COURSE NUMBER, TITLE AND UNITS
Course number: AGRI 420
Course title: Techniques in Vocational Agricultural Instruction
Course units: 2 units

TEXTS AND REFERENCES

EXPANDED DESCRIPTION OF CONTENT AND METHOD
Each student will:
A. Actively participate in weekly sessions designed to engage the students in meaningful informative lectures and experiential activities that establishes a solid theoretical and practical foundation of teaching and learning.
B. Engage in guided practice associated with lesson facilitation and classroom leadership.
C. Engage in effective computer based technology practices conducted by instructor.
D. Conduct research using electronic research tools.
E. Evaluate lesson plans and provide feedback including the effectiveness of the use of technology.

COURSE OBJECTIVES
Students will be able to:
1. demonstrate developmentally appropriate and engage teaching methods for a given subject matter content,
2. deliver clear directions and instruction,
3. demonstrate effective contextual sets, connections, and motivations,
4. demonstrate effective checking for understanding,
5. demonstrate effective input strategies, review techniques, and closures,
6. identify preventative classroom management strategies,
7. demonstrate effective classroom management strategies,
8. design a classroom management plan,
9. conduct research utilizing electronic research tools,
10. demonstrate knowledge of privacy, security, equitable access, and safety issues associate with technology.
REQUIRED READING
The readings for this class are assigned to provide the student with information that will enrich their level of understanding about teaching, learning, lesson design and classroom management. Readings will also provide students with practical teaching and classroom management skills. Readings will also serve as a basis for in-class discussions of the topics specified on the attached topic outline.

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. 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 assignments, assessments and in-class participation. General expectations for success in AGRI 420 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Learning Segment -Lesson Plans</td>
<td>300</td>
</tr>
<tr>
<td>Lesson Facilitation assignments</td>
<td>75</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>60</td>
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<tr>
<td>Classroom Instruction Notebook</td>
<td>100</td>
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<tr>
<td>First Three Days Lesson</td>
<td>50</td>
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<tr>
<td>Classroom Management Plan</td>
<td>40</td>
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<tr>
<td>Final</td>
<td>75</td>
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<td><strong>TOTAL</strong></td>
<td><strong>700 POINTS</strong></td>
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Late assignments are not accepted for full credit, except with prior approval from the instructor. If an assignment is turned in late without prior approval, twenty percent (20%) of the assignment value will be deducted.

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.