

AGED 050 – Orientation to Agricultural Education

Fall 2010

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Office Hours: Mon. 2-5pm & Tue. 3-5pm

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Class Meeting Times: Lecture – Tuesday, 6:00 p.m. - 7:50 p.m. in AG 234. Field experience arranged at area schools agricultural education programs. Prerequisites: None.

Introduction and Course Description: An overview of agricultural education in California, including the principle components of agricultural education, developing academic and career plans, and observation in a secondary agricultural education classroom. Two-hours lecture and three-hours school site observation laboratory. Grading will be CR/NC only.

Materials and Course Requirements:

1. Required Text: None
2. Three ring binder, planner/journal, paper, pen, and pencil
3. Transportation – students must provide their own transportation to the field experience site.
4. Email - Effective and timely communication will require student email access. (The University provides free email accounts to all students. Internet access is also available through CVIP. Students may sign up for email or for Internet access through CVIP at Barstow and Cedar.)

Primary Learning Outcomes:

Upon successful completion of this course, the student is expected to be able to:

1. Describe the components of agricultural education.
2. Define the responsibilities of secondary agricultural education instructors.
3. Explain the history and purpose of vocational agricultural education.
4. Describe the curriculum areas (pathways) and commonly taught courses.
5. Explain the purpose of the FFA organization and experiential learning in agricultural education.
6. Plan an undergraduate and teacher preparation program of study conducive to their career goals in agricultural education.
7. Develop their personal philosophy of agricultural education.
8. Describe current and new technologies used in agricultural education.
9. Satisfy the early field experience requirement for the Agriculture Single Subject

Credential Program at California State University, Fresno.

Course Content:

- I. What is agricultural education?
 - A. Components of agricultural education programs
- II. History and purposes of agricultural education
- III. Classroom instruction
 - A. Curriculum pathway areas and commonly taught subjects
 - B. California state standards & curriculum
- III. Agricultural education leadership
 - A. FFA organization
- IV. Experiential learning in agricultural education
 - A. Supervised agricultural experience programs
- V. Professional expectations in agricultural education
- VI. Agricultural education teacher preparation requirements
 - A. Agriculture single subject credential program
 - B. Agricultural specialist credential program
 - C. Occupational experience
 - D. Field experience
- VII. Academic and career planning
 - A. Development of academic plan
 - B. Development of career goals
- VIII. Professional growth and development
 - A. Pre-service and in-service education
 - B. California Agricultural Teachers' Association
- IX. Philosophy of agricultural education
 - A. Individual development of personal philosophy
- X. Use of technology in agricultural education
 - A. New technology and innovation
- XI. Field experience in agricultural education
 - A. Observation techniques
 - B. Classroom management
 - C. Student supervision
- XII. Agricultural awareness
 - A. Agricultural literacy K-8
- XIII. Agricultural education current issues

Course Policies: Leaders are professionals guided by specific values and engaged 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 the instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

University Policies: Students should read the following policies to ensure they understand the expectations of the university and the instructor for this course:

1. If you are absent from class, it is your responsibility to:
 - a. Obtain class notes from another student in the class.
 - b. Check on announcements made while you were absent.
2. Remove hats and caps while in the classroom.
3. Turn off cell phones during class.

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 University Center Room 5 (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. 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. Any student caught cheating on an exam or assignment will be assigned a “0” grade for that assignment or exam. A second cheating offense by a student will result in failure of the course. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University Policies).

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 of the copyright holder. For more information check online at:

<http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>.

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. 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. Students should read the university policy regarding disruptive classroom behavior. For more information, go online to:

<http://www.csufresno.edu/ClassSchedule/current/policy/conduct/disruptive.shtml>.

Student conduct, which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from this class.

Subject to Change: The instructor reserves the right to maintain flexibility in the course syllabus and class schedule to accommodate guest speakers, include unanticipated relevant current events and in the event of other extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Method of Evaluation: Students will be evaluated on performance on the following basis:

1. 50% Assignments #1 - #10
2. 10% Assignment #11 - Philosophy of Agricultural Education (2-3 pg.)
3. 20% Assignment #12 - Observation log (min. of 45 hours) and reflective journal
4. 10% In-class assignments (academic plan, career goals, resume)
5. 10% Attendance and in class participation

Late Assignments will be accepted for a maximum of 50% of the possible points.

Required Assignments:

Assignment #1 – Most Memorable Teacher

- Compose a 1-2 page paper discussing a memorable teacher that may have influenced you to consider teaching. What are the qualities and attributes that you admired?

Assignment #2 – Personal Strengths

- Compose a 1-2 page paper in which you identify five areas of personal strength that will help you become an effective teacher. Describe three to five areas that need attention and/or improvement.

Assignment #3 – Why Do You Want To Teach?

- People enter the teaching profession for many reasons: honorable work, enjoy working with children, salary and benefits, work schedule, job stability, good working conditions, doing something that makes a difference, etc. Compose a 1-2 page paper discussing why you want to teach?

Assignment #4 – Student Assessment

- Compose a 1-2 page paper describing the kinds of assessment observed at the school site and how the information is used?

Assignment #5 – Classroom Management

- Compose a 1-2 page paper describing the management system in place in the classroom. Was it effective? Did the students know the rules?

Assignment #6 – Teacher Observation

- Observe an Agriculture Teacher's lesson(s) and then compose a 1-2 page paper covering the following topics:
 - Can you identify the lesson objectives?
 - Did students understand the material?

Assignment #7 – Instructional Resources

- Compose a 1-2 page paper describing the instructional resources (including technology) used by the teacher in the classroom?

Assignment #8 – Student Populations

- Compose a 1-2 page paper describing the students in the observed classroom, including culturally and linguistically diverse students, students with disabilities, GATE students, and students with other special needs. How does the observed teacher meet the needs of all students?

Assignment #9 - Addressing Content Standards

- After reflecting on the lessons you observed, compose a 1-2 page paper describing how the California content standards are addressed at your school site. What was the content of the lessons you observed? What academic and agriculture standards are being addressed? Provide at least five examples/standards.

Assignment #10 - Interview an Agriculture Teacher

- Compose a 2-3 page paper summarizing an interview with an Agriculture Teacher
- Consider asking the following questions for the interview and paper:
 - What is the best part of teaching?
 - What has been your greatest achievement as a teacher?
 - What have been your greatest disappointments as a teacher?
 - What are the greatest challenges for teachers?
 - What are your non-teaching duties and time requirements?
 - In what ways are schools successful?
 - What advice do you have for someone considering a career in agriculture teaching?

Assignment #11 - Philosophy of Agricultural Education

- Compose a 2-3 page paper describing your thoughts and beliefs about effective education and specifically your beliefs about agriculture education.

Assignment #12 - Observation Log & Reflective Journal

- Record the date and time of your observations
 - A minimum of **45 observation hours** are required
- Compose an entry in your reflective journal for each observation
 - A minimum of **12 reflective journal entries** are required

Attendance – attendance will be taken at the beginning of each class session. Attendance points will be computed by calculating the total percentage of class session attended and then multiplying that percentage by the total number of attendance points possible. (Example: if you attend 50% of class sessions then .5 x 100pts. possible = 50 attendance points).

Grading for this course is on a Credit or No-Credit basis. CR/NC grades will be based on the students' percentage of the total points possible:

100% - 70% = Credit (CR)

69% or below = No Credit (NC)

Points possible in this course will vary from year to year.

Tentative Course Schedule

Day	Date	Topic	Reading	Assignments
1	Aug 24	What is Agricultural Education?		E-mail Communication
2	Aug 31	Classroom Observation Techniques	8-6 to 8-7*	Contact Cooperating school
3	Sept 7	History and Purpose of Vocational Agricultural Education.		Field Experience Observation
4	Sep 14	The Classroom Instructor	Handout	Field Experience Observation Assignment #1 Due
5	Sep 21	FFA Organization & Youth Leadership	4-3 to 4-5	Field Experience Observation Assignment #2 Due
6	Sep 28	Experiential Learning & SAE Programs	9-1 to 9-4	Field Experience Observation Assignment #3 Due
7	Oct 5	The Ag. Teaching Professional	10-2 to 10-5	Field Experience Observation Assignment #4 Due
8	Oct 12	Credential Requirements	23-2 to 23-3	Field Experience Observation Assignment #5 Due
9	Oct 19	Professional and Career Goals		Field Experience Observation Assignment #6 Due
10	Oct 26	Academic Planning	21-6 to 21-7	Field Experience Observation Assignment #7 Due
11	Nov 2	Professional Development and Growth	Handout	Field Experience Observation Academic Study Plan
12	Nov 9	Developing your Philosophy of Agricultural Education	23-2 to 23-4	Field Experience Observation Assignment #8 Due
13	Nov 16	Technology in Agricultural Education	Handout	Field Experience Observation Assignment #9 Due
14	Nov 23	Teaching Opportunities		Field Experience Observation

graduates an advantage in career placement. Our graduates positively impact the industry.

Who we are:

A worldwide leader in the education of applied agriculture. We impact the industry.

What we represent:

A vehicle of worldwide opportunity to career paths in agriculture and beyond.

Our Points of Difference:

1. Location and Association with Industry:
We are located in the heart of an agricultural industry that feeds 10% of the world population. We specialize in training students to employ applied scientific principles in production agriculture.
2. Faculty:
We advise and teach students, engage students in research, and interact with industry. We prepare students to go where they cannot go themselves. We care!
3. Curriculum:
We teach science and the practical application of science within the industry because of our relationship with industry.