

## CI 161 SE: Methods and Materials in Secondary Agricultural Education Syllabus

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### Introduction and Course Description

Methods and Materials in Teaching Secondary Agricultural Education, CI 161 SE, (3) units  
Monday & Wednesday 4:00pm-5:15pm, Ag Mech 101. Prerequisites: admission to credential program.

A methods course in secondary school subjects. Instructional procedures, techniques, and resources for teaching; appraisal of instructional innovations; classroom organization and management; measurement and evaluative techniques.

### Course Requirements

1. **Tablet computer** – this course is part of the university’s DISCOVERe tablet initiative. It requires that you have a tablet to utilize for class lectures, activities and assignments. Refer to the University’s DISCOVERe website for information regarding the minimum system requirements for tablets used in DISCOVERe courses at <http://fresnostate.edu/president/discovere/faq.html>
2. **Required Apps:** Blackboard Mobile, Google, Gmail, Google Docs, Google Drive, Quickoffice, Keynote, Pages, Nearpod, Socrative (teacher/student versions), Educreations, ShowMe, Explain Everything
3. **References:** Strategies for Teachers: Teaching Content and Thinking Skills, Eggen & Kauchak 4<sup>th</sup> Ed. Methods of Teaching Agriculture, Newcomb, McCracken, Warmbrod 2nd edition;
4. **Regular attendance and participation during class meetings.**
5. **Email** - Effective and timely communication will require student email access.

### Course Goals

1. Provide students with pedagogical skills appropriate in agricultural education ensuring effective instruction, student engagement, and meaningful learning experiences.
2. Provide students with the knowledge, resources, and practice necessary to develop instructional plans for daily lessons, units, and courses.
3. Provide students with the knowledge and practice needed to plan and use instructional time efficiently.
4. Provide students with the knowledge, resources, and practice necessary to monitor student learning and develop, use, and interpret student assessments.
5. Create an appreciation for the value and importance of reflecting on one’s teaching.
6. Provide students with the knowledge, resources, and practice necessary to make course content accessible to all students, including those with special needs.
7. Create a belief that professional development is not a function of the school administration but rather a responsibility of all effective teachers.

## Student Learning Outcomes

After the successful completion of this course, students will be able to:

1. Describe the characteristics of an effective secondary agriculture teacher.
2. Analyze curriculum and select appropriate instructional strategies.
3. Select and organize appropriate and effective instructional materials.
4. Demonstrate pedagogical skills appropriate in the agriculture classroom and laboratory.
5. Select and demonstrate appropriate methods and techniques of engaging students and managing the learning environment.
6. Plan and demonstrate effective instructional planning and efficient use of instructional time.
7. Prepare appropriate and effective instructional objectives.
8. Develop, utilize, and interpret appropriate student assessments.
9. Prepare and demonstrate the use of daily lesson plans, using current technology.
10. Develop a course curriculum following the State Career and Technical Education Standards including a course outline, instructional unit, lesson plans and assessments.
11. Understand and follow safety procedures and guidelines.
12. Understand, select, and use a variety of instructional materials, techniques, and assessments to better serve students with special needs.
13. Reflect on their own teaching and plan for professional growth and improvement.
14. Use computer/tablet based collaborative tools, such as, email, listservs, Internet, apps and other appropriate technologies.

## Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## Course Policies

Leaders are professionals guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional.

Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and field experience, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

## University Policies

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology

Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#):  
<http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

## Method of Evaluation

Students will be evaluated on performance related to:

- |     |         |   |
|-----|---------|---|
| 1.  | 25 pts  | Objective Writing (Google Docs)   |
| 2.  | 25 pts  | Demonstration Video (Show Me or Educreations app)                                     |
| 3.  | 25 pts. | Assessment Development (Google Forms and Sheets)                                      |
| 4.  | 50 pts  | Group Lesson Plan Activity (Google Docs)  |
| 5.  | 100 pts | Lesson Plans for Micro Teaching Presentation (2-50 pts. each) (Google Docs)           |
| 6.  | 100 pts | Micro-Teaching Presentation (100 pts. each) (Nearpod app or others)                   |
| 7.  | 100 pts | Micro-Teaching Self-Evaluation  |
| 8.  | 100 pts | Course Curriculum Project (Google Docs)   |
| 9.  | 50 pts  | Pre-Class Reading Assignments – readings/questions on Blackboard                      |
| 10. | 50 pts  | Attendance, In-class Participation (Socrative app) and Peer Evaluations (Google Docs) |
| 11. | 100pts  | Final Exam – Lesson Plan Development Exercise   |
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**The points and assignments in this course will vary year to year based the number of students and at the discretion of the instructor.**

Grades will be based on the student's percentage of the total points possible:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% or below = F

## Required Assignments

### 1. Objective Writing (TPE 3.1, 3.3, 4.2, 4.3)

- Compose a Google Doc that includes nine simple behavioral objectives referencing the California Ag Standards. Three objectives will be written for each domain (cognitive, affective, and psychomotor)
- Compose six criterion-referenced objectives also referencing the Calif. Ag Standards. Objectives should include the ABCD elements.
- Submit by saving the document in your Google Drive. You will do so by creating a folder on your Google Drive called CI 161 – *Last name, First name*. Once you create the folder, you will share it with [vrocca@mail.fresnostate.edu](mailto:vrocca@mail.fresnostate.edu) which will allow Dr. Rocca to view any file you place in that folder. You will save all of your documents/assignments in this folder to receive create.

### 2. Demonstration / Interactive Whiteboard Video (TPE 3.7, 3.8, 4.8)

- Using the Show Me or Educreations or other similar applications, create a 2-5 minute video demonstration. Your demo should be of something commonly taught in an agriculture class such as the example given here covering the parts of a flower <http://www.showme.com/sh/?h=dCUzRDs> (you can do much better).
- Your demo video should include audio narration and drawing. You may use a picture, but drawing it still required.
- Submit by emailing a link to your video to Dr. Rocca at [vrocca@mail.fresnostate.edu](mailto:vrocca@mail.fresnostate.edu). Make sure that you set your video to be viewed by anyone with link or set as public.

3. **Assessment Development (TPE 1.8, 3.1, 3.3, 4.2, 4.3, 5.1)**
  - Using Google Forms create a formative assessment for a lesson from the California Ag Core Curriculum. This assessment should be a quiz or test that includes at least ten questions that may include multiple choice, True/False, and/or short answer items. Once you compose your quiz, have five of your classmates complete your quiz (form) to generate answers on a Google Sheet. Submit your assignment by saving your Google Form and the corresponding Google Sheet containing the data in your CI 161 folder that you have shared with Dr. Rocca.
4. **Group Lesson Plan Activity (TPE 1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.4, 4.2, 4.3, 4.4)**
  - Lesson plan #1 will be part of an in-class assignment. Lesson plans will be created using the Direct Instruction Lesson Plan Template and Ag Core Curriculum resources available in Dr. Rocca's CI 161 folder on Box.
  - Students will be assigned to a group and collaboratively develop a lesson plan. From Box, open the Lesson Plan Template and modify it using Google Docs so that group members can contribute to the document simultaneously.
  - Each group member should include a copy of the group's lesson plan in their CI 161 folder.
5. **Lesson Plans for Micro-Teaching Presentations (TPE 1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4)**
  - Lesson plans #2 & #3 will be completed as part of your teaching presentations #1 & #2 assignments. These lessons may be submitted using the Lesson Plan Template or if you prefer another template of your choice. **DUE on your scheduled day.**
  - Lesson plans should follow format and content guidelines presented by the instructor.
  - Please submit a paper copy of your lesson plan and supporting documents to the instructor prior to the beginning of the lesson presentation.
6. **Microteaching Lesson Presentation #1 (TPE 1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.6, 3.7, 4.2, 4.3, 4.4, 4.8, 5.1) – Micro-lesson using Direct Instruction Model**
  - Develop and present a 25-30 minute micro-lesson that utilizes a tablet computer.
  - Utilize one of the following teaching models: Direct Instruction, Discussion, Experiential Learning, Social Interaction, or Problem-Based Learning
  - Required components include complete lesson plan, introductory activity, visuals, handouts, demonstration/student activity, pre and post-assessments, and demonstration of classroom management skills.
  - **DUE on your scheduled day**
7. **Teaching Self-Evaluation (TPE 5.3, 6.1)**
  - Compose a 1-2 page typewritten paper critiquing and reflecting on your teaching performance in Teaching Presentation #1 & #2
  - Discuss your strengths and weakness throughout each part of the lesson and in managing the learning environment
  - Lastly, outline a plan for improving your teaching effectiveness based on the weaknesses you identified.
  - Submit your assignment by saving your Google Form and the corresponding Google Sheet containing the data in your CI 161 folder that you have shared with Dr. Rocca.
  - **DUE one week after presentation is posted on Blackboard.**
8. **Course Curriculum Project (TPE 1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4)**
  - For a chosen course (*other than Ag Core Curriculum*) develop a Course Outline, Unit Outline, Unit Pretest, Unit Exam, and at least three consecutive lesson plans.
  - Course Outline should contain estimated hours of instruction, unit topics and lesson topics.
  - Unit Outline should contain objectives, lesson topics, references, and required materials.
  - Lesson plans should be complete and follow appropriate format and content guidelines used in this course.

- Curriculum Project should be submitted as a single electronic document. The document should be submitted by saving it in your CI 161 folder on your Google Drive, which you have shared with Dr. Rocca. Adobe PDF, MS Word, Google Docs are acceptable formats for submission (no paper copies).

- **DUE on last day of instruction**

#### 9. Pre-Class Reading/Learning Assignments

- Prior to each class meeting please visit the course Blackboard site for your pre-class reading and learning activities. Each reading assignment has corresponding review questions, which are submitted via a Google Form.

#### 10. Attendance, In-class Participation and Peer Evaluations

- Your attendance, participation in class and during micro-teaching presentations is expected and will contribute to your final grade in this course.
- Grades based on percentage of classes attended, assigned readings completed, in-class assessment and percentage of Peer-Evaluations submitted.
- Attendance will be recorded during the first few minutes of class by a student response system, if you enter the room after this point **you will be considered absent**.
- Late assignments will only be accepted for **one week after the due date**.
- Late assignments will be penalized at **least 50% of the possible points**.

#### 11. Final Exam – Lesson Plan Development

- Similar to the Group Lesson Plan Activity, but individually you will develop a lesson using the Direct Instruction Lesson Plan Template and Ag Core Curriculum resources.
- Please bring a laptop or tablet to complete this exercise, which will be completed during the final exam time.
- Your lesson plan must include title/unit/course information, materials/resources, objectives, presentation content and activities, guided and independent practice and assessment/conclusion. The use of powerpoints and handouts may be stated in the lesson plan, however the actual documents are not required but encouraged if existing documents already exist.

### CI 161 Tentative Course Schedule

Date	Topic	TPE	Assignment
Aug 21	Introduction & Syllabus		
Aug 26	Tablet Teaching and Core Apps	3.6, 3.7, 4.8	
Aug 28	Principles of Effective Teaching	1.1, 1.3, 1.5, 1.8, 4.2	
Sept 2	<b>HOLIDAY – Labor Day</b>		
Sept 4	Planning/Organization of Instruction	1.1, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4	
Sept 9	Instructional Objectives	1.8, 3.1, 3.3, 4.2, 4.3, 5.1	
Sept 11	Lesson Planning	1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4	
Sept 16	Demonstration/Interactive Whiteboard Video Assignment	3.6, 3.7, 4.8	<b>No Class – Canvas Activity</b>
Sept 18	Learning Styles/Aids & Special Populations	1.8, 3.2, 3.5, 3.6, 3.7	<b>No Class – Canvas Activity Objectives Writing Assignment Due</b>
Sept 23	<b>No Class – FFA Board Meeting</b>		

Sept 25	Direct Instruction Teaching Model	1.1, 1.3, 1.5, 1.8, 3.2, 3.3, 4.2, 4.3	<b>Demo / Interactive Whiteboard Video Due</b>
Sept 30	Group Lesson Plan Development	1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.4, 4.2, 4.3, 4.4	
Oct 2	Assessment	1.8, 3.1, 3.3, 4.2, 4.3, 5.1	<b>Group-Lesson Plan #1 Due</b>
Oct 7	Lecture-Discussion Model	1.1, 1.3, 1.5, 1.8, 3.2, 3.3, 4.2, 4.3	
Oct 9	Experiential Learning - Demonstrations/Field Trips	1B,2,3,4,5,8,9,10	<b>Assessment Development Assignment Due</b>
Oct 14	Classroom Management	1.1, 1.8, 4.2, 4.4	
Oct 16	Microteaching Lesson #1	1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.8, 5.1, 5.3, 6.1	<b>Lesson Plan #2 Due on Assigned Day</b>
Oct 21	Microteaching Lesson #1		<b>Video Self-Evaluation #1 Due - One week after Microteaching #1</b>
Oct 23	Microteaching Lesson #1		
Oct 28	Microteaching Lesson #1		
Oct 30	Microteaching Lesson #1		
Nov 4	Microteaching Lesson #1		
Nov 6	Microteaching Lesson #1		
<b>Nov 11</b>	<b><i>HOLIDAY – Veterans Day</i></b>		
Nov 13	Microteaching Lesson #1		
Nov 18	Microteaching Lesson #1		
Nov 20	Microteaching Lesson #1		
Nov 25	Microteaching Lesson #1		
Nov 27	<b><i>HOLIDAY - Thanksgiving Break</i></b>		
Dec 2	Microteaching Lesson #1		
Dec 4	Microteaching Lesson #1		
Dec 9	Microteaching Lesson #1		
Dec 11	Microteaching Lesson #1		<b>Curriculum Project Due Dec. 11</b>
Dec 12 & 13	Final Exam Preparation & Consultation		
Dec. 16	<b>Final 5:45p-7:45p</b>		