

ANSC 2304: Introduction to Agricultural Education Syllabus

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Introduction and Course Description

Introduction to Agricultural Education, ANSC 2304, (3) units
Tuesday and Thursday; 1 – 2:15, Room TBA & Zoom

This course provides an overview of agricultural education programs in Texas and the United States. The course covers the duties of the agricultural education teacher and the components of agricultural education programs (classroom/laboratory instruction, FFA, and SAE). Qualifications for teaching agricultural education and admission to the teacher preparation program are also covered. Information on the content and conduct of agricultural education programs in Texas is emphasized.

Primary Student Learning Outcomes

Students completing the course will be able to:

1. List and describe the components of an agricultural education program.
2. Discuss teaching as a profession.
3. Describe the technical and professional requirements for teaching agriculture.
4. List and describe the functions of the Texas Department of Education Agricultural Education Unit.
5. Explain Supervised Agricultural Experience programs and records.
6. Describe leadership development through the FFA.
7. List and discuss current trends and issues in agricultural education at the state and national level.

Course Content

1. Introduction to Agricultural Education
2. Teaching as a profession
3. Technical & professional requirements for teaching agriculture
4. Functions of the Texas State Dept. of Ed./Agric. Ed. Program Unit
5. Supervised Agricultural Experience programs & records
6. Leadership development through the FFA
7. Current trends and issues in agricultural education at the state and national level.

Subject to Change

This syllabus and schedule are subject to change at the discretion of the instructor. You will be provided information in advance. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

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

University Policies

On-line Discussion Forums:

While this course is being taught as a hybrid, students are expected to be active participants in the classroom web-discussion and exercises. The discussion board provides a venue to increase interaction and is used to replicate a traditional class discussion. To facilitate this discussion, the instructor will provide guiding questions for each discussion. However, as in a traditional discussion format, students are encouraged to not only respond to questions, but also pose questions to the group and instructor.

Active participation in this way increases not only your knowledge, but the knowledge of others participating in the course. You all bring a wealth of knowledge and information to this class from which others can benefit. Therefore, all students will be required to participate in the weekly discussion board forums. In addition to your original post, you will need to respond to at least 2 other posts (as well as respond to individuals responding to your posts). Responding does not consist of stating "I agree with you," your responses should be well-thought out and contribute to furthering the discussion. I will also be engaged in the discussion board.

Although points for this assignment are awarded based on student participation, not discussion content (i.e. there really are no right or wrong answers), please try to ensure your input and comments are both appropriate and applicable to the assigned discussion topic. Additionally, please maintain a professional and considerate attitude toward others when posting. Failure to be engaged in the sharing of ideas not only limits the value you gain from this course, but also that of others. No points will be allowed after the cutoff date to respond.

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 can affect other students adversely. 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 an educator, in any capacity, is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an educator or extension agent. 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.
- 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 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!

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.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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)

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).

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."

Course Requirements

Required text: **Foundations of Agricultural Education. Talbert, Vaughn, Croom & Lee.** You will need this text for other classes during your academic pursuit. Please purchase as soon as possible.

You are preparing to take your place in the agricultural education profession or possibly in the agricultural industry. Your employer will hold you to a high standard of quality work and expect it in a timely manner. Therefore, in this professional preparation course the same should be true. **I greatly discourage you from turning in poorly done and/or late assignments.**

- Attendance will be recorded during the first few minutes of class, if you enter the room/Zoom 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.**
- No make-up exams will be given without **prior notification** and documentation of **extenuating circumstances.**
- Exams missed for **unexcused reasons can not be made up.**

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.

ANSC 2304 Tentative Course Schedule

Week of	Topic	Assignment (Will be provided weekly. Use this space to write your weekly assignment)
1/17	Course Introduction & Syllabus, The Agricultural Education Professions	
1/24	Entering the Profession and Advancing as a Professional Philosophical Foundation of Agricultural Education	Personal Introduction Presentation
1/31	History and Development of Agricultural Education Organization and Structure of Agricultural Education	
2/7	Program Planning Advisory and Citizen Groups	
2/14	Curriculum Development Student Enrollment and Advisement	
2/21	Classroom and Laboratory Facilities Instructional Resources	
2/28	The Psychology of Learning	Midterm
3/7	Spring Break	Spring Break
3/14	The Teaching Process	Teaching Philosophy Draft Due
3/21	Classroom Management Agricultural Literacy	
3/28	Middle School Agricultural Education High School Agricultural Education	
4/5	Adult and Postsecondary Education Evaluating Learning	
4/11	Meeting the Needs of Diverse Students	Teaching Philosophy Due
4/18	Using Laboratories Supervised Agricultural Experiences/FFA	Teacher Interview Assignment Due
4/25	Review	
	Final Exam Week	Final Exam Week

ASSIGNMENTS**1. Online Journal and Chapter Reflection Assignment - Due weekly**

You will be required to write a one-paged, double spaced reflection post in Blackboard by Friday of each week based on your readings, videos, guest speaker, etc. This reflection is a summary of your thoughts as it relates to each week's assignment(s) and how you would apply it to your career choice.

2. Personal Introduction Presentation–Due and presented on January 28th

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.

3. Teaching Philosophy Paper–Draft Due March 16, Final Paper Due April 12

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 guiding questions 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?

4. Teacher Interview Paper–April 22

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 objectives 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

5. Midterm and Final Exam
6. Lab Assignments
7. Class Participation, attendance and other assignments
8. Quizzes

Course Assignment	Points
Online Journal and Chapter Reflection	100
Personal Introduction Presentation	50
Teaching Philosophy	100
Teacher Interview Paper	200
Lab Assignments (averaged)	100
Class Participation, attendance and assignments	50
Quizzes (announced and unannounced)	100
Midterm Exam	150
Final Exam	150
Total	1000

Grading Scale

A = 90-100%
B = 80-89%

C = 70-79%
D = 60-69%

F = below 60%