

**COURSE SYLLABUS**  
**Curriculum and Methods of Teaching Vocational Agriculture - AGRI 521**  
SPRING 2012

**COURSE NUMBER, TITLE AND UNITS**

**Course number:** AGRI 521

**Course title:** Curriculum and Methods of Teaching Vocational Agriculture

**Course units:** 3 units

**FACULTY**

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**CATALOG DESCRIPTION**

Principles of curriculum development in agriculture; methods of teaching and organization of teaching materials.

**EXPECTED OUTCOMES**

This course is to be taken in conjunction with AGRI 520, *Student Teaching: Agriculture*. The student teaching experience provides the student opportunities to implement and practice advanced teaching methods investigated in this courses. Students are expected to further hone their teaching and classroom management skills, plan and organize high school courses, and coordinate student learning experiences that occur outside of the formal classroom setting.

Students will learn to create an optimum environment for student learning.

1. The prospective teacher will be able to successfully complete a classroom teaching assignment in a 9-12 school with students from a variety of populations in California.
2. The prospective teacher will be able to develop and implement classroom management practices in a high school classroom.
3. The prospective teacher will be able to plan, organize, assess, and evaluate program curricula, individual courses, units, and daily lesson plans.
4. The prospective teacher will be able to teach leadership and interpersonal skills through experiential learning activities.
5. The prospective teacher will be able teach employability skills and attitudes while serving as a supervisor of student projects and assuming all the responsibilities associated with the Supervised Agricultural Experience Program.
6. The prospective teacher will be able to describe the roles and responsibilities associated with managing an Agricultural Education program
7. The prospective teacher will be able to develop, administer, and evaluate diagnostic, formative, and summative assessment tools.

## **TEXTS AND REFERENCES**

- A. Required - Jones, F. (2000). *Fred Jones Tools for Teaching*
- B. Required – Wong, H. & Wong, R. (2005). *The First Days of School*
- C. Required- Talbert, A, Vaughn, R., Croom, B., and Lee, J. (2007). *Foundations of Agricultural Education*.
- D. Recommended – DePorter, B. Reardon, M., and Singer-Nourie, S. (1999). *Quantum Teaching*
- E. Palmer, P. (1998). *The Courage to Teach*.
- F. References - *Official FFA Manual*.  
*Agriculture Education Magazine*  
*Journal of Agricultural Education*  
www.calaged.org – California Agricultural Education web page  
[www.ffa.org](http://www.ffa.org) - National FFA web page  
[Council@teamaged.org](mailto:Council@teamaged.org) - The Council web page

## **REQUIRED READING**

The readings for this class are assigned to provide the student teacher with best practices in teaching, classroom management, advising and supervising. Student teachers are expected to implement those techniques and strategies into their own experiences. Furthermore, students are expected reference the information from the readings in their reflection papers.

## **ATTENDANCE AND PARTICIPATION**

Full day seminars will be conducted each month. Student teachers are expected to attend ALL seminars. No absences are acceptable. If there is a conflict with the seminar date, the program coordinator must be contact at least one month in advance. The student teacher and coordinator will then work in concert to identify a new date and communicate that change to all other student teachers. The student teachers are expected to be prompt, attentive, and participate fully in class activities and discussions. Assessment will be based on professional participation in each seminar.

### **Seminar Dates:**

Refer to schedule of visitations and seminars

All student teachers are expected to attend the Student/Cooperating Teacher Conclave in Sacramento. Other than travel all expenses are covered from a contract through the California Department of Education. Examples of past workshops topics include classroom management, effective teaching, interviewing, and portfolios. This two day conference fulfills the hour requirement necessary to complete course. Dates: January 21 – 22, 2010 (Tentative)

## **COURSE GRADING AND EVALUATION**

The assessments for this course are merged in to the Teacher Performance Assessment (TPA). For a detailed description of the assessments, see the attached TPA document. Seminar and conclave attendance will factor into the final grade as well.

## **COMMUNICATIONS**

All communications will occur during the student teacher seminar, via e-mail, and telephone. Students are expected to initiate periodic communications with the program coordinator.

## **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.