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

Office Hours:  
Tuesday – 10 a.m. - 11 a.m.  
Wednesday 8 a.m.-10 a.m.  
*NOTE: Due to other responsibilities, additional office hours will need to be arranged as needed.

Schedule:  
Lecture / Activity  
Tuesday 2:00-4:50 p.m.

Location: University Farm, 002

Course Description:  
Orientation to classroom situations, Development of plans for teaching, including daily lessons and unit plans, utilization of source information, and resources, Class demonstration in teaching procedures, analysis and evaluation.

Course Objectives:  
Students will be able to:  
1. Implement a discipline plan in a classroom situation.  
2. Develop class materials  
3. Design a classroom environment conducive to student learning.  
4. Create a classroom leadership plan complete with a welcome message, class rules, policies and procedures.  
5. Design learning segments that utilize personal strengths and talents.  
6. Design effective learning segments for high school students.  
7. Apply current teaching and learning research to lesson design and facilitation.  
8. Compile a resource complete with information on teaching and learning, teaching strategies, classroom leadership, and other helpful materials.

Learning Outcomes:  
Prospective teachers will investigate the following questions:  
- How do I prepare for a year as a classroom instructor?  
- How do I manage an agricultural classroom?  
- What do I need to know about teaching and learning to craft lesson plans that reach all students in my classroom?  
- How can I design lessons that propel student learning?  
- What resources are available as I design curriculum?  
- What are teaching strategies and techniques that work?  
- How do I assess student learning?
AGED 420
Agricultural Education
Spring 2017

Texts AND References

TEXTS AND REFERENCES


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 in the weekly schedule.

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 GRADING AND EVALUATION
Evaluation will be based upon 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.

Late assignments are not accepted.

Course points will be distributed as follows:

Class Contributions/feedback forms 150 points
Clarity Assignment 40 points
Classroom Leadership Plan 100 points
Lesson Plan 100 points
Lesson Facilitation 100 points
FFA Convention Lesson Plan 50 points
FFA Convention Workshop Facilitation 50 points
Quizzes 60 points
AGED 420
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Spring 2017

Final 50 points
TOTAL 700 POINTS

Extra Credit Opportunities (125 points each – maximum of 60 points)
Regional Officer Candidate Training – February
State Officer Candidate Training – April
Pre-approved Teacher Shadow Day and reflection (4 hours minimum)
Idea Share (5 pts/idea)
Other pre-approved teaching experience

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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<tbody>
<tr>
<td>1.</td>
<td>1/24</td>
<td>Introductions and Expectations; State Conference Planning</td>
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<td>2.</td>
<td>1/31</td>
<td>My First Days… Classroom Leadership Plan</td>
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<td>3.</td>
<td>2/7</td>
<td>Clarity/ Impacting Learning</td>
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<td>4.</td>
<td>2/14</td>
<td>Lesson Planning 101</td>
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<td>5.</td>
<td>2/21</td>
<td>Teaching Tools</td>
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<td>6.</td>
<td>2/28</td>
<td>Clarity Presentations</td>
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<td>7.</td>
<td>3/7</td>
<td>Advanced Lesson planning</td>
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<td>8.</td>
<td>3/14</td>
<td>No Class- Spring Break</td>
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<td>9.</td>
<td>3/21</td>
<td>Classroom Discipline</td>
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<td>10.</td>
<td>3/28</td>
<td>Facilitating Daily Lessons</td>
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<td>11.</td>
<td>4/4</td>
<td>Facilitating Daily Lessons</td>
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<tr>
<td>15.</td>
<td>5/2</td>
<td>Facilitating Daily Lessons</td>
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<tr>
<td>16.</td>
<td>5/9</td>
<td>Final Assessment- Portfolio</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%
B  = 83% - 87.99%  
B- = 80% - 82.99%  
D  = 63% - 67.99%  
D- = 60% - 62.99%

### Evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td><strong>Examinations and Quizzes</strong></td>
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<tr>
<td>Quizzes</td>
<td>varies</td>
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<tr>
<td>Final Assessment</td>
<td>5/9/17</td>
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<td><strong>Assignments:</strong></td>
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<td>Teaching Tip</td>
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<td>Clarity Assignment</td>
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<tr>
<td>Lesson Plan</td>
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<tr>
<td>Lesson Facilitation</td>
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<tr>
<td>FFA Convention Lesson Plan</td>
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<td>FFA Convention Workshop Facilitation</td>
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<tr>
<td>Classroom Discipline Plan</td>
<td>5/2/17</td>
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<tr>
<td>Class Contributions/feedback forms</td>
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<td><strong>TOTAL</strong></td>
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*Note: Points may vary depending upon additional quizzes and assignments given.*