

COURSE SYLLABUS
Directed Field Experience in Agricultural Education - AGRI 210
FALL 2011

COURSE NUMBER AND TITLE

Course number: AGRI 210

Course Title: Directed Field Experience
Agriculture Education

FACULTY

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CATALOG DESCRIPTION

An individualized class in gaining teaching experience through observation and critique of high school students and teachers in the classroom, at FFA events, and in supervised occupational experiences.

EXPECTED OUTCOMES

Students interested in pursuing a career in agricultural education will:

1. gain direct experience in assisting high school students in the classroom, leadership development activities (FFA), and Supervised Agricultural Experiences (SAEP).
2. contribute to class discussion on various topics associated with Agricultural Education including learning and teaching,
3. our diverse high school student population,
4. the classroom environment,
5. and current state and national issues in public education.
6. be introduced to the standards for teachers adopted by the California Commission on Teacher Credentialing
7. observe practicing teachers demonstrate many of the standards.

TEXTS AND REFERENCES

- A. References - Talbert, Vaughn, Croom, and Lee. (2007). *Foundations of Agricultural Education*. Professional Educators Publications, Inc.
- B. References - Official FFA Manual.
Agriculture Education Magazine
www.calaged.org – California Agricultural Education web page
www.ffa.org - National FFA web page
Council@teamaged.org - The Council web page

EXPANDED DESCRIPTION OF CONTENT AND METHOD

Each student will:

- A. Observe and/or assist in an approved high school agricultural education program for a total of 45 hours. (The school site must be pre-approved by the courses instructor). Students are encouraged to observe agriculture and non-agriculture classes. A minimum of 30 of the 45 hours will include observation in a classroom at the high school level.
- B. Observe all components of an Agricultural Education program. While students are encouraged to observe as much as possible, a maximum of 15 of the 45 observation hours can be out-of-classroom learning experiences. Acceptable out-of-classroom activities (observing or assisting) include:
 - a. leadership activities – contests, conferences, meetings, etc.
 - b. project visits, home visits, school farm visits, fairs, shows, competitions
 - c. California Agriculture Teachers' Association meetings
 - d. professional development in-service sessions.
- C. Actively participate in class discussions
- D. Complete assignments and assessments

COURSE GOALS

1. Prospective teachers will acquire experiences by actively participating in structured observations, supervised instruction or tutoring of students, and other school-based observations and activities.
2. Prospective teachers will understand relationships between their subject matter preparation and associated 9-12 curriculum and instructional practices.
3. Prospective teachers will assess their own personal, social and emotional growth; motivation for teaching; and fitness for professional education.
4. Prospective teachers will develop a greater awareness of current issues in American education.

COURSE OBJECTIVES

1. The prospective teacher will be able to successfully complete a classroom aiding assignment in a 9-12 school with students from a variety of populations in California.
2. The prospective teacher will be able to identify and describe connections between their subject matter preparation and California 9-12 curriculum, instructional practices, and learning processes.
3. The prospective teacher will be able to discuss the perspectives of, and issues faced by, professional educators through completion of a series of activities, including readings, interviews and reflections.
4. The prospective teacher will be able to formulate and communicate his or her goals for growth as a professional educator.

SPECIFIC OBSERVATIONS/ASSISTANCE

Observations and assignments will direct an understanding of the role of a teacher, school environment, and issues facing public education. Students are strongly encouraged to make observations in classrooms outside of agricultural education to increase their exposure to a variety of teaching strategies and environments. The attached topic list specifies the areas of which will be discussed in class. Students will also assist instructor with at least two lessons

during their observation time. These experiences will serve as the basis for their teaching and learning reflection paper.

DISCUSSIONS

Class sessions will consist of reflective discussions from readings and observations. Students are expected to actively participate in all discussions as the success of the discussions depends on attendance and engaged participation of all class members. Students are expected to come prepared and ready to share ideas and questions. Students will be assessed each class period on their participation and preparation.

ATTENDANCE AND PARTICIPATION

Regular attendance is required. In class, students will participate in cooperative groups, engage in classroom management focused activities, and contribute to class discussion. Coming to class prepared and responding to assigned readings will demonstrate participation. Class attendance 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. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up the work missed in class. This assignment will be figured into your overall course grade.

COURSE GRADING AND EVALUATION

Evaluation will be based on completion of the observation hour requirement, the quality of written assignments and in-class participation. General expectations for success in AGRI 210 include submitting all assignments on time, fully engaging in class 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. All assignments must be word-processed and submitted in class. Course points will be distributed as follows:

DOCUMENTATION (submitted on time)

Teacher Disposition Form	25
Hour Log	<u>50</u>
SUBTOTAL	75

REFLECTIVE ASSIGNMENTS

Reflection paper #1 (Learning and Teaching)	25
Reflection paper #2 (FFA advisement)	25
Reflection paper #3 (SAE supervision)	25
Final Exercise	<u>75</u>
SUBTOTAL	150

OTHER ASSIGNMENTS	
E-Moment presentation	25
Class participation	<u>50</u>
SUBTOTAL	75
TOTAL	300

Extra credit opportunities (participate and document in 1 page summary)

Camp Sylvester	25
Camp Tehama	25
Opening/Closing judging	25
National Convention	25
CATA Section or Regional Meeting	25
CATA Road Show	25

COMMUNICATIONS

All communications associated with this course will occur via WEBCT Vista. Students should check the appropriate class site frequently for updates and announcements. Grades will be posted there as well.

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.