

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF AGRICULTURE

ANSC 3318
Teaching methods in Agricultural Education
Spring 2020

Instructors: Dr. Dexter B. Wakefield, I
108 RAS
Office: (432) 837-8210
dbw19dp@sulross.edu
Office hours: TBA

Class Meetings: T - 9:30-10:45
R - 9:30 - 10:45 (Lab), Additional labs are expected to meet teacher education requirements.

Course Description

Instructional methodology course that focuses on the selection and use of teaching strategies, methods/approaches, and techniques; evaluating learning; and managing learning environments for teaching agricultural subjects in formal educational settings.

Recommended Textbook (Available 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.

Vaugh, S. R., Bos, C. S., & Schumm, J. S. (2018). Teaching students who are exceptional, diverse, and at risk in the general education classroom. Practices 7th edition Upper Saddle River, NJ: Pearson

Course Objectives

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

1. Describe the role of the instructor in the learning process, including characteristics of good instructors and teaching.
2. Identify factors affecting individual learner differences.
3. Correctly demonstrate the use of teacher-centered, social interaction, and student-centered learning activities.
4. Develop and teach lessons using the appropriate learning activities.
5. Prepare lesson plans that address diversity in student populations.

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6. Describe the characteristics and uses of selected educational technology.

(ANSC) Student Learning Outcomes:

Students 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, and
3. Demonstrate the ability to communicate through written, spoken, and graphical methods.

TEA AFNR Educator Standards:

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

Academic Integrity / Plagiarism

The University policy on academic integrity and freedom will be employed in the course. The policy can be found in the Sul Ross State University Student Handbook.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

All students are required to abide by the Sul Ross State University honor code. The pledge for student's states: **Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation: "I pledge to uphold the principles of honesty and responsibility at our University. I have neither given nor received unauthorized aid in doing this assignment."**

Assignment Policy

All assignments are due on or before the specified due date. Late assignments will not be accepted. Incompletes will only be given in extreme circumstances. No assignments will be accepted via email.

About the Course

Being a high school agricultural 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 your 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 the 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 Quitman, Georgia where I was a member of the high school FFA, 4-H, Chess Club, Marching Band, and the baseball team. I went to Fort Valley State University to receive my bachelor's degree in agricultural education and taught high school agriculture. I spent a few years in law enforcement before deciding to return to school to receive my master's and doctoral degrees. I attended the University of Georgia, Purdue University and have an advanced certification from Harvard University. I'm a recipient of the Honorary State and American FFA Degrees as well as being recognized as a distinguished alumni of Purdue University (the #4 agricultural university in the world).

Drop / Add Policy

The University drop / add policy will be followed.

Students with Special Needs:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator,

Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

Marketable Skills for Department of Animal Science:

1. Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.
2. Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
3. Understanding the implications of new information for both current and future problem solving and decision-making.
4. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
5. Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. Communicating finding in both oral and written form at a level appropriate for the needs of the audience.

Departmental Projected Learning Outcomes:

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 demonstrate the ability to communicate through written, spoken, and graphical methods.

Course delivery

This is a face-to-face course. Additional materials and correspondence should be made through Blackboard. Assignments will not be accepted via email. Outside activities in selected high schools are expected.

Modules	Week of	Topic
1	January 12	Course Introduction, information sheets, expectations, and assignments. Dimensions of a complete program. How People Learn. Movie – “Stand and Deliver”
2	January 19	Factors Influencing Decisions about Teaching
3	January 26	Principles of Teaching and Learning
4	Feb 2	Planning the Course of Study
5	Feb 9	Problem Solving as a Teaching Method
6	Feb 16	Planning instructions, writing behavior objectives, and developing lesson plans

7	Feb 23	Individualized Teaching Techniques
8	Mar 1	Group Teaching Techniques
	Mar 8	Spring Break
9	March 15	Managing Student Behaviors
10	March 22	Utilizing Laboratory Components of the Secondary Agricultural Curriculum
11	March 29	Supervised Agricultural Experiences
12	April 5	Disadvantaged Students in the Secondary Agricultural Education Curriculum
13	April 12	Teaching Adults and Evaluation in Education
14	April 19	Student Teaching Manual and Expectations
15	April 26	TBA - hold
16	May 1-5	Final Exams Week

GRADING: All assignments are due on the day announced by the instructor. No late work will be accepted. This will be adhered to strictly.

Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the student addressed the objectives of the assignment. Unless otherwise stated, all assignments are to be "word processed" or typed.

Learning Activities

Your primary objective for being in this course should be to learn, not to earn a certain grade. The development of you as a teacher is what is important. In order to help you learn and improve yourself, certain activities have been planned to facilitate this process. The completion of these activities will help prepare you for teaching. Since the university does require a grade, these activities will be graded. In this course, you will not be given a grade; you will receive what you earn. As a teacher educator at SRSU, your work should be of high quality. If your work is average, then you should expect an average grade C. The assignments and point values for each assignment are:

Lab Assignment Details				
Assignments	Title	Description	Time	Points
1	Lesson Introduction	Create and present an activity designed to stimulate student interest	5-8 min	25
2	Lecture	Create and present a lecture following guidelines presented in class. The lesson should include an introduction and a summary activity. Visual aids are optional .	8-10 min	50
3	Demonstration	Create and present a demonstration (lab) following guidelines presented in class. The lesson	8-10 min	50

		should include an introduction and a summary activity.		
4	Lecture and Questioning	Create and present a lecture following guidelines presented in class. Integrate at least 10 questions throughout the lecture. The lesson should include an introduction and a summary activity. Visual aids are required .	10-15 min	75
5	Lecture and Discussion	Create and present a lecture following guidelines presented in class. Integrate at least 4 Discussion activities. The lesson should include an introduction and a summary activity. Visual aids are required .	10-15 min	100
6	Video and Cooperative Learning	Create and present a lesson that includes a video presentation and cooperative learning. Additional learning activities may also be used. The lesson should include an introduction and a summary activity.	20-25 min	100
7	Individualized Instruction	Create and present a lesson that includes individualized instruction for students that are special needs within your lecture/demonstration. Include an introduction and a summary activity.	20-25 min	100
8	Clinical Teaching Experience	Working with your instructor, you will make arrangements to deliver a lesson to a class of high school agricultural education/ science students. You must use 2 or more of the learning activities presented in class.	1 Class Period	200
9	Lesson Plans	Develop four lesson plans Lesson Plan #1 – “Cadillac Plan for 2-4 class periods Lesson Plan #2 – “Unit Plan for 5-15 class periods” Lesson Plan #3 – Problem solving lesson plan Lesson Plan #4 – Student Assisted Instruction		200
10	Self Critique	You are to watch yourself teaching using the following format: <ol style="list-style-type: none"> 1. Watch once to get a general feel for your presentation. 2. Watch a second time paying attention to your mannerism. 3. Watch a third time and pay close attention how well you demonstrated the characteristics of effective teaching Next, the following must be submitted within 1 week after presentation: <ol style="list-style-type: none"> 1. Self-evaluation using the appropriate grading rubric. 2. Half page reflection on the lesson. 		100
11	Extra Credit	Bulletin Board and Semester Announcement	ASAP	100
12	Final Exam			200
Total				1200*