AgEdS 211C Manual
Early Field-Based Experience (EFE) Program
Communications & Agricultural Studies

http://www.ageds.iastate.edu/content/field-experiences

Effective July 2015

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INTRODUCTION

The purpose of the AgEdS 211C Early Field-based Experience (EFE) is to provide you, the student, with an opportunity to reflect and participate in a professional agricultural setting early in your academic career as a student in the Department of Agricultural Education and Studies. This is not a job shadow experience. Take ownership of your EFE by your choice of a work site or school and by asking yourself:

- What are the areas you want to explore?
- What is your reason in choosing a potential employment site?

The activities required in the EFE include observing and assisting your on-site supervisor in daily activities, as well as your own participation. Your written reflections should explain what your observations have meant to you. You will be fully engaged with observations and reflections. The experience is intended to help you decide if an agricultural extension, communications, organizational or business environment is the right one for you as you prepare for your career.

NOTE: The letter “C” after the number is part of the course number.

211C = Ag communications and business

Those of you in agricultural communications will be involved in different phases of broadcast, print, or electronic media communications. Some may have the opportunity to work with editors, reporters, public relations personnel, etc. You and your site-supervisor should structure your experience to include all facets of the communications setting.

Those who are planning to return to the farm will have the opportunity to observe the supplier side of farming operations. What inputs do such suppliers add to the production equation that helps a production agriculturist do their job more effectively?

Whatever your area of interest, this early learning experience will be as good as you make it. Your active participation is central to the quality and value of your experience.
1. To provide students with opportunities to make observations within a professional business environment and **reflect** on what those observations mean to them as a learning experience.

2. To allow students to take an active part in experiences that will help in making decisions about a career in agriculture.

3. To identify the role of the agri-business professional or informal educator in the community and the scope of the agribusiness industry.

4. To observe agribusiness retailers, suppliers, or customers and their behavior in a work environment, and reflect on communication strategies, individual differences and similarities, special needs, and biases.

5. To identify the various tasks that agribusiness personnel perform, the environment in which they perform, and the skills needed to complete their tasks satisfactorily.

6. To gain observational skills, reflective writing ability, and practical experiences that will serve as a foundation for future course professional and career goals.
COURSE EXPECTATIONS

You are required to complete five (5) days (40 hours) of observation and participation at the approved site you have selected. Standard procedure is for these five days to be completed consecutively, if possible. If you find that you cannot spend 5 consecutive days at your EFE site, group as many days together as you can to get the most enriching opportunity to experience a realistic work environment. If 40 hours of EFE are not completed, the final grade will be F and you will need to retake the course.

1. You are responsible for identifying an appropriate EFE site and contacting the appropriate person. Be sure to ask if you are covered under the site’s insurance policy during your EFE.

2. You are expected to write reflective narratives of your activities each day of your learning experience. Your narratives should include reflections on what you have learned and observed each day of your EFE, not a record of what you did (Length: about 1 page; single-spaced, typed, 1-inch margins).

3. You are expected to write reflective narratives on 10 specific observations that are outlined in the Supplementary Activities section. Your writing should include your reactions to what you observe, not a recording of what you observe. A list of cues to help you reflect on your observations can be found in the Supplementary Activities section. (Length for each observation: about 1 page; single-spaced, typed, 1-inch margins).

4. You are expected to do a special project in agricultural communications or agricultural studies. Follow the guidelines under the Supplementary Activities section of this document. (Length of each: 1-2 pages; single-spaced, typed, 1-inch margins). You should also include in your portfolio any additional supportive materials or curricula you used or developed during your EFE.

5. You are expected to compile all of the appropriate assignments into one portfolio using a 3-ring binder or some other form of permanent binding (see illustration under Supplemental Activities) for all your narratives and supplemental materials. Please do not put your type-written pages in plastic sleeves. Other supporting materials that you want to include in the portfolio may be put in protective covering. Do not exceed the length for each section of narrative as stipulated in Supplemental Activities.

6. You are expected to follow English language rules and use correct grammar, terminology, sentence structure, punctuation, spelling, possessives and contractions, and verb tense in your writing.

• You want your narratives to carry a reader from idea to idea without them getting lost along the way.
• Your written work represents you. Be sure to proofread your narratives after you have compiled your portfolio.


**SCHEDULING EXPECTATIONS**

*AgEdS 211C Early Field-Based Experience* (EFE) is a prerequisite to enrolling in any other internship-type experience in the Department of Agricultural Education and Studies. You must have completed and received a grade for *AgEdS 211C* before you are eligible to register for another AgEdS internship course.

1. Consult with your departmental academic advisor as to when *AGEDS 211C* fits in your overall program of study. You and your academic advisor are the major resource for determining the most appropriate time for you to be enrolled.

2. You must make an appointment with Dr. Sorrel Brown at least 3 weeks before the start date of your EFE to discuss the requirements of the course. Communication by email is not acceptable for the initial meeting with Dr. Brown. You can reach Dr. Brown at 294-8802 or sorrel@iastate.edu. After the initial meeting, email will be the standard communication mode.

3. Be sure to keep your appointment with Dr. Brown, or notify her if you are unable to meet as scheduled. *AgEdS 211C* allows you to experience an agricultural business as a professional, so start your professional career by being on time for your appointment or cancelling it if you are unable to meet at the scheduled time.

4. You are expected to make contact with the supervisor at the site where you intend to do your EFE. Neither your Academic Advisor nor Dr. Brown will make the contact for you.

5. You are responsible for determining with your site supervisor the best time to get the most effective observational and participative experience. If that time frame conflicts with your other scheduled classes, it is your responsibility to contact your other instructors to either complete assignments in advance or make arrangements to make up work after your EFE. Should you need Dr. Brown to communicate with an instructor about your EFE, it is your responsibility to confer with Dr. Brown in advance of such need and provide her with names and emails.

6. All students are required to **complete their EFE at least 5 weeks before the end of the semester** they are registered.
   - Failure to complete the field experience by this timeline will result in a grade of F.
   - Incompletes rarely are given, only for extenuating circumstances at the discretion of the Internship Supervisor.
   - Students may complete their EFE earlier for the semester they are registered if they wish.
     - For students registered for fall semester, the EFE can be completed the previous May of that year following finals of spring semester. The EFE cannot be done during Thanksgiving break.
     - For students registered for spring semester, the EFE can be completed before that spring semester begins IF there is sufficient time (at least 5 business days) between the first of the year and the beginning of that semester, or during spring break.
7. Download the *AgEdS 211C* Application Form from the AgEdS Department web site under **Field Experiences**. Complete and hand in the application to Dr. Brown when you meet with her. The application contains information regarding the location you have selected for your EFE, contact information for your site supervisor, your personal contact information, the time frame you have negotiated for completing your EFE, and your signature.

8. Once you have signed and returned the completed *AgEdS 211C* Application Form to Dr. Brown, she will mail a packet of information to your site supervisor that includes:

   a) a cover letter,
   b) 211C course objectives,
   c) a Site Approval Form your supervisor or teacher signs stating his/her willingness to work with you, and
   d) an evaluation your site supervisor will complete on your performance and mail to Dr. Brown as part of your final grade.

9. Allow a 3-week time period between the time you hand in your completed application to Dr. Brown and the time that you report for the first day of your EFE. This time frame is necessary for processing the materials to site supervisors by surface postal mail.

10. Formally enroll in *AgEdS 211C* through the standard touch-tone registration process, or fill out an add slip and have Dr. Brown sign it. The letter “C” is part of the course number, **not** the section number.

11. Make contact with your site supervisor before your first day of work to determine when and where to report, what to wear, where to park, etc.

12. Spend 40 consecutive hours at the site you have contracted with. During your EFE, take notes for your portfolio requirements that include your reflection on the 10 observations, special project, and daily reflection of what you learn.

13. **Within 2 weeks of completion of your EFE, your portfolio is due to Dr. Brown.** Dr. Brown will read and evaluate your materials and submit a grade based on your narratives for your reflections on your learning experience and observations. A grading rubric is included in this manual in the *Supplementary Activities* section.
CREDITS & GRADING

1. You will be awarded one (1) credit each time you enroll in AgEdS 211C and turn in a portfolio. AgEdS 211C may be repeated in different sites up to three (3) different times, for 1 credit each time.

2. Restrictions
   a. Students may not do their EFE in a location where they are currently employed.
   b. Students may not do their EFE during fall break or holiday breaks.
   c. Students may not do their EFE as the first week of 412 or 418 Professional Experience Internship.
   d. Students may not do their EFE in their own family business.
   e. Students must do their EFE in a business or organization that is clearly related to the field of agriculture.

3. **Cover of portfolio binder** should include the following information:
   - Student Name:
   - EFE Site:
   - EFE Dates: From ________ to ________
   - Major: [Ag Education, Ag Communications, Ag Studies]
   - Course Number: 211A (teacher education)
   - 211C (ag communications, ag studies, ag business)
   - Semester & Year Registered:

4. The portfolio will be graded according to the following measures:
   - Daily reflective narrative 30 points
   - 10 Observations with reflection 30
   - Supplementary activities (Ex: special project; lesson taught) 20
   - Grammar & language rules 10
   - Following directions (ex: copy of thank you note in portfolio) 5
   - Timeliness (2 weeks after ending date of EFE) 5
   - TOTAL 100 points

5. Grades will be assigned based on the following point system:

<table>
<thead>
<tr>
<th>Points Interval</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>93 to 100</td>
<td>A</td>
</tr>
<tr>
<td>90 to 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87 to 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>84 to 86.9</td>
<td>B</td>
</tr>
<tr>
<td>81 to 83.9</td>
<td>B-</td>
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<tr>
<td>78 to 80.9</td>
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<tr>
<td>72 to 74.9</td>
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<td>69 to 73.9.9</td>
<td>D+</td>
</tr>
<tr>
<td>66 to 68.9</td>
<td>D+</td>
</tr>
<tr>
<td>60 to 65.9</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
STUDENT RESPONSIBILITIES DURING EFE

As a student in AgEdS 211C, you begin to assume the role as agribusiness professionals. This infers that certain responsibilities and expectations are to be carried out. These expectations include the following:

1. Report to the site supervisor immediately upon your arrival at the work site.

2. Be on time for your scheduled experience and throughout your scheduled time on site.

3. If you must be absent from your scheduled visit due to illness or other critical reasons, notify your site supervisor by telephone and Dr. Brown, Department Internship Supervisor [515-294-8802].

4. Dress appropriately for the entire period of your assignment. You are acting as a professional and should dress and groom yourself accordingly. It is better to be "over-dressed" than to be "under-dressed."

5. Carry out any responsibilities you are given. Remember that these responsibilities are an opportunity for you to gain valuable experience and learn how to become an effective and dependable professional in the agricultural sector.

6. Do not tolerate inappropriate behavior from your site supervisor or anyone else during your EFE. If you find yourself subjected to any kind of harassment, contact the Department Internship Supervisor or any faculty or staff in the AgEdS Department immediately. Students will not be penalized if their EFE has to be interrupted due to inappropriate behavior on the part of someone else. Refer to http://www.dso.iastate.edu/sexualmisconduct/ for specific actions you can take.

7. Be alert and abide by all work site regulations.

8. Confidentiality is important. Discussions with other staff, coordinators, customers or clients should always remain confidential.

9. Learn as much as you can about the professional's role and the scope of the business during your EFE. You should be able to gather a great deal of information that will be helpful to your future career from asking questions as well as observing and reflecting.

10. Before leaving your work site, express your appreciation to your site supervisor and other individuals who were relevant to your learning experience. This should be followed up with a written expression of appreciation and a copy should be included in your final portfolio.

11. Check with your site supervisor to make sure s/he has sent Dr. Brown the appropriate completed and signed forms (Site Approval form before you start your EFE; Student Verification & Evaluation).

12. Complete all assignments for your portfolio. Do not put your typed papers in plastic sleeves. Your portfolio is due within 2 weeks of the completion of your EFE. Submit your final portfolio to Dr. Sorrel Brown, Department Internship Supervisor, 217E Curtiss.
SITE SUPERVISOR EVALUATION

At the conclusion of your EFE, your site supervisor must complete and return an evaluation to the Department Internship Supervisor. The evaluation form is in the packet of materials sent to your supervisor after you turn in your AgEdS 211C application before you begin your EFE. The types of characteristics your site supervisor will rate you on are:

**Dependability:** Arrived on time, displayed a professional demeanor and dressed appropriately for the experience

**Organization:** Used time efficiently and effectively to learn as much as possible

**Enthusiasm:** Appeared alert and showed interest in the job; enthusiastic about learning all aspects of the work environment

**Effectiveness:** Appeared competent, quick to learn; actively participated in all experiences

**Cooperation:** Showed interest in the total program by meeting and visiting with teachers, clientele and/or co-workers

**Initiative:** Eager to be involved in multiple activities by lending assistance to supervisor; volunteered for assignments; willing to help in any activities by offering assistance

**Rapport:** Worked well and interacted with students, other teachers, clients and co-workers

**Sensitivity:** Appeared to genuinely care about people; listened well and observed what was going on with everyone
Supplementary Activities

The following pages are directed to students who are involved in the Agricultural Communications, Agricultural Studies or Extension Program.
AGEDS 211C Early Field-Based Experience (EFE)

REQUIRED OBSERVATIONS

for Students in Agricultural Communications,
Agricultural Studies or Extension

The EFE program has two major functions: **Reflection on your OBSERVATIONS and PARTICIPATION** in the educational activities of the agricultural organization or enterprise you are observing. You will learn much more from this experience if you carefully plan specific activities each day in addition to the tasks you will participate in during your experience.

Below are the ten (10) observations you must complete for your portfolio. For an observation to be effective, it must be planned. You must work at the observation to really understand what is happening in any given situation, so that you can reflect on what you have learned from your observations.

**Length:** One page for each observation that describes what you observe and what you conclude from it. Your reflections should serve as a way to transition your observations to how you would apply those observations to your own situation (single-spaced, typed, 1-inch margins). Do not exceed stipulated length.

**Observation #1**  **The Physical environment**
Carefully analyze the facilities and their management. Diagram how they are being used to facilitate the organization. How are materials stored, filed, and maintained? What equipment is available and how is it used? Explain how informational displays or handout materials are effective.

**Observation #2**  **Organizational Structure**
How is the enterprise or organization structured? Who is in charge? Who works for whom? What are the responsibilities of each professional? Outline the organizational chart. How do the responsibilities of the staff support the mission of the organization?

**Observation #3**  **The Work climate**
How do employees relate to each other? How do professionals work with support staff? How does the supervisor work with employees?

**Observation #4**  **Accessibility to Clients**
When is the office open for business? How much of the week, on average, is spent in the office by the professional staff as compared to the amount of time spent out of the office? How are "walk in" clients greeted or assisted? How do staff members make referrals and handle questions? Is the office accessible to physically challenged individuals? Is everyone treated fairly and equally?
Observation #5  
**Use of Communication Equipment**
 Explain the importance of the telephone in the organization. When do professionals utilize cell phones and when do they use landlines? How are callers greeted? What image does the organization portray in telecommunications utilization? Are they living in yester-year or are they up to speed on having and using equipment? What other communications tools are utilized? Computer, fax, radio, newsletter, etc.? Reflect on your observations.

Observation #6  
**Media Utilization**
 What tools are used to conduct business? Printed materials, workshops, seminars, one-to-one visits, field demonstrations? Reflect on the importance of the processes & media used.

Observation #7  
**Professional’s Role**
 What are the tasks of the professional? What do they do on a daily basis? What administrative tasks do they perform? What is their schedule like? What are their supervisory tasks? How do outside expectations impact or interfere with "official duties?"

Observation #8  
**Analysis of a Meeting or Client Interaction**
 Conduct an analysis during a meeting or a client interaction. What were the objectives of the meeting or interaction? What motivational techniques were used? How were resources, media, instructional materials used effectively? What was the client/participant’s role? What strategies did the professional staff use? What recommendations would you make to improve the effectiveness of the meeting or client interaction?

Observation #9  
**Workplace Safety**
 Describe potential safety hazards that you observed. How is the business dealing with potential safety problems? What else do you think needs to be done?

Observation #10  
**Would You Want To Work There?**
 After spending 5 days observing and participating in this organization, would you want to work there on a permanent basis? Explain the rationale behind your reasoning.
 REQUIRED DAILY NARRATIVES

For Students in Agricultural Communications,
Agricultural Studies or Extension

You are required to submit narratives of your activities for the entire week of your EFE. They should reflect your interpretation of what you have observed, answering questions such as:

- What did you learn?
- What questions did you ask and what answers did you received?
- What did you see and do?
- What has left you completely baffled about the day?
- What intrigued you enough about the day to want to explore it more thoroughly?

**Length:** One page for each day of your experience (single-spaced, typed, 1-inch margins). Do not exceed required length.
AGEDS 211C Early Field-Based Experience (EFE)

REQUIRED SPECIAL PROJECT

for Students in Agricultural Communications,
Agricultural Studies or Extension

A very important part of your EFE is developing a special project that you can share with the clients and/or employees of the site you are visiting. Examples might include a handout, poster, or display on energy-saving tips or an energy audit of the site. You might even help to develop a new process that would be useful to the work site you are observing. The important thing is that the project fits the situation you are working in. Use your creativity and visit with your on-site supervisor to come up with suggested areas that show a need from her/his prospective. Show how you were given main responsibility for an activity or task.

You would be well advised to discuss this requirement with a potential on-site supervisor before you negotiate doing your EFE at a particular location. **If no special project can be identified and your part in its development defined, you will want to consider abandoning that site and find another.** A significant portion of your grade will be based on your special project.

Once you have negotiated your special project, write 1-2 pages (maximum) that covers the areas described below (single-spaced, typed, 1 inch margins). **Do not exceed required length.**

1. Describe your project. What was it? When, where, how did you present it to staff or clients? What resources did you use to develop the project? What resources did you use to present the information to the staff or clients? Include a copy or a picture of your project if possible.

2. Describe your audience. What type of people were you presenting to? How many people did you reach? What impact did your project have on them?

3. What were some of the comments and reactions of the clients or staff to the information you presented? How did your supervisor react to your project? What is your own evaluation of the project?

4. Describe how your project fits with the mission or current goals of the organization or business.
Site Supervisor Verification & Assessment of Student Participation in AgEdS 211C

Student Name ____________________________________________________________

Site Location: _____________________________________________________________________

Directions: Please complete this form to verify and evaluate participation in a field-based experience at your location by an Iowa State University student. Circle the number that best describes the level of capability the student has shown (1 = low; 5 = high).

Did the student complete the field-based experience as planned? ☐ YES ☐ NO

If NO, please explain why not: ________________________________________________
______________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th>HIGH</th>
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<tbody>
<tr>
<td>Arrived on time; displayed a professional demeanor and attitude; avoided absences; responded professionally to feedback</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Used time efficiently and effectively to learn as much as possible</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Appeared alert; had an eager attitude &amp; willingness to learn</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Showed interest in total work environment; met &amp; visited with customers, teachers or co-workers when appropriate</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Respected confidentiality</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Followed all policies &amp; regulations, expectations, and legal requirements</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Became involved in multiple activities; prepared all materials responsible for</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Interacted well with clients, customers, teachers, other students, parents or co-workers</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Appeared to genuinely care about people; listened and observed what was going on; demonstrated respect</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: ______________________________________________________________________
______________________________________________________________________________

Supervisor ______________________________ Date: ________________________________

Please share your ratings with the student and return the completed form to:
Dr. Sorrel Brown
217E Curtiss
Iowa State University
Ames, IA 50011-1050
515 294-8802
sorrel@iastate.edu
REFLECTION CUES* & EXAMPLES for Writing about your Early Field-based Experience (EFE)

- After observing/participating in your EFE, what questions remain unclear?
- If you have a chance to speak to your friends about this EFE, what would you say?
- What suggestions would you give other students/employees about ways to get the most out this EFE?
- How do you feel about yourself as a communicator in your [major, discipline, profession]?
- What are your strengths as a communicator in your [major, discipline, profession]?
- What have you learned in this EFE that will help you continue to grow as a communicator?
- What was the one especially useful or meaningful thing you learned in this EFE?
- What specific improvements(s) did you make? How did the improvement(s) affect your feelings about yourself?
- Describe something critical/significant that you’ve learned about yourself in this EFE?
- What was your favorite part of this EFE? Why?
- What was your least favorite part of this EFE? Why?
- Complete the following sentences about your EFE:
  - I need ...
  - I wonder ...
  - I wish ...
- If you could do this EFE over, what would you do differently?
- What strategies did you use to learn the materials/tasks in this EFE? Why did you choose those particular strategies?
- What risks did you take in this EFE? Why did you take them?
- If you could change any one of the assignments/tasks you did for this EFE, which one would it be? What would you change about it? Why?
- What problems did you encounter in this EFE? How did you handle them?
- What about this EFE would you like to learn more about?
- After experiencing this EFE, in what area would you like to strengthen your skills? Why?

* Adapted from Rebecca E. Burnett, Ph.D., formerly of the ISU Department of English, Rhetoric & Professional Communication.
Reflection Examples for EFE in Agricultural Studies or Extension

a. This day was valuable to me because I could really see a lot of the information these guys go through to make a good presentation. ... they have endless information on genetics, agronomic traits, future products, etc. They have to be able to go through all this information and pick out main points that should reach the audience.

b. The one main question I had was "What is the deal with these new hybrid corn numbers?"

c. One confusing thing I saw was most of the slides are not their own. This confused me because as a student, I am used to making all of my own slides. If I did not do this I would be accused of plagiarism and be kicked out of school. However, this is not plagiarism for them because it is all in company and they are just using their resources.

d. During my time at ..., and with speaking to ... about the work place before I arrived, I really noticed a lack of appreciation and communication between employees. In my opinion, communication is the most important aspect of running a business, because if you can’t communicate with your co-workers, you can’t effectively communicate with your customers. I [had] an idea that I have used in my leadership experiences. I wanted them to appreciate each other and help each other out in every day work.

e. Everyone came into the room at three-thirty that afternoon. I sat them down and explained the purpose of the Special Project, and at first I got some weird and timid looks. Then I described my project. I told them to write down their expectations for the day, what they need to do every day to accomplish their tasks. Then I told them to write down how they accomplished those expectations and things that they use. To be honest, I didn’t expect this to go over well. I wanted to show them that if they could sit down and talk about change and discuss the problems that come up, they would work together better.

f. The importance of networking in a professional setting was made clear to me as well. First thing on my list today was to call ... of Kansas State University. I felt very relaxed talking to him and we at times strayed from the topic and just chatted.

g. Today the most impressive thing that I saw was definitely the sets that the magazines often use for photo shoots. They looked exactly like those in a magazine, except they weren’t actual houses, which shocked me.

h. Today I actually asked if I was asking too many questions. ... responded in an email with what seemed like a chuckle. He asked, “Is there such a thing?!.” Throughout the day I would send in my updated material for my story. With each revision I knew I was improving my writing skills and the story itself. So with each revision I sent I would ask simple questions like, “Is this better?” or “Is this what you’re looking for?”

i. ... they both agreed to let me bring in my AgEdS 311 textbook. It worked out perfect because I took 311 last semester and good presentation strategies and techniques were still fresh in my head. At the beginning of the day I gave my presentation ... on how to keep the audience interested and how to make a successful PowerPoint... They both really enjoyed the insight because they didn’t have these classes with PowerPoint in their college days.
ISU Writing & Media Center

The Writing & Media Center at ISU offers a comfortable environment where ISU undergraduate students from any discipline can collaborate with peer tutors on all facets of written, oral, visual and electronic communication. The Center helps with...

- Understanding your audience
- Brainstorming
- Organization and style
- Research methods and citations
- Document design
- Cover letters and résumés
- Personal statements
- Proposals
- Speeches and presentations

Take advantage of this valuable resource as you develop your portfolio and prepare your presentation.

Writing & Media Center
300 Carver Hall
515 294-5411
Email: writectr@iastate.edu
www.dso.iastate.edu/wmc/
One Example of Binding for Portfolio

Student Name:

EFE Site:

EFE Dates:

Major:

Course Number:

Semester & Year Registered: