



ANSC 2304
Teaching Agriculture in Secondary
Schools
Spring 2017



Instructor

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Or by appointment

Time and Location

TR 9:30am – 10:45am 135 RAS

Course Description

An analysis of evolving concepts and philosophies of agricultural education programs with emphasis upon history, legislation, and principles underlying organization and practice.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the need for public school education in agriculture.
2. Explain the significance and relevance of the Code of Ethics and Standard Practices for Texas Educators.
3. Describe the primary responsibilities of an agriscience teacher.
4. Communicate personal beliefs related to a philosophy of effective instruction.
5. Explain the philosophical foundations of education and agricultural education.
6. Explain the relationship between the historical development of Agricultural Education, social and industrial needs addressed by Agricultural Education and the current status of Agricultural Education.
7. Describe the impact of the three components of the Total Ag Ed program on student learning.

TEA AFNR Educator Standards

Standard I. The AFNR teacher understands the scope of agriculture and the foundations of agricultural education and applies the process of scientific discovery to the various disciplines of agriculture.

Standard II. The AFNR teacher promotes student development through effective use of career pathways, supervised agricultural experiences, leadership development and student organizations.

Standard VII. The AFNR teacher has a basic understanding of emerging technologies and understands the use of information technologies in the AFNR industries.

Standard IX. The AFNR teacher knows how to organize and manage an effective agriculture, food, and natural resources program and how to work with school, community, and industry representatives to support the program.

(ANSC) Program Learning Outcomes

Student will demonstrate that he/she is able to:

1. Demonstrate the basic skills of interpreting research data gathered in an agricultural context,
2. Apply critical thinking skills to mitigate potential challenges in diverse animal sciences and related agricultural industries,
3. Develop problem solving skills, and
4. Demonstrate the ability to communicate through written, spoken, and graphical methods.

Required Texts (Available at the SRSU Bookstore or online)

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Other articles as assigned – provided by instructor

DESCRIPTION OF COURSE ASSIGNMENTS

Personal Introduction Presentation

You will be required to create a 5 to 7 minute presentation about yourself that contains a visual aid (PPT, Prezi, etc.). The purpose of this presentation is to give your classmates some background about you and why you chose Agricultural Education. Pertinent points should include:

- Your name and hometown/high school,
- Description of your past participation in FFA/4H (LDEs, CDEs, SAE projects, etc.), and
- In-depth description of why you want to teach agriculture.

Teaching Philosophy Paper – Due March 9

Formalize your philosophy of teaching by writing a 2-3 page personal philosophy paper. The paper will address your philosophy of what constitutes effective instruction in agricultural education, your beliefs about the value and role of teaching, and your perspectives on the Code of Ethics and Standard Practices for Texas Educators. Use the provided handout to help guide your thoughts.

Some guiding questions to consider as you prepare to write your philosophy are:

- What is the purpose of education?
- What is the student's role?
- What is the teacher's role? (in education, in relation to students, parents, colleagues, community)
- What are your beliefs about teaching and learning?
- What kinds of knowledge and skills are important to impart to students?
- What are your beliefs about classroom or behavior management?
- What historical figures, events, or philosophies have influenced you?

Online Reflection Journaling

You will be required to write a reflection post in Blackboard after every guest speaker. You will need to reflect on the speaker's presentation and what they discussed. This reflection is not a recap of what the speaker said, but instead should encompass your thoughts about the presentation. Additionally, discuss how what the speaker said will help you in your future career as an Agriscience teacher. Each reflection will be due by the next class period after a speaker presents.

Teacher Interview Paper – April 18

Each student will interview two teachers: a high school (9-12) agriculture teacher and a non-agriculture teacher (any grade level). Students should observe each interviewed teacher for at least one class period while they are teaching in the classroom or laboratory. The interviews should be guided by the following topics:

- Learning goals for students
- Beliefs about effective teaching methods
- Roles of the teacher and student
- Rewarding aspects of teaching
- Teaching philosophy and changes as they have gained experience
- How they interact with the community outside of the school in relation to community outreach, activities, education, etc.
- Questions may also be asked in any other pertinent area. (i.e. Discipline and classroom management; Curriculum and instruction; Working with parents; Inclusion of children with special needs)

Each student will then create a written summary of the interviews. The written paper must include: (*Note:* there is no page limit on this assignment.)

- Demographic information (Teacher Name, School, Grade or Discipline Taught, Class Size, other

- pertinent information)
- The questions asked of each teacher
 - Explain why you included the questions you did. Did you tailor your questions to the teacher's teaching assignment? What were you interested in learning?
- The answers the teachers gave
 - Summarize the teacher's responses as accurately as possible
- A narrative summary about these interviews
 - Provide justification for the selection of these teachers. What made you want to interview these teachers?
 - Consider how the responses of the teachers compared/contrasted
 - Consider how teachers' responses aligned or did not align with their teaching practices
 - Discuss how the responses aligned or didn't align with information in your text and from class
 - Explore how the responses will inform your thinking about your own philosophy of teaching

Exam #1

This exam will be an objective assessment of your knowledge and understanding of the content discussed since the beginning of the course. Particular attention will be placed on items related to historical and current legislation, organization, funding, and curriculum issues of agricultural education and vocational education. A variety of question types will be utilized in this assessment.

Exam #2

This exam will follow an oral presentation format. Each student will meet individually with the course instructor at an agreed upon time to complete this assessment. The exam will consist of two major sections. Each student will be asked a series of 3-5 questions regarding the application of ideas discussed throughout the entire course. Students will also be asked to 1) recite from memory the advisor's portion of the FFA Opening Ceremony and 2) discuss how they might modify their teaching philosophy statement submitted earlier in the course in light of new information/insight they received in the latter portion of the course.

Participation, Attendance, and other assignments

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

COURSE ASSIGNMENTS	Points
Personal Introduction Presentation – January 26	100
Teaching Philosophy Paper (1 st draft) – March 9	50
Teaching Philosophy Paper (2 nd draft) – April 4	100
Exams (200pts each)	400
Teacher Interview – April 25	150
Online Guest Speaker Reflections	100
Attendance and other assignments	100

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are required. No emailed assignments will be accepted and no work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor if they are expecting to be unable to meet a deadline. All late assignments will be assessed a 10% deduction for each day they are late; no assignments will be accepted after 10 days.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Academic Honesty

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open

- door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd.

Reasonable Accommodation Statement

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: Ferguson 112, 837-8203.

ANSC 2304 Course Calendar (Subject to Change)

Date	Topics/Learning Experiences	Reading/Notes
1/17	Introductions/Expectations – What is SBAE?; You as a Teacher of Agriculture – Roles and Responsibilities	Chapter 1; Simmons
1/19	Professional Duties and Responsibilities of an Educator	Chapter 1; Thompson & Haug
1/24	Philosophical foundations of SBAE – 3 circles; Progressivism vs. Social Efficiency	Hyslop-Margison; Roberts & Ball
1/26	Personal Introduction Presentations	
1/31	Progressivism vs. Social Efficiency	
2/2	Historical Events Impacting SBAE & FFA	Chapter 2
2/7	Historical Events Impacting SBAE & FFA	
2/9	The first-year teacher – Christina Kile, Ector County ISD	
2/14	FFA basics	FFA manual
2/16	FFA basics	Chapter 13
2/21	Effective Teaching Behaviors & Characteristics	Chapter 9
2/23	The Community-based Model of SBAE	Chapter 9
2/28	Why I teach? – Janyel Taylor, Lakewood Ranch HS	
3/2	Balancing Professional and Personal Life – Dr. Catherine Shoulders, University of Arkansas	
3/7	Building Ag Business Partners	
3/9	Supervised Agricultural Experience	Chapter 26; Teaching Philosophy (Draft 1)
3/13-17	Spring Break – No Class	
3/21	Teaching Philosophy Peer Review	
3/23	Philosophy and History of SAE – Dr. Eric Rubenstein, University of Georgia	Chapter 26
3/28	Exam #1	
3/30	Career and Technical Education – What is it, and where does Ag Ed fit? – Pam White, Alpine ISD	
4/4	CDE reflection; Team Ag Ed	Teaching Philosophy (Draft 2)
4/6	The role of FFA	
4/11	Texas FFA Association – Aaron Alejandro, Texas FFA Foundation	
4/13	Role of CDEs/LDEs as a teaching tool	
4/18	Professional Growth and Development as an Ag Teacher – Barney McClure, Executive Director VATAT	Chapter 22;
4/20	Agricultural Education at the postsecondary level; SBAE/FFA and Extension/4H partnership	
4/25	Agricultural Education at the Postsecondary Level	Teacher Interview Due
4/27	Connecting research and teaching practice	Ag Ed Magazine
5/2	Last day of class – Schedule Exam 2; Wrap-up/reflection	