



AGRICULTURAL COMMUNICATIONS STUDY GUIDE

Agricultural Communications certifies that individuals have a knowledge and skill set applicable to entry-level positions in the agricultural communications industry.

The certification standards for the Agricultural Communications exam are based on the standards and benchmarks taught in the Florida's Agricultural Communications program at the secondary level. Each standard is weighted based on industry needs and feedback and are noted below. The number of questions per standard is determined by the industry weight. A complete listing of Florida's Agricultural Communications standards and corresponding benchmarks are available from the Florida Department of Education.

Standard	Description	Resource	Weight
13	Investigate the communications sector of the agricultural industry	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 1	4%
14	Identify the forms of communication	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 2	4%
15	Develop communication messages	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CHS. 2, 3, and 15	3%
16	Demonstrate oral communications skills	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 7	5%
17	Conduct interviews	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH.5	2%
18	Utilize printed agricultural media	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH 5 and Appendix A; and The Associated Press Stylebook and Libel Manual (most recent version)	7%
19	Utilize photography and graphics	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 9	7%
20	Develop, design and edit publications and documents	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 6	7%
21	Develop audio and video media	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 10	7%
22	Investigate ethical and professional issues in agricultural communications	American Agricultural Editors' Association's curriculum on ethics: http://www.ageditors.com/AAEA-Ethics-Curriculum/ethicsweb/index.html	3%
23	Demonstrate leadership, employability, and human relations skills	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 4	5%
24	Students evaluate the importance of the food and fiber system to understand the impact on global economy	Agriscience Fundamentals & Applications, 5th Edition: Unit 8, Unit 32 & Unit 34	1%
25	Students examine the scope of career opportunities in and the importance of agriculture to the economy	Agriscience Fundamentals & Applications, 5th Edition: Unit 1, Unit 4, Unit 34, Unit 35 & Unit 36	1%
29	Explore the communications sector of the agricultural industry	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 1	1%
30	Create communication messages	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 15	5%
31	Demonstrate oral communications skills	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 8	4%
32	Generate printed agricultural media	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 13	5%
33	Modify photography and graphics	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 9	4%
34	Create, design, and edit publications and documents	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 6	4%
35	Create or analyze audio and video media	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 10	4%
36	Investigate ethical and professional issues in agricultural communications	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 14	3%
37	Demonstrate leadership, employability, and human relations skills	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, 12	1%
38	Use online and social media	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CHS. 11 AND 12	7%

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39	Create an agricultural communications campaign	Agricultural Communications in Action: A Hands-on Approach (2012), Telg & Irani, CH. 17	4%
40	Explain the components of the American business system	Agriscience Fundamentals & Applications, 5th Edition: Unit 36	1%
41	Investigate agricultural cooperatives structure and function	Agriscience Fundamentals & Applications, 5th Edition: Unit 36	1%

AGRICULTURAL COMMUNICATIONS 2

STANDARD 13

4 QUESTIONS

Students should be familiar with the career areas within the agricultural communications sector of the agricultural industry, including basic job descriptions.

Sample Question: What professional communication role develops materials for instructional purposes?

Students should be able to describe the importance of communications in American agriculture.

Sample Question: What was the title of the first American agricultural magazine?

Students should be able to discuss career opportunities in agricultural communications, including the educational requirements.

Sample Question: What university first offered agricultural journalism courses?

Students should be able to identify professional organizations related to agricultural communications.

Sample Question: What professional communication organization focuses on livestock publishing?

STANDARD 14

4 QUESTIONS

Students should be able to identify the different forms of communication.

Sample Question: What communication type is between two persons?

Students should be able to identify communication barriers and determine methods to overcome these barriers.

Sample Question: What word describes a receiver's response to a communication message?

Students should be able to explain the differences of verbal, nonverbal, written, and visual communication.

Sample Question: What is a conscious decision to communicate with some purpose in mind called?

STANDARD 15

3 QUESTIONS

Students should be able to develop communications messages.

Sample Question: What communication process model is used extensively when developing communication messages?

Students should be able to conduct an audience analysis.

Sample Question: What is a specific audience called that you create messages for?

Students should be able to utilize elements of informative and persuasive messages.

Sample Question: What is a claim indicating your stance or position on an issue called?

Students should be able to compare and contrast media channels.

Sample Question: What is the process of communicating through a media channel to a large number of people at the same time called?

Students should be able to create persuasive messages.

Sample Question: How many parts should an argument have?

STANDARD 16

5 QUESTIONS

Students should be able to determine the different types of speeches and their characteristics.

Sample Question: What type of communication involves the process of sending and receiving information between two or more people?

Students should be able to explain the steps necessary to prepare a speech.

Sample Question: What is the main idea of a speech called?

Students should be able to create visual aids for presentations.

Sample Question: What is an example of a visual aid?

STANDARD 17

2 QUESTIONS

Students should be able to conduct interviews.

Sample Question: Approximately how many questions should a reporter prepare in advance for an interview?

Students should be able to identify the types of interview questions.

Sample Question: What type of question is a follow-up to something that the interviewee has previously said?

STANDARD 18

7 QUESTIONS

Students should be able to identify and list the criteria for newsworthiness in a news story.

Sample Question: What news criteria refers to how close physically or psychologically the news story's content is to the audience?

Students should be able to list the 5 Ws and H (who, what, when, where, why, and how) and be familiar with the importance of each in a news story.

Sample Question: Which of the following is not one of the elements of the "5 Ws and H"?

Students should be able to identify the different elements in a news story.

Sample Question: What is the first paragraph of a news story called?

STANDARD 19

7 QUESTIONS

Students should be able to identify the components of photographic composition.

Sample Question: What is the process of organizing the subject through a camera's viewfinder called?

Students should be able to explain the difference among digital file formats.

Sample Question: Which digital file format are most photographs used on the Web saved as?

Students should be able to identify the types of photographs and graphics.

Sample Question: What is another name for a "cutline," the written information underneath a photograph?

Students should be able to identify key terms in photography and digital photo editing.

Sample Question: What is the "iris" of the camera known as?

STANDARD 20

7 QUESTIONS

Students should be able to develop, design, and edit publications and documents.

Sample Question: What principle of document design refers to the dominant focus or element on a page?

Students should be able to identify key terms in publication and document design.

Sample Question: What is an image composed of mathematically defined shapes called?

Students should be able to identify common mistakes in publication and document design.

Sample Question: What happens to a raster image that is stretched or spread out too far?

STANDARD 21

7 QUESTIONS

Students should be able to develop audio and video media.

Sample Question: What is the name of the widest shot possible, zoomed out as far as possible, showing the object of interest in its surroundings?

Students should be able to explain and implement the electronic media production process.

Sample Question: During which phase of the production process would in-depth research on the topic of the video be conducted?

Students should be able to write video and audio scripts and a storyboard.

Sample Question: What is a series of drawing with caption that describe video shots and their accompanying audio or video called?

STANDARD 22

3 QUESTIONS

Students should be able to investigate ethical and professional issues in agricultural communications.

Sample Question: What is one component of libel?

Students should be able to describe plagiarism, libel, slander, copyright and intellectual property.

Sample Question: What unethical journalism practice is defined as passing off someone else's work as your own?

STANDARD 23

5 QUESTIONS

Students should be able to demonstrate leadership, employability, and human relations skills.

Students should be able to write a proper thank you letter.

Sample Question: When should a thank-you letter be written?

Students should be able to develop a resume and cover letter.

Sample Question: What type of resume is written in reverse chronological order, with headings grouped by what a person has done?

Students should be able to identify documents and elements of each document that are used when applying for a job in agricultural communication.

Sample Question: The complimentary close, your signed name, and your typed name are parts of which business letter component?

STANDARD 24

1 QUESTION

Students should be familiar with the agriculture industry's impact on the US gross national product and the total global economy.

- This includes statistics related to consumer spending on food, where the food dollar goes (how it is spent), jobs in agricultural industry, etc.

Sample Question: For every dollar spent on food, what percentage of that dollar goes towards transportation costs?

Students should be able to identify and describe the function of US government agencies involved in agriculture.

Sample Question: What government agency oversees meat quality grading?

STANDARD 25

1 QUESTION

Students should be familiar with basic statistics regarding agricultural employment and food production.

Students should be able to identify agribusiness career opportunities available.

Sample Question: What would be the job description of someone who works in agribusiness marketing?

Students should be able describe basic organizational structures important in the agricultural economy.

Sample Question: What is the difference between a cooperative and a partnership?

Students should be familiar with ways in which managers make decisions for their agribusinesses.

- This includes setting goals, making financial decisions, etc.

Sample Question: What two types of plans do managers make when setting goals and objectives for their agribusiness?

AGRICULTURAL COMMUNICATIONS 3

STANDARD 29

1 QUESTION

Students should be able to explore the communications sector of the agricultural industry. Students should be able to identify influential, historical, and current issues in the agricultural industry that necessitates agricultural communication.

Sample Question: With American population moving from rural areas into urban areas, what have large newspapers done with agriculture coverage?

STANDARD 30

5 QUESTIONS

Students should be able to create communication messages.

Sample Question: When we argue for our point of view, what are we engaging in?

Students should be able to define what persuasion is and explain how it can be used to influence others.

Sample Question: What is type of reasoning involves the writer or speaker moving from particular facts to general conclusions?

Students should be able to create persuasive media.

Sample Question: What type of campaign involves persuasion, communicated via mass media, to educate and inform audiences to engage in socially desirable behaviors, such as recycling or conserving water?

Students should be able to different types of communication research methods.

Sample Question: What kind of sample allows the researcher to infer results back to the larger population?

STANDARD 31

4 QUESTIONS

Students should be able to demonstrate oral communications skills.

Sample Question: What is used in a presentation to visually communicate with people?

Students should be able to identify the various forms of visual aids for an oral presentation.

Sample Question: Holding up a horse halter in a presentation about grooming a horse is an example of what kind of visual aid?

STANDARD 32

5 QUESTIONS

Students should be able to generate printed agricultural media.

Sample Question: What is the strategy of working with the news media to get out information about your organization called?

Students should be familiar with the components that are included in a media kit.

Sample Question: A story that someone in your organization writes and then sends to the news media to announce an event of news value is better known as what?

Students should be able to write a feature story and know the components of a feature.

Sample Question: What kind of feature story recounts the accomplishments of an individual or group, usually as an example of a much larger group?

STANDARD 33

4 QUESTIONS

Students should be able to modify photography and graphics.

Sample Question: What is the measurement of how closely packed together the pixels are in an image called?

Students should be familiar with terms used in digital photo editing.

Sample Question: What is digital photo retouching tools copies areas in one part of a photo to another part of the photo?

Students should be able to write effective captions/cutlines for photographs.

Sample Question: How many sentences should a caption be?

STANDARD 34

4 QUESTIONS

Students should be able to create, design, and edit publications and documents.

Sample Question: What is the spatial relationship between each design element called?

Students should be able to create a magazine layout, brochure, poster, newsletter, or display.

Sample Question: When designing a brochure, how many folds is the most common style used by small businesses and organizations?

STANDARD 35

4 QUESTIONS

Students should be able to create or analyze audio and video media.

Sample Question: What is the aspect ratio for widescreen video?

Students should be able to create or analyze informative, persuasive media.

Sample Question: If a video is going to be used for profit, such as in an advertisement, it is a good idea to get what kind of form signed by everyone shown in the video?

Students should be able to create or analyze audio programs or podcasts.

Sample Question: What kind of sound adds "flavor" to your video or audio program?

STANDARD 36

3 QUESTIONS

Students should be able to investigate ethical and professional issues in agricultural communications.

Sample Question: What kind of response to a reporter's question appears to television viewers or newspaper readers that you have something to hide?

Students should be able to identify concepts of risk and crisis communication.

Sample Question: What refers to the knowledge and skills used by professional communicators to communicate effectively about potential crisis and emergency situations?

STANDARD 37

1 QUESTION

Students should be able to demonstrate leadership, employability, and human relations skills.

Students should be able to analyze one's own online presence.

Sample Question: What type of online communication behavior can cause you to be fired from a job?

STANDARD 38

7 QUESTIONS

Students should be able to use online and social media.

Sample Question: What is the common name for online journals maintained by a writer to which readers can also post comments?

Students should be able to compose a professional email.

Sample Question: What kind of tone should your e-mail be written in?

Students should be able to create or analyze an agricultural website.

Sample Question: What of these attributes is an example of good web page design?

Students should be able to demonstrate an understanding of web design software and terminology.

Sample Question: What does the abbreviation HTML stand for?

STANDARD 39

4 QUESTIONS

Students should be able to create an agricultural communications campaign.

Sample Question: What term is used for the process of developing and implementing a set of integrated campaign elements that use common themes across multiple elements?

Students should be able to define key terms in communications campaign development.

Sample Question: What is the name of a product, good, or service that is given an identifiable name and image?

Students should be able to identify and perform the various professional roles in a communications campaign.

Sample Question: In a communications campaign, who is responsible for making sure teamwork is getting done and assignments are not being missed?

STANDARD 40

1 QUESTION

Students should be able to describe the five basic ways American business is organized. This includes:

- compare and contrast each method of doing business
- list advantages and disadvantages for each method of doing business

Sample Question: What does the distribution function of business involve?

STANDARD 41

1 QUESTION

Students should be able to explain the definition of a cooperative and identify examples of cooperatives.

Sample Question: Which type of cooperative receives products from its members and then resells those products for the best possible price?

Students should be able to distinguish between the main types of cooperatives and their functions.

Sample Question: What are the main types of cooperatives?

Students should be able to list benefits of cooperatives.

Sample Question: What is an advantage of selling products such as milk through a cooperative?