Instructor: Dr. Mollie Aschenbrener
2015 Plumas Hall
(530) 898-4568
maschenbrener@csuchico.edu

Office Hours:
Monday 11:30 a.m. -1:30 p.m.
Tuesday 9:00 a.m. -10:00 a.m.
Thursday 3:15-4:15 p.m.
*NOTE: Due to other responsibilities, additional office hours may be arranged as needed.

Schedule:
Lecture
Section One: Tuesdays 11-1:50 (farm 010)
Section Two: Tuesdays and Thursdays 2:00-3:15 (Yolo 178)

Course Description:
This course is designed to introduce students to the career of agricultural education.

Course Objectives:
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 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:
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.

Optional Texts and References
AGED 201
Agricultural Education
Fall 2016

Agricultural Education. Professional Educators Publications, Inc.

Methods of Teaching Agriculture


Agriculture Education Magazine
www.calaged.org – California Agricultural Education web page
www.ffa.org - National FFA web page

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. Readings will be posted online.

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

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 completed 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. Course points will be distributed as follows:

ASSIGNMENTS*
1. PPT Slide Intro and skills assessment 50
2. Philosophy Paper 50
3. Program Curriculum Plan 50
4. Demonstration Lesson Plan 50
5. Demonstration Lesson Facilitation 50
6. Field Trip participation and reflection paper 75
7. Bulletin Board Assignment 25
8. Planning Guide 25
9. Portfolio Project 50
10. AGED Activity (judging, COLC, etc.) 50

SUBTOTAL 425

ASSESSMENTS
11. Quiz # 1 75
12. Quiz #2 75
13. Final 75
14. Class participation 50

SUBTOTAL 275

TOTAL 700 POINTS

*Actual assignments may vary

Additional Experiences (10 pts. each): a one page reflection paper is due for each extra credit event due one week following the event. All events must be attended this semester.
CATA Road Show
CATA Meetings
Hoes Down Volunteer
CFFA meeting attendance (maximum of 2 meetings attended)
National Convention Attendance
SAE Visit (maximum of 2 visits)
Fair Assistance (maximum of 1 fair)
Contest Judging

Policies:
1. ADA Policy – If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Disability Support Services, 172 Student Services Building, 898-5959 or your course instructor immediately. Reasonable
efforts will be made to accommodate your special needs.
2. **Academic Honesty** – Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest whether or not the gain is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the instructor.

3. **Attendance and Participation** – Regular attendance is expected. Please contact the instructor by either phone or e-mail prior to the absence if you must miss a class for any reason. You will be responsible for obtaining handouts and/or materials that were distributed during your absence. **Missed assignments due to absence from class may only be submitted with approval of the instructor.** A note from the health center does not justify missing an assignment or exam.

4. **Late Assignments** – All papers and assignments should be submitted on or before the due date. **Late assignments will not be accepted.**

**Tentative Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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</thead>
</table>
| 1.   | 8/23 | Introduction  
Team Building |
| 2.   | 8/30 | Defining Agricultural Education  
Discovering the AGED Mission- Activity |
| 3.   | 9/6  | Gaining a Historical Perspective of Agricultural Education |
| 4.   | 9/13 | Exploring Career Technical Education in the USA  
Wrestling with Key Issues Facing Agricultural Education |
| 5.   | 9/15 | Philosophy Paper / Structures – Online Class  
Justifying Leadership Development in AGED |
| 6.   | 9/20 | Examining the Nature of FFA  
Analyzing the Value of Supervised Agricultural Experience Programs/ The Nature of SAE |
<p>| 7.   | 9/27 | Developing Curriculum in Ag Education |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/29</td>
<td>Developing Curriculum in Ag Education</td>
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<td>10/4</td>
<td>Celebrating the Roles of an Agriculture Teacher</td>
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<td>10/6</td>
<td>Investigating the Learning and Teaching Process</td>
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<tr>
<td>10/11</td>
<td>Crafting Effective Lesson Plans – Part A</td>
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<tr>
<td>10/13</td>
<td>Crafting Effective Lesson Plans – Part B</td>
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<tr>
<td>10/18</td>
<td>Presentation Techniques – Voice, Movement and Gestures</td>
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<td>10/20</td>
<td>Outlining the Requirements for Becoming an Ag Teacher</td>
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<td>10/25</td>
<td>Facilitating Daily Lessons</td>
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<td>10/27</td>
<td>Facilitating Daily Lessons</td>
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<tr>
<td>11/1</td>
<td>Field Trip</td>
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<tr>
<td>11/3</td>
<td>(No class- work on analysis from field trip)</td>
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<tr>
<td>11/8</td>
<td>Facilitating Daily Lessons</td>
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<td>11/10</td>
<td>Facilitating Daily Lessons</td>
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<td>11/15</td>
<td>Facilitating Daily Lessons</td>
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<td>11/17</td>
<td>Facilitating Daily Lessons</td>
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<tr>
<td>11/22</td>
<td>Thanksgiving Break- No School</td>
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<tr>
<td>11/24</td>
<td>Thanksgiving Break- No School</td>
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<td>11/29</td>
<td>Facilitating Daily Lessons</td>
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<tr>
<td>12/1</td>
<td>Facilitating Daily Lessons</td>
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<tr>
<td>12/6</td>
<td>Facilitating Daily Lessons</td>
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<tr>
<td>12/8</td>
<td>Final Assessment</td>
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Grading Scale:

A+ = 98% & above  
A  = 93% - 97.99%  
A- = 90% - 92.99%  
B+ = 88% - 89.99%  
B  = 83% - 87.99%  
B- = 80% - 82.99%  
C+ = 78% - 79.99%  
C  = 73% - 79.99%  
C- = 70% - 72.99%  
D+ = 68% - 69.99%  
D  = 63% - 67.99%  
D- = 60% - 62.99%  
F  = less than 60%

Evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Examinations and Quizzes</td>
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<tr>
<td>Quiz 1</td>
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<td>Quiz 2</td>
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<tr>
<td>Other Quizzes (based on discussion, feedback and participation)</td>
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<td>You never know!</td>
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<tr>
<td>Final Assessment</td>
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<td>75</td>
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<tr>
<td>Assignments:</td>
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<tr>
<td>Powerpoint Slide- Introduction &amp; skills assessment</td>
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<tr>
<td>Philosophy Paper</td>
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<tr>
<td>Program Curriculum Plan</td>
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<td>Bulletin Board Assignment</td>
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<tr>
<td>Planning Guide</td>
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<tr>
<td>Portfolio Project</td>
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<tr>
<td>Participation:</td>
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<tr>
<td>Class Participation</td>
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</table>

TOTAL 675*

* Note: Points may vary depending upon additional quizzes and assignments given.