURSE ASSIGNMENTS

COURSE ASSIGNMENTS	Due Date	Total Point Value
Reflection Papers (2 @ 100 pts each) <ul style="list-style-type: none">Reflection Paper 1Reflection Paper 2	July 10,2020 July 24, 2020	200
Philosophy of Change	July 31, 2020	300
Diffusion Plan Evaluation	August 07, 2020	300
Online Discussion Forum	Weekly	200
Total Points		1000

Beyond the Book

This course contains content entitled "Beyond the Book." This content supplements the required Rogers reading for the week. All Beyond the Book sections include a video and reading. Make sure you find these in the "Content" and "Video" sections of Blackboard, as there will be discussion prompts regarding these.

Reflection Papers

You will write two critical reflection papers pertaining to planned change and the diffusion of innovations. The papers will focus on issues discussed in class and in the assigned readings. Other readings may be used as supporting references.

Your critical reflection papers should be approximately **three to five double-spaced** pages using 12 pt. font and 1" margins. The intention of these critical reflection papers is for you to develop and articulate an educated opinion on the listed topics, based upon the concepts covered in this course and in any associated readings. All references should be listed in a reference section at the end of the paper; be sure to use APA 6th Edition formatting. The reference page does not count as part of the page length.

Reflection Paper #1:

- Provide an in-depth description of your personal orientation to change. How does your orientation influence the way you (a) lead change and (b) adapt to change? Be sure to provide a thorough description.

Reflection Paper #2:

- Describe the diffusion of a contemporary innovation in the agricultural and natural resources context (i.e. GMOs, Lean Finely Textured Beef, etc.). Evaluate how the attributes of the innovation and adherence to the diffusion process affected its diffusion and the ultimate success or failure of the innovation?

Philosophy of Change

You will need to articulate your philosophy of change based on the concepts covered in course discussions, assigned readings, and any other references you may find useful. How does change occur? What processes are central to the successful introduction, adoption, continuance of use, and diffusion of technological change? What are your responsibilities as a change agent? What theory or theories support your beliefs? How will your beliefs guide your behavior as you lead or encounter change in the future?

Your philosophy of change paper should be a minimum of **four double-spaced** pages using 12 pt. font and 1" margins. All references should be listed in a reference section at the end of the paper; be sure to use APA 6th Edition formatting. The reference page does not count as part of the page length.

Diffusion Plan Evaluation

Your diffusion plan evaluation will be based on an actual product slated to hit the market, for example – Harley-Davidson recently unveiled plans to market a new electric motorcycle called the “Livewire.” It is your assignment to evaluate Harley-Davidson’s plan for the introduction and diffusion of this innovation. You will need to include an in-depth evaluation and analysis of Harley-Davidson’s diffusion plan with consideration of:

- Introduction/Need for innovation
- Target Audience (consider the adopter categories)
- Innovation-Decision Process
- Attributes of the Innovation
- Diffusion Networks

In other words, don’t regurgitate information you find from the Harley-Davidson Company (your innovation). You need to give an in-depth description of your evaluation regarding all that the Harley-Davidson Company (your innovation) is doing to diffuse the Livewire. How successful will Harley-Davidson’s (your innovation) diffusion of this product be and why?

A note about written reports:

Cite all references using APA 6th Edition style format. APA (American Psychological Association) has a reference manual available:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional information on citations can be found at the Purdue Online Writing Lab -

<http://owl.english.purdue.edu/owl/>

***Discussion Forums:**

While this course is being taught at a distance, ***students are expected to be active participants*** in the classroom web-discussion and exercises. The discussion board provides a venue to increase interaction and is used to replicate a traditional class discussion. To facilitate this discussion, the instructor will provide guiding questions for each discussion. However, as in a traditional discussion format, students are encouraged to not only respond to questions, but also pose questions to the group and instructor. Active participation in this way increases not only your knowledge, but the knowledge of others participating in the course. You all bring a wealth of knowledge and information to this class from which others can benefit. Therefore, all students will be required to participate in the weekly discussion board forums. Although points for this assignment are awarded based on student participation, not discussion content (i.e. there really are no right or wrong answers), please try to ensure your input and comments are both appropriate and applicable to the assigned discussion topic. Additionally, basic courtesy is expected from all members of this course. Failure to be engaged in the sharing of ideas not only limits the value you gain from this course, but also that of others.

*You will be required to post an answer to the guiding questions provided in Blackboard by the end of the week. Weeks run from Thursday through Wednesday. For example, posts for the first week must be made by Wednesday, July 8th. In addition to providing a response to the guiding questions, you will also need to ***respond to at least two other students’ posts***. Please provide insightful remarks. Do not simply respond to a post by stating something like “I agree with you.” Remember, the purpose of this is to generate robust conversations. As always, remember to respond to others’ posts with decorum. If you disagree with something someone posts, this is ok, however, state your position and why you disagree. Let’s refrain from personal attacks. Any posts that are deemed unprofessional will be removed and your grade will be affected.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

Academic Honesty

On all work submitted for credit by students at the university, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this**

assignment.”

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment can affect other students adversely. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

We all serve as change agents from time to time and this course is designed to help you develop your expertise and professionalism as professional change agent. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!
- Call me if you have any questions.

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Quitman, Georgia where I was a member of the high school FFA, 4-H, Chess Club, Marching Band, and the baseball team. I went to Fort Valley State University to receive my bachelor's degree in agricultural education and taught high school agriculture. I spent a few years in law enforcement before deciding to return to school to receive my master's and doctoral degrees. I attended the University of Georgia, Purdue University and have an advanced certification from Harvard University. I'm a recipient of the Honorary State and American FFA Degrees as well as being recognized as a distinguished alumni of Purdue University (the #4 agricultural university in the world). My research revolves around service learning, leadership, and underrepresented in agriculture.

Distance Education Policy Statement

Students enrolled in distance education courses have equal access to the university's academic support services (i.e. Smarthinking), library resources (i.e. online databases), and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Reasonable Accommodation Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu.

ANSC 5317 Course Calendar

Dates	Topics / Learning Experiences	Readings
July 1-11th Module I	<ul style="list-style-type: none"> • Elements of Diffusion • Criticisms of Diffusion Research • Interview with Dr. Everett Rogers (video) • Beyond the Book 	Rogers Ch. 1 Rogers Ch. 2 (pp. 94-101) Rogers Ch. 3 MacVaugh & Schiavone (2010)
July 12-18th Module II	<ul style="list-style-type: none"> • How are innovations created? • "Where do Good Ideas Come from?" (video) • The Innovation-Decision Process • Beyond the Book 	Rogers Ch. 4 Rogers Ch. 5 Batte and Arnholt (2003)
July 19-25th Module III	<ul style="list-style-type: none"> • Attributes of Innovations • Innovativeness and Adopter Categories • "Who Moved my Cheese?" (video) • Beyond the Book 	Rogers Ch. 6 Rogers Ch. 7 Kuehne et al. (2011)
July 26-August 1st Module IV	<ul style="list-style-type: none"> • Diffusion Networks • "The Influence of Social Networks" (video) • The Change Agent • Beyond the Book 	Rogers Ch. 8 Rogers Ch. 9 Vestal and Briers (2000)
Aug 2-August 7th Module V	<ul style="list-style-type: none"> • Innovation in Organizations • "How Great Leaders Inspire Action" (video) • Consequences of Innovation • Beyond the Book 	Fullan (2004) Rogers Ch. 10 Rogers Ch. 11

NOTE:

It is okay to read ahead of the chapters presented for the week, in fact, I encourage it. Please stay abreast of your readings and interact accordingly. As a side note, not contacting me does not constitute me not being available or being confused on any assignment. You have my cell phone number, so I may be reached at any reasonable time. I am excited to read your responses for the weekly discussions. Remember, this class is "student driven" therefore everyone is expected to reflect as if we were in a classroom discussion.

*** I will be downloading a video the first day of class to discuss the class and assignments associated with the class (if I can figure this blackboard technology out...if not, I'll upload as a youtube).