COURSE NUMBER, TITLE AND UNITS
Course number: AGED 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.

LEARNING OUTCOMES
Students will:
1. apply current and emerging trends that affect classroom instruction in career and technical education, including the increased emphasis on core educational skills and standardized learning and assessment of those skills. Specialist Instructional Credential Std. 2(a)
2. apply current and emerging research on the value of situated and contextual learning in terms of acquiring knowledge, understanding and skills for academic and career success, and methods for creating educational experiences reflecting this research. Specialist Instructional Credential Std. 2(d)
3. analyze organizational and delivery strategies applicable for a comprehensive program of agriculture instruction, including identification of relevant instruction, appropriate sequencing of courses, and articulation of curriculum. Specialist Instructional Credential Std. 3(a)
4. appraise advanced strategies and methods for teaching in traditional and non-traditional learning environments. Specialist Instructional Credential Std. 8(a)
5 categorize teaching and class management strategies in traditional and non-
traditional learning environments that are common to agricultural education
programs in California. Specialist Instructional Credential Std. 2(a) and 8(b)

TEXTS AND REFERENCES
Agricultural Education.*
Quantum Teaching
F. References - *Official FFA Manual.*
   *Agriculture Education Magazine*
   *Journal of Agricultural Education*
   www.calaged.org – California Agricultural Education web page
   www.ffa.org - National FFA web page
   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 into 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.