

COURSE SYLLABUS
Introduction to Agricultural Education - AGRI 201
FALL 2011

COURSE NUMBER AND TITLE

Course number: AGRI 201

Course Title: Introduction to Agriculture Education

FACULTY

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CATALOG DESCRIPTION

Objectives, nature, and scope of teaching vocational agriculture. Types of programs, and career opportunities in vocational education.

EXPECTED OUTCOMES

I will:

1. describe the purpose and nature of Agricultural Education,
2. develop a personal philosophy of teaching, agricultural education and its components – classroom instruction, leadership development, and the workplace preparation,
3. identify what the state thinks students enrolled in agriculture courses should know or be able to do,
4. design an agriculture program curriculum including courses, units of instruction, and daily lessons,
5. apply learning theory and research into lesson design and facilitation,
6. facilitate a lesson using current and relevant teaching techniques.

TEXTS AND REFERENCES

- A. Reference- Talbert, Vaughn, Croom, and Lee. (2007). *Foundations of Agricultural Education*. Professional Educators Publications, Inc.
Methods of Teaching Agriculture
- B. Reference – Newcomb, McCracken, and Warmbrod. (1993). *Methods of teaching Agriculture*. Interstate Publishers, Inc.
- C. Reference – DePorter, Reardon, and Singer-Nourie. (1999). *Quantum Teaching*. Allyn and Bacon.
- D. References - Official FFA Manual.
Agriculture Education Magazine
www.calaged.org – California Agricultural Education web page
www.ffa.org - National FFA web page

EXPANDED DESCRIPTION OF CONTENT AND METHOD

Each student will:

1. participate in engaging learning activities during class sessions.
2. actively contribute to class discussions
3. engage in service learning activities associated with Agricultural Education.
4. demonstrate competence in lesson planning and presentation
5. complete assigned readings

COURSE GOALS

1. Prospective teachers will gain a historical and philosophical perspective of Agricultural Education.
2. Prospective teachers will have an understanding of the nature of and requirements for a career in Agricultural Education.
3. Prospective teachers will gain a thorough understanding of the nature and structure of Agricultural Education.
4. Prospective teachers will be able to demonstrate effective lesson planning and presentation techniques.
5. Prospective teachers will acquire experiences by actively participating in and reflecting on service learning activities.

LEARNING OUTCOMES

(See topic outline)

REQUIRED READING

The readings for this class are assigned to provide the student with information that will enrich their level of understanding about the agriculture teaching profession including topics specified on the attached topic outline. The information will also assist the student in the development of their personal philosophy of education and agricultural education. Furthermore, students are expected to reference the information from the readings in their assignments.

ATTENDANCE AND PARTICIPATION

Regular attendance is required. In class, students will participate in cooperative groups, engage in experiential classroom activities, and contribute to class discussion. Coming to class prepared will demonstrate participation. Class attendance and active participation is expected. Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected.

COURSE GRADING AND EVALUATION

Evaluation will be based on the quality of written assignments, demonstrations, and in-class participation. General expectations for success in AGRI 201 include submitting all assignments on time, fully engaging in class activities and discussions, and writing in which thoroughness of

thought and content are demonstrated. Correct grammar, syntax, spelling, word usage, neatness, punctuation, and sentence formation are expected. A writing assignment rubric for grading is attached as a reference.

Late assignments are not accepted, except with prior approval from the instructor. All assignments must be word-processed and submitted in class. WebCT and email submissions will not be accepted.

Course points will be distributed as follows:

ASSIGNMENTS

1. Philosopher Presentation and paper	10/10
2. Reflection paper – Teacher Movie	20
3. Course Outline	20
4. Unit of Instruction	20
5. Service Learning Documentation – Classroom Observation	15
6. Service Learning Documentation – SAEP	15
7. Service Learning Documentation – FFA	15
8. Lesson Plan	20
9. Lesson Presentation	20
10. Field Trip participation and reflection paper	20
11. Bulletin Board Assignment	20
12. Planning Guide	<u>20</u>

SUBTOTAL 225

ASSESSMENTS

13. Quiz # 1	30
14. Quiz #2	30
15. Final	50
16. Class participation	<u>30</u>

SUBTOTAL 140

TOTAL 365 POINTS

ACADEMIC RIGOR AND HIGH EXPECTATIONS

Philosophical Statement

Academic rigor consists of dedication on the part of students and faculty to the pursuit of academic excellence, including discipline of mind and disciplined behavior, intellectual honesty, decorum and civility. It is exemplified by the attainment of the highest standards as defined by and in each discipline. It also includes transmitting, sustaining, evaluating, and enhancing the continuity of recognized intellectual achievements in each discipline. A passion for learning and

high expectations should pervade the atmosphere of the University. The quality of education and the degrees and certificates offered by the University will only have value insofar as the administration, faculty, and students view themselves as custodians of the University's reputation.

Expectations for students

An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. College is a fundamental asset in building a student's character, citizenship, and employment future.

Rigorous students

- set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time;
- make the most of faculty advising and mentoring;
- treat fellow students and the classroom environment with complete respect; give each class full attention and participation; do not miss class, arrive late, or leave early;
- accept responsibility for learning and grades earned;
- approach each class in a professional manner;
- recognize that a full-course load is equivalent to full time work and spend no less time on it;
- demonstrate complete honesty and integrity.

ACADEMIC INTEGRITY

California State University, Chico is committed to a campus culture that takes pride in fostering an environment of academic integrity, academic freedom, and high-quality learning environments. These efforts will be guided by the following statement:

“The students, faculty, administrators, and staff of CSU, Chico are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create.”

Academic Integrity Responsibilities

The long-term value of the CSU, Chico degree is dependent upon all members of the campus community taking part in creating a culture of academic integrity. This responsibility is borne jointly by students, faculty, and administrators and staff members.

A. Responsibilities of Students

Students share with faculty and administrators and staff members the responsibility for academic integrity. The following recommendations are made for students to achieve a campus culture of academic integrity at CSU, Chico.

1. Know and understand the university's policies on cheating and plagiarism.
2. Understand the definitions of cheating, plagiarism, and misuse of sources.
3. Acknowledge the Academic Integrity statement at the time of registration.

4. Bear full responsibility for the content and integrity of all academic work submitted.
5. Understand individual instructors' expectations regarding group work, collaboration, and use of materials prepared for more than one class. Students who are unclear about a specific situation should ask their instructors.
6. Uphold the academic standards of the University. Ignorance of a rule does not constitute a basis for waiving the rule or for avoiding the consequences of breaking that rule.
7. Report possible instances of cheating to the instructor or department office.

B. Responsibilities of Faculty Members

Faculty members share with students and administrators and staff members the responsibility for academic integrity. The following recommendations are made for faculty members to achieve a campus culture of academic integrity at CSU, Chico.

1. Set high expectations for academic integrity in the classroom by modeling good behavior of academic integrity through syllabi and lectures.
2. Encourage academic honesty by emphasizing university policy and any additional, course-specific policies on Academic Integrity in their syllabi.
3. Communicate clear expectations regarding group work, collaboration, and use of materials prepared for more than one class.
4. Teach discipline-specific writing and documentation style, or inform students where they can go for such instruction. Use instances of misuse of sources as teaching opportunities to educate and inform students about plagiarism and proper citation practice.
5. Encourage academic honesty by appropriate means such as adopting a variety of examination and assignment formats and/or content and by monitoring exams.
6. Report significant instances of suspected academic dishonesty to the Office of Student Judicial Affairs. Consistent reporting by faculty to this central office is essential for fair and impartial administration of student discipline campus wide.
7. Impose appropriate academic sanctions for violations, which may range from assigning a zero or "F" grade on an assignment to an "F" in the course. Other administrative sanctions maybe imposed by the Office of Student Judicial Affairs.