***AGED50***

***Agriculture Education Orientation***

REEDLEY COLLEGE – SPRING 2021

**Contact Information**

Instructor: Kevin Woodard Office: AGR 12

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**Course Description**

This course is an overview of agricultural education in California, including the principal components of agricultural education, developing academic and career plans, and observation in a secondary agricultural education classroom. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in Agriculture classrooms that represent California’s diverse student population and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. Students need to do their observation in a classroom that is in line with their degree plans. Single subject agriculture credential require that candidates observe in subject area at high school or junior high. This course requires verification of measles vaccination and pertussis, freedom of tuberculosis, and verification of flu vaccination within the past 12 months.

**Course Specifics**: Three (3) Units (two Lecture hours/week, three Observation hours/week)

**Basic Skills Advisories:** English 125, English 126, and Math 101

**Text/Materials**

**Required: None**

**Recommended:** L. McCabe. Agriculture Teacher's Manual, California Agriculture Teachers Association, 2015 (pdf will be posted on Canvas)

**3-ring - binder, paper, pen and pencil**

**Transportation –** Must provide own transportation to field experience site.

**Email** - Effective and timely communication will require student email access.

**Course Outcomes**

1. Satisfy the early field experience requirement for the Agriculture Single Subject Credential.
2. Plan an undergraduate and teacher preparation program of study conducive to their career goals in agricultural education.
3. Define the responsibilities of secondary agricultural education instructors.
4. Develop their personal philosophy of agricultural education.

**COURSE OBJECTIVES**

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 in California.

**COURSE OUTLINE**

1. What is agricultural education?
   1. Components of agricultural education programs.
2. History and purposes of agricultural education.
3. Classroom instruction.
   1. Curriculum pathway areas and commonly taught subjects.
   2. California state standards & curriculum.
4. Agricultural education leadership.
   1. FFA organization.
5. Experiential learning in agricultural education.
   1. Supervised agricultural experience programs.
6. Professional expectations in agricultural education.
7. Agricultural education, teacher preparation requirements.
   1. Agriculture single subject credential program.
   2. Agricultural specialist credential program.
   3. Occupational experience.
   4. Field experience.
8. Academic and career planning.
   1. Development of academic plan.
   2. Development of career goals.
9. Professional growth and development.
   1. Pre-service and in-service education.
   2. California Agricultural Teachers’ Association.
10. Philosophy of agricultural education.
    1. Individual development of personal philosophy.
11. Use of technology in agricultural education.
    1. New technology and innovation.
12. Field experience in agricultural education.
    1. Observation techniques.
    2. Classroom management.
    3. Student supervision.
13. Agricultural awareness.
    1. Agricultural literacy K-8.
14. Agricultural education current issues.

**Attendance**

1. Attendance is mandatory since the majority of learning occurs in the lecture/laboratory environment.
2. ALL ABSENCES ARE UNEXCUSED
3. Students are personally responsible for obtaining notes/information missed due to an absence. Notes/information can be obtained from a fellow classmate or by meeting with the instructor during regularly scheduled office hours.
4. Students will earn TEN (10) points each day for showing up on time and prepared to work. If a student is late for class, they will only earn FIVE (5) points. If students are not in attendance they will earn no (0) points for the day.
5. Please notify the instructor if you know in advance that you will be absent from class.
6. College policy dictates that an instructor may drop a student with two consecutive weeks of unexcused absences (i.e., class meets two times per week, 4 unexcused absences equals a drop: class meets 1 time per week, 2 unexcused absences equals a drop).
7. At the end of the 9th week of instruction, no withdrawals are permitted, and the student must receive a grade.
8. Make-up tests and assignments will only be allowed for emergency situations and pre-excused absences.

**Methods for Measuring Student Achievement and Determining Grades**

The methods for measuring student achievement & determining grades are:

###### Required Classroom Observations Logs

1. Prompted Essays
2. In-class Participation

**Course Grade Determination**

Class performances and Assessments

1. 60% Assignments #1 - #10

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = under 60%

3. 40% Assignment #12 - Observation log (min. of 45 hours) and reflective journal

5. 10% Attendance and class participation

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

**Policy on Cheating & Plagiarism**

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy, each student is expected to exert an entirely honest and individual effort toward attaining an education. Violations of this policy will result in disqualification for the course.

**Accommodations for Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Behavioral Expectations**

1. It is a common courtesy to turn off all electronic devices (i.e., cell phones, mp3 players, etc…) when in a group setting. Please exercise this courtesy!
2. Students are expected to conduct themselves in a mature and responsible manner that respects the rights of all other individuals.

**Important Dates**

DATE EVENT

January 18 Martin Luther King, Jr. Day Holiday (Campus Closed)

February 12 Lincoln’s Day Holiday (Campus Closed)

February 15 Washington’s Day Holiday (Campus Closed)

March 13 Last day to withdraw from college or to be dropped from 18-week classes.

March 13 Last day for degree and certificate of achievement candidates to file application for May 2020.

March 29 Spring recess (Classes reconvene April 5)

May 17-21 Final examinations

**Course Syllabus Agreement**

To verify that you have read and agree to the provisions listed above, log onto canvas and complete the STUDENT CONTACT INFORMATION SURVEY.

**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 Contest 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

100% - 70% = Credit (CR)

69% or below = No Credit (NC)