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## Agricultural Science (AGSC) 302

### *Teaching School-Based Agricultural Education & Clinical Professional Experience*

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Fall 20XX

#### Course Meeting Schedule

Credits 4. 3 Lecture Hours. 3 Lab Hours.

Lecture: Tuesdays and Thursdays, 9:35 am – 10:50 am in AGLS 113.

Lab: Fridays, 1:00 pm – 5:00 pm at RELIS 000.

#### Undergraduate Catalog Course Description

Foundations of school-based agricultural education (SBAE) teaching; an overview of preparing teachers for a changing world including knowledge of learners, subject matter, and teaching within the context of agricultural science; clinical field experience for students preparing to teach agricultural science in public schools of Texas.

**Prerequisite:** Junior or senior classification.

#### Instructor Interpretation

The course is designed to assist students in developing a vision of professional growth and practice for the future.

Clinical professional experience is designed for students preparing to teach agricultural science in the public schools of Texas; education code requires a “field-based experience” prior to clinical student teaching.

#### Instructor Information

##### **Dr. F.M. Lastname**

Office: 000 AGLS 000/ 000-0000

Email: [fmlastname@tamu.edu](mailto:fmlastname@tamu.edu)

Office Hrs.: After Class or by Appointment

##### **Ms. F.M. Lastname**

Office: 000 AGLS 000/ 000-0000

Email: [fmlastname@tamu.edu](mailto:fmlastname@tamu.edu)

Office Hrs.: After Class or by Appointment

#### Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

- Describe the meaning and importance of teaching, including roles and responsibilities of agriculture teachers, and the four major educational psychology learning theories **(A1, A2, A3, A6, Reading Quizzes, Exams, Prof)**
- Identify and explain appropriate philosophical foundations of SBAE and legislative/historical events that created and expanded SBAE **(A1, A2, A6, Reading Quizzes, Exams)**
- Describe and evaluate the three components of SBAE: rigorous instruction (classroom and laboratory), relevant experiential learning (SAE) and relationship and leadership development (FFA) **(A3, A6, Reading Quizzes, Exams)**
- Explain the function of citizen and community participation, including advisory and alumni groups **(A2, A3, A6, Reading Quizzes, Exams)**
- Develop and adapt appropriate lesson plans in teaching, including educational objectives and evaluation **(A1, A3, A5, A6, Reading Quizzes, Exams)**
- Develop approaches that are appropriate with populations that are diverse, gifted and/ or disabled **(A4, A5, A6, Reading Quizzes, Exams)**

#### Required Textbooks, Materials and Equipment

##### **Required Text:**

Talbert, B. A., Vaughn, R., Croom, B., & Lee, J. S. (2014). *Foundations of agricultural education* (3rd ed.). Boston, MA: Pearson Education, Inc.

## Additional Course Information

### eCampus

Students are required to use the course website at: <http://ecampus.tamu.edu/>. Course notes, handouts, and additional material may be posted throughout the semester on this website.

### Writing Intensive Course:

To pass this course, you must pass the writing components.

AGSC 302 is a writing intensive course. As a result, your ability to improve your writing skills within the discipline will be highlighted over the course of the semester. This includes the provision of additional instruction throughout the semester and the ability to revise certain assignments. Please understand if you need additional assistance, you will be referred to the University Writing Center.

### Student Responsibilities and Class Attendance

Students are expected to attend class and participate in all class activities. You should bring a computer and device that can access the internet to class each day. Full participation in classes and activities is expected of all students. University policy is followed with regard to absences and makeup work. For university policies on attendance, (excused and unexcused) absences, and scheduling makeup work, please see:

<http://student-rules.tamu.edu/rule07>

### Syllabus Revision Policy

Revisions to this syllabus will be made at the discretion of the instructor(s). Modifications (if any) will be announced in class and may not be communicated in writing. It is in students' best interest to attend class and consult with others in the course when you miss class.

### Guest Instructors

AGSC 302 will include guest instructors for specific lessons. Students will typically take courses with these faculty and instructors later in the major, therefore it is important to build relationships and begin collaborating as early as possible. Guest instructors will teach for 50 minutes of the period. Following the guest lecture there will be a 20-minute discussion between the 302-course instructor(s), the guest lecturer and students. Students in 302 are expected to be prepared and ready to engage in conversation, specifically on days when there is a guest instructor.

To demonstrate preparedness students will read the chapter and conduct their own personal research. Then, each student will prepare **two to three questions** and submit them to a digital platform as designated by the instructor(s) prior to the start of class.

## Special Notes

### Academic Integrity Statement and Policy

*"An Aggie does not lie, cheat or steal, or tolerate those who do."*

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. In group work, if one person in the group plagiarizes, every person in the group is held accountable. For questions regarding academic dishonesty and plagiarism, consult the *Texas A&M University Student Rules*, section on "Scholastic Dishonesty." **If you have questions, please see your instructor(s).**

### Academic Misconduct

According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student (<http://aggiehonor.tamu.edu/Descriptions/>). If I should discover that you have committed academic misconduct, I will file a violation with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at <http://aggiehonor.tamu.edu/>.

### **Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

### **Copyright Policy**

All handouts and supplemental materials used in this course are copyrighted. This includes all materials generated for this class, such as syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals. To do so is a violation of the academic honor code.

### **Non-Discrimination Policy**

Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Texas A&M University not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

**GRADING (Out of Class Hours)**

Course Assignments	Due Date	Points	%	Hours
Attendance and Professionalism	Throughout the Semester	100	10%	
Textbook Chapter Quizzes (Sixteen at 10 points each)	Throughout the Semester	160	16%	
Part 1 – Chapters 1, 2, 3, 4 and 5	8/29, 9/3, 9/5, 9/10, 9/12			10
Part 2 – Chapters 6, 7, 8 and 9	9/17, 9/24, 9/26, 10/1			8
Part 3 – Chapters 12, 13, 14, 19 and 20	10/8, 10/10, 10/22, 10/24, 11/5			10
Part 4 – Chapters 22 and 23	11/7, 11/14			4
<b>A1</b> - Professional Online Teaching Portfolio, Resume	Throughout the Semester	40	4%	
Part 1 – Educator Bio, Design & Resume (10 points)	9/10	*		2
Part 2 – Materials Uploaded (30 points)	12/6			3
Midterm Exam (individual)	10/3	50	5%	
<b>A2</b> - Philosophy of Education Statement (Result)	Rough Draft: 10/9 Final Draft: 10/30	- 50*	- 5%	- 6
<b>A3</b> - Phil. of Teaching & Learning Statement (State)	Rough Draft: 10/30 Final Draft: 11/19	- 50*	- 5%	- 6
<b>A4</b> - Philosophy of Management Statement (Context)	Rough Draft: 11/6 Final Draft: 11/28	- 50*	- 5%	- 4
<b>A5</b> - Microteaching Lab: FFA or SAE Topic	November or December	150	15%	
Lesson Plan (30 points)	11/7	*		10
Microteaching (100 points)	11/7, 11/12, 11/14, 11/19, 11/26 or 11/28			4
Self-critique Reflection and Revised Plan (10 points)	Class after Microteaching	*		2
Peer Review (10 points)	Class after Microteaching			1
Final Exam (team)	12/6	50	5%	
<b>A6</b> - Agriculture Department Student Handbook	Rough Draft: 11/7 Final Draft: 12/6	- 100*	- 10%	- 10
Department Statement and Philosophy				
Classroom Management Plan				
Course Guide: Pathways, Sequence & Descriptions				
Parent Expectations and Student Code of Conduct				
SAE Information Section				
FFA Information Section				
<b>A7</b> - Clinical Experience Portfolio	Portfolio Outline: 11/7 Final Draft: 12/6	- 200*	- 20%	- 20
<b>Extra Credit</b> (Professional Development as approved)	12/6	up to 50	0%	
<b>TOTAL</b>		<b>1,000</b>	<b>100%</b>	<b>100</b>

**Out of Class Hours: 100 Hours**

\*Writing Assignment (sub-total = 500 points). Students must earn 250 (50%) of the 500 writing assignment points, which constitutes the minimum required percentage (25%) of the final course grade, as well as a minimum of 600 total points overall in the course to receive W credit. Students must earn a minimum grade of a C or better (minimum of 700 points) to move forward in the teacher certification process.

Grades will be assigned based on the following scale:

A: 900-1000 points	B: 800-899 points	C: 700-799 points	D: 600-699 points	F: 0-599 points
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### TENTATIVE LECTURE SCHEDULE (In Class Hours)

Date	Tuesday Topics	Date	Thursday Topics
<b>Part One – Introduction to the School-Based Agricultural Education (SBAE) Professions</b>			
Wk. 1 Aug. 27 (1.5 hr)	Course Introduction <ul style="list-style-type: none"> <li>Syllabus and Introductions</li> <li>Assignments and Grading</li> <li>Expectations and Professionalism</li> <li>School-Based Agricultural Education Mind Map (Indiv.)</li> </ul>	Aug. 29 (1.5 hr)	Agricultural and Educational Context <b>Ch. 1 – The Agricultural Education Professions</b> <ul style="list-style-type: none"> <li>What and why of Agriculture?</li> <li>What and why of Education?</li> <li>International Agriculture and Food Security/Scarcity</li> </ul>
Wk. 2 Sept. 3 (1.5 hr)	Teacher Cert, & Prof. Resp. <b>Ch. 2 – Entering the Profession and Advancing...</b> <ul style="list-style-type: none"> <li>Certification (Licensure/Credentialing) Requirements</li> <li>Professional Organizations, Characteristics of Teachers</li> <li>Professional Conduct and Code of Ethics</li> </ul>	Sept. 5 (1.5 hr)	Educational Philosophy – <b>Dr. Tim Murphy</b> <b>Ch. 3 – Philosophical Foundations of School-Based Ag Edu</b> <ul style="list-style-type: none"> <li>Idealism, Realism, Pragmatism and Existentialism</li> <li>Emergence of Progressivism</li> <li>Sixteen Theorems and SBAE</li> </ul>
Wk. 3 Sept. 10 (1.5 hr)	History and Legal Background of SBAE <b>Ch. 4 – History and Development of SBAE</b> <b>A1 Due</b> <ul style="list-style-type: none"> <li>Morrill Acts of 1862, 1890 and 1994: Land Grants</li> <li>Hatch, 1887; Smith-Lever, 1914; Smith-Hughes, 1917</li> <li>Perkins Acts of 1984, 2006</li> </ul>	Sept. 12 (1.5 hr)	Texas Agricultural Education – <b>Dr. Gary Briers</b> <b>Ch. 5 – Organization &amp; Structure of SBAE</b> <ul style="list-style-type: none"> <li>School Districts; Demographics; Rural and Urban TX</li> <li>Program Design (Multi/Single Teacher; Jr./Sr. High)</li> <li>State Organization (TEA, VATAT, TX FFA)</li> </ul>
<b>Part Two – Program Development and Management (Preview to AGSC 373 and 384)</b>			
Wk. 4 Sept. 17 (1.5 hr)	Three-Component Model of SBAE <b>Ch. 6 – Program Planning</b> <ul style="list-style-type: none"> <li>Classroom and Laboratory Instruction (Academic Skills)</li> <li>Supervised Agricultural Experience (Technical Skills)</li> <li>National FFA Organization (Leadership, Social-Soft Skills)</li> </ul>	Sept. 19 (1.5 hr)	Purpose and Function of Career Education/Prep <b>Ch. 6 – Program Planning</b> <ul style="list-style-type: none"> <li>Rigor (Classroom and Laboratory)</li> <li>Relevancy (SAE)</li> <li>Relationships (FFA)</li> </ul>
Wk. 5 Sept. 24 (1.5 hr)	Advisory Committees and Alumni <b>Ch. 7 – Advisory and Citizen Groups</b> <ul style="list-style-type: none"> <li>Community and Industry Influences</li> <li>Advisory: Program &amp; Curriculum Planning and Evaluation</li> <li>Alumni: Support, Coaching and Boosters/Fundraising</li> </ul>	Sept. 26 (1.5 hr)	Scope and Sequence; Pathways <b>Ch. 8 – Curriculum Development</b> <ul style="list-style-type: none"> <li>Pathways: Scope and Sequence/Programs of Instruction</li> <li>Courses and Standards</li> <li>Objectives and TEKS</li> </ul>
Wk. 6 Oct. 1 (1.5 hr)	Recruitment, FFA Affiliation; Clusters – <b>Mr. Randy Lund</b> <b>Ch. 9 – Student Enrollment and Advisement</b> <ul style="list-style-type: none"> <li>Elective or Requirement</li> <li>FFA Membership or Program Affiliation; Retention</li> <li>Advising: Career Planning and Guidance</li> </ul>	Oct. 3 (1.5 hr)	Review <b>Ch. 10 – Classroom and Laboratory Facilities (Optional; E.C.)</b>  <b>Midterm Exam</b>
<b>Part Three – Instruction in Agricultural Education (Preview to AGSC 383 and 402)</b>			
Wk. 7 Oct. 8 (1.5 hr)	Educational Psychology and Learning Theory <b>Ch. 12 – Psychology of Learning</b> <b>A2 Due</b> <ul style="list-style-type: none"> <li>Behaviorism, Cognitivism, Constructivism and Brain-Based</li> <li>Learning Domains (V.A.R.K.)</li> <li>Maslow’s Hierarchy of Needs</li> </ul>	Oct. 10 (1.5 hr)	Domains of Learning and Objectives – <b>Mr. JP Hancock</b> <b>Ch. 13 – The Teaching Process (p. 220)</b> <ul style="list-style-type: none"> <li>Bloom’s Taxonomy and Skill Acquisition</li> <li>Cognitive (Thinking), Affective (Feeling), Psychomotor (Doing)</li> <li>Writing Objectives (ABCD)</li> </ul>
Wk. 8 Oct. 15 (1.5 hr)	Teacher-Centered Methods of Instruction (Group) <b>Ch. 13 – The Teaching Process (p. 225)</b> <ul style="list-style-type: none"> <li>Lecture/Discussion</li> <li>Demonstration</li> <li>Field Trips</li> </ul>	Oct. 17 (1.5 hr)	Student-Centered Methods (Individ.) – <b>Dr. Lori Moore</b> <b>Ch. 13 – The Teaching Process (p. 230)</b> <ul style="list-style-type: none"> <li>Inquiry-Based Learning (Experiments and Problems)</li> <li>Project-Based Learning</li> <li>Independent and Online Instruction</li> </ul>
Wk. 9 Oct. 22 (1.5 hr)	National FFA Convention, No Class  Behavior and Discipline (eModule) <b>Ch. 14 – Classroom Management</b> <ul style="list-style-type: none"> <li>Context and Classroom Expectations</li> <li>Student Engagement</li> <li>Discipline and Management</li> </ul>	Oct. 24 (1.5 hr)	National FFA Convention, No Class  Assessment (Rubrics) & Evaluation (Exams) (eModule) <b>Ch. 19 – Evaluating Learning</b> <ul style="list-style-type: none"> <li>Formative and Summative Assessment</li> <li>Exams: Multiple Choice, True-False, Short-Answer</li> <li>Alternative Assessments and Rubrics: Projects, Portfolios</li> </ul>

**TENTATIVE LECTURE SCHEDULE, CONT. (In Class Hours)**

Date	Tuesday Topics	Date	Thursday Topics
Wk. 10 Oct. 29 (1.5 hr)	Behavior & Discipline; Assessment & Eval. <b>A3 Due</b> <b>Ch. 14 – Classroom Mgmt. &amp; Ch. 19 – Evaluating Learning</b> <ul style="list-style-type: none"> <li>• Discipline and Management Philosophy and Plans</li> <li>• Exams and Alternative Assessments</li> <li>• Developing a Lesson Plan</li> </ul>	Oct. 31 (1.5 hr)	Planning for Instruction, Writing a Lesson Plan <b>Ch. 13 – The Teaching Process (p. 234)</b> <ul style="list-style-type: none"> <li>• <span style="color:red">■</span> Context: Interest Approach (R.E.D.), Objectives, Supplies</li> <li>• <span style="color:blue">▲</span> State: Content (T.F.D.) and Methods of Instruction</li> <li>• <span style="color:green">●</span> Result: Review (T.A.G.), Celebration, Evaluation</li> </ul>
Wk. 11 Nov. 5 (1.5 hr)	Diversity and Accommodations <b>Ch. 20 – Meeting the Needs of Diverse Students A4 Due</b> <ul style="list-style-type: none"> <li>• Diversity and Inclusion; Prejudice and Discrimination</li> <li>• Special Needs: Disabilities &amp; Gifted/Talented (IEPs, 504s)</li> </ul>		
Part Four – Experiential Learning (SAE) and Leadership Development (FFA) (Preview to AGSC 305 and 405)			
		Wk. 11 Nov. 7 (1.5 hr)	Microteaching - SAE Project Areas <b>Ch. 22 – Supervised Agricultural Experience A5 Due</b> <ul style="list-style-type: none"> <li>• Time: Research and Exploratory/Foundational SAEs</li> <li>• Money: Placement and Entrepreneurship SAEs</li> </ul>
Wk. 12 Nov. 12 (1.5 hr)	Microteaching - SAE Planning and Records <b>Ch. 22 – Supervised Agricultural Experience</b> <ul style="list-style-type: none"> <li>• Supervision, Planning and Training Agreements</li> <li>• Record-Keeping, AET</li> </ul>	Nov. 14 (1.5 hr)	Microteaching - FFA History and Basics <b>Ch. 23 – National FFA Organization</b> <ul style="list-style-type: none"> <li>• History of FFA: 1928, 1950, 1965, 1969 and 1988</li> <li>• Emblem, Motto, Colors, Dress, Creed and Degrees</li> </ul>
Nov. 19 (1.5 hr)	Microteaching - FFA Strategic Planning (POA) <b>Ch. 23 – National FFA Organization</b> <ul style="list-style-type: none"> <li>• Program of Activities, AET (Goals, Steps, Review)</li> <li>• Growing Leaders (Student), Building Communities (Community), and Strengthening Agriculture (Chapter)</li> </ul>	Nov. 21	Thanksgiving Break, No Class
Wk. 13 Nov. 26 (1.5 hr)	Microteaching - FFA Opportunities <b>Ch. 23 – National FFA Organization</b> <ul style="list-style-type: none"> <li>• Officers and Committees</li> <li>• Conferences, Conventions, Awards and Scholarships</li> </ul>	Nov. 28 (1.5 hr)	Microteaching - FFA Opportunities, Continued. <b>Ch. 23 – National FFA Organization</b> <ul style="list-style-type: none"> <li>• Career Development Events, Agriscience Fair</li> <li>• Leadership and Speaking Development Events</li> </ul>
Wk. 14 Dec. 3 (1.5 hr)	<b>Redefined Day (Thursday)</b> Review: SAE and FFA	Dec. 5	<ul style="list-style-type: none"> <li>• Reading Day, No Class</li> </ul>
Dec. 6	<b>Final Exam</b> 12:30 pm – 2:30 pm.		<b>Final Online Portfolio Submitted</b> <b>A6 and A7 Due</b>

**Lecture In-Class Hours: 42 Hours**

This course has been assigned four credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time (Federal Rule 75 FR 66832; see <https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf>).

**182 Total Hours**

42 lecture in-class hours, 42 lab in-class hours, 100 out-of-class hours.

### TENTATIVE LAB SCHEDULE (In Class Hours)

Date	Friday Topics
Wk. 1 Aug. 30 (3.0 hr)	Clinical Experience Introduction <ul style="list-style-type: none"> <li>• Placement Sites</li> <li>• TEA Requirements; TEAL Account</li> </ul>
Wk. 2 Sept. 6 (3.0 hr)	Teacher Certification and Professional Responsibilities – <b>Dr. Kirk Edney</b> <ul style="list-style-type: none"> <li>• Code of Ethics and Standard Practices for Texas Educators; FERPA; Campus Security; Professionalism</li> <li>• Clinical Experience Portfolio and Reflections; Writing Development</li> <li>• Facilities Standards</li> </ul>
Wk. 3 Sept. 13 (3.0 hr)	Clinical Observations
Wk. 4 Sept. 20 (3.0 hr)	Clinical Observations
Wk. 5 Sept. 27 (3.0 hr)	Clinical Observations
Wk. 6 Oct. 4 (3.0 hr)	Clinical Observations
Wk. 7 Oct. 11 (3.0 hr)	Clinical Observations
Wk. 8 Oct. 18 (3.0 hr)	Mid-Semester Clinical Workshop <ul style="list-style-type: none"> <li>• Program and Teacher Effectiveness</li> <li>• Writing a Philosophy of Learning, of Teaching and of Management; Management Plan</li> <li>• Portfolio Update; Writing Development and Feedback</li> </ul>
Wk. 9 Oct. 25 (3.0 hr)	Clinical Observations National FFA Convention
Wk. 10 Nov. 1 (3.0 hr)	Clinical Observations
Wk. 11 Nov. 8 (3.0 hr)	Clinical Observations
Wk. 12 Nov. 15 (3.0 hr)	Clinical Observations
Nov. 22	Thanksgiving Break, No Class
Wk. 13 Nov. 29 (3.0 hr)	Clinical Observations
Wk. 14 Dec. 3 (3.0 hr)	<b>Redefined Day (Friday)</b> Student Teaching Placement Process – <b>Ms. Courtney McCubbins</b> (Preview to AGSC 425/481 and 436/484;) <ul style="list-style-type: none"> <li>• On-Campus Instruction/Conferences and Planning</li> <li>• Off-Campus Placement, Internship and Evaluation</li> </ul>

**Lab In-Class Hours: 42 Hours**

**182 Total Hours**

42 lecture in-class hours, 42 lab in-class hours, 100 out-of-class hours.

## COURSE INFORMATION AND ASSIGNMENTS

### ***General guidelines for assignments:***

- **Assignments must be submitted to eCampus. Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).**
- **All assignments are due by 9:35 am on the date of the deadline.**
- Submit all written papers, statements and reflections, typed, double-spaced with 1" margins and in 12 pt. Times Roman, Times New Roman or Calibri font.
- Assignments will be graded on professionalism, spelling, grammar, completeness and how well the objectives of the assignment were addressed.
- Any request for reevaluation/reconsideration of a graded assignment must be in writing and brought to the attention of the instructor(s) within one week of return of the assignment to the student. After that time, no correction, reconsideration, or reevaluation will be made.
- **Late assignments will be accepted within five calendar days of the due date, minus 10% per day late.**

### ***The following standards should be kept in mind as you complete each course assignment:***

- "A" Work Follows the assigned format and is extremely well-written, well-organized, and well-argued; demonstrates effective originality, challenging level of academic/intellectual difficulty and depth of thought /application of subject matter; contains no major inaccuracies or contradictions, few or no typos or errors in spelling, grammar, or mechanics.
- "B" Work Follows the assigned format and is generally well-written, well-organized and well-argued; demonstrates ample originality, academic/intellectual difficulty and a general understanding of subject matter; lacks some originality or depth of thought found in "A" work; contains few typos or errors in spelling, grammar, or mechanics.
- "C" Work Fulfills the basic requirements of college-level work; fair writing quality and effectiveness; demonstrates an adequate understanding of subject matter; contains a number of typos or errors in spelling, grammar, or mechanics.
- "D" Work Contains significant weaknesses and is too broad, too narrow, too vague, or too simplistic for college-level work; contains frequent typos or errors in spelling, grammar, or mechanics.
- "F" Work Fails to meet basic requirements of and is too simplistic for college-level work.

### **Attendance/Professionalism – 10% of Grade:**

This is an upper level class. Many of you will be starting your careers by student teaching in the next year or two, and we will be treating you as the professionals you are becoming. This means we expect you to behave as professional educators and to be present and prepared for each day of instruction or clinical observation. You are expected to adhere to standards of conduct of professional educators, such as those outlined in a typical ISD Employee Handbook, and the Texas Educator's Code of Ethics:

College Station ISD (<https://1.cdn.edl.io/qkjiMzpnuQs6a3XPJFWlv8XVclpRCGTrT05UhJn6i2gXeoww.pdf>)

Texas Admin Code §247.2 ([http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247))

Students who miss class for any reason assume complete responsibility for all information missed. Please note the following items specifically related to attendance:

- Except in the case of microteachings, if an officially approved absence occurs on a date in which a course assignment is due, **it is still the responsibility of the student to turn the assignment in on or before the assigned due date.**
- **Please note, according to the Student Rules, in cases where advanced notification of an excused absence is not possible, students must provide notification by the end of the second working day after the absence.** This notification should include an explanation of why notice could not be sent prior to the class. See Student Rule 7 (<http://student-rules.tamu.edu/rule07>) for details.
- If absent due to an injury or illness, confirmation of the seriousness of the injury or illness will be required. The Texas A&M University Explanatory Statement for Absence from Class form **will not** be accepted as documentation of an injury or illness of less than three class days.

At the beginning of each class there will be a Daily Thought question posted, which will be how you earn **attendance** points. The Daily Thought question will typically be an easy, basic review question from previous content. Failing to submit the answer to the question will result in the loss of points. In addition to attendance being a firm expectation, you are expected to actively **participate** and engage in all class activities. Scored throughout the term.

### **Textbook Chapter Quizzes and Readings – 16% of Grade:**

You are expected to read and comprehend the course textbook. This text is used and referenced in every other course in the AGSC major. There will be short, three question quizzes on assigned dates that will be taken at the beginning of class in eCampus. Questions are related to the review section at the end of each chapter. You should bring a device or computer to access the internet to class each day. Quizzes are limited to five minutes and are paired with the Daily Thought question for attendance. The providing or asking of answers to/from classmates during this time is considered cheating and is against Aggie Honor Code. Cheating on reading quizzes will result in a zero (0) on ALL quizzes.

### **Assignment 1 (A1): Online Teaching Portfolio, Resume and Professional Profile – 4% of Grade:**

Your digital portfolio should be created using Weebly. The site should have a professional index page that includes a formal picture, a brief autobiography and contact information (email and phone). Create a separate page for *302 Teaching SBAE and Clinical Professional Experience*, set up as a file cabinet where you will post all course assignments. You will be scored on professionalism, spelling and the design/attractiveness of your site. Follow the grading rubric criteria posted on eCampus. Set up and designed by September 11; materials uploaded by December 7.

You will also create a resume and professional LinkedIn networking profile to kick start your teaching career. Your resume should be limited to one page. Your profile should include a professional photo, relevant industry and education experience and activities, skills, and supporting documents (philosophies). Submit the resume and link in eCampus.

**Midterm Exam – 5% of Grade.** Individual. October 4.

**Assignment 2 (A2): Philosophy of Education Statement – 5% of Grade:**

You will develop your educational philosophy. This assignment is intended to help you clarify your view of education and its purpose. Why does education exist and what should be the result of it? Why do you believe what you believe? Casually cite the philosophers that most influence your viewpoint and how your philosophy informs your action or practice. This statement covers parts one and two of this course, including chapters one through nine. A Philosophy of Education Statement is a professional document that should be considered public and is intended to be shared with others. Your writing should be professional, but in first-person perspective. You may choose to share personal details in your statement. You will turn in a typed paper (**exactly one page, double-spaced**). Follow the grading rubric criteria posted on eCampus. Rough Draft Due October 9. Final Draft Due October 30.

**Assignment 3 (A3): Philosophy of Teaching and Learning Statement – 5% of Grade:**

You will develop your teaching philosophy. This assignment is intended to help you clarify your view of instruction and teaching, and its purpose. What methods of instruction do you prefer and practice as a teacher? How do you create meaningful change in the lives of your students? Why you believe what you believe? Casually cite the psychologists and educational leaders and ideas that most influence your viewpoint. This statement covers part three of this course, including chapters twelve through twenty (excluding chapter fourteen). A Philosophy of Teaching Statement is a professional document that should be considered public and is intended to be shared with others. Your writing should be professional, but in first-person perspective. You may choose to share personal details in your statement. You will turn in a typed paper (**exactly one page, double-spaced**). Follow the grading rubric criteria posted on eCampus. Rough Draft Due October 30. Final Draft Due October 19.

**Assignment 4 (A4): Philosophy of Management Statement – 5% of Grade:**

You will develop your management philosophy. This assignment is intended to help you clarify your view of the learning environment and context. What are your rules, expectations and policies? How do you create buy-in and relevancy for your students? How are your beliefs on classroom behavior and discipline? Why you believe what you believe? Casually cite the educational leaders and ideas that most influence your viewpoint. This statement covers part three of this course, specifically chapter fourteen. A Philosophy of Management Statement is a professional document that should be considered public and is intended to be shared with others. Your writing should be professional, but in first-person perspective. You may choose to share personal details in your statement. You will turn in a typed paper (**exactly one page, double-spaced**). Follow the grading rubric criteria posted on eCampus. Rough Draft Due November 6. Final Draft Due November 28.

**Assignment 5 (A5): Microteaching Lab: FFA or SAE Lecture/Discussion – 15% of Grade:**

Microteaching is one of the most important parts of your professional preparation. Your microteaching grade will reflect your preparation for teaching, classroom presence, instructional methods employed and any audio/visual materials you utilize during the lesson. Professional attire is expected during your microteaching laboratory lesson. You will be required to submit planning materials. You will also be expected to submit any handouts, slide masters and/or presentation materials you plan to use in your presentation. After each microteaching session, strengths of each microteaching and areas for improvement will be discussed.

Each student will complete a self-critique reflection of their microteaching and revise their materials based on their self-critique, “student” critique sheets and instructor evaluation, which is due the following class period after your lesson. Critiques should follow a “what, so what, now what” format and be at least one page in length, not counting the header. The purpose of the reflection is to stimulate deep thought and for the student to state measurable changes they will make to their teaching in the future. Feedback from your teaching partner and the class will determine your peer score.

- **Microteaching Lab: Lecture/Discussion** – Working with a partner you will create and teach (not present) a lesson on an assigned topic on FFA or SAE that includes both a lecture and integrates at least three discussion activities. The lesson should include an interest approach, incorporate visual aids and conclude appropriately. You will have 50 minutes to present your microteaching. Due in November or December.

**Assignment 6 (A6): Agricultural Education Student Handbook – 10% of Grade:**

You will complete an Agricultural Education Student Handbook (not solely an FFA handbook). You should imagine that your ideal city of employment is opening a new school with a new agriculture department.

You have been hired as the department chair. You will design a student handbook for the school that includes:

- A welcome statement, three-component model information, mission statement and department philosophy (combining ideas from your philosophy of education and teaching)
- Parent expectations and a student code of conduct (combining ideas from your philosophy of management)
- A course guide for the agriculture pathways, including course sequence and course descriptions (should reflect the number of teachers at the school and, ideally, the needs of the community)
- An SAE information section including what is SAE, project areas and information on planning and recordkeeping
- An FFA information section including what is FFA, membership information, a calendar or list of events (at least three growing leaders, three building communities and three strengthening agriculture), and FFA basics.

You can find sample documents online and in eCampus to inform and guide your work. As an introductory student, your portfolio will not be at a distinguished or mastery level, nor will it contain all of the components of a mastery level document. Capture the content covered in this course and complete it to the best of your ability (developing on the way toward proficient). Be careful not to plagiarize; doing so would violate Aggie Honor Code. This is an individual assignment; students cannot work in groups to create a multi-person department. Rough Draft Due November 7. Final Draft Due December 6. **(Length: 8-10 pages, double-spaced).**

**Final Exam – 5% of Grade.** Team based. December 7.

**Clinical Observation and Early Field-Based Experience**

See *Texas A&M University Field Experience Handbook* for additional details and requirements of TEA.

Clinical field-based experience in a School-Based Agricultural Education program is required for those working toward teacher certification in Texas. You are required to complete 40 hours of observation and participation at the approved site(s) you have selected. If the field experience is not completed, the final grade will be F and you will need to retake the course.

General Clinical Requirements:

- A minimum of forty (40) hours is required; thirty (30) hours must be formal classroom experience.
- Field experience should begin no later than September 9 and be completed no later than November 30.
- Field experience sessions should be scheduled for two (2) hour blocks of time or more.
- Field experience cannot be completed in your home high school or any school in which you have an established connection.

### **Assignment 7 (A7): Clinical Observation Portfolio – 20% of Grade**

You are responsible for identifying an appropriate clinical experience site and contacting the appropriate person. The school must be approved for field experiences with Texas A&M University. Portfolio Outline Due November 7. This will serve as an initial progress check as well. Final Draft Due December 7.

Narratives should include reflections on what you have learned and observed each day of your clinical experience, not a record of what you did.

- **Daily Narratives Reflection (Length: 10 pages, double-spaced)**
  - You will complete a half-page reflection for each clinical observation that considers, but is not limited to the following questions:
    - What did you learn?
    - What questions did you ask and what answers did you receive?
    - What did you see and do?
    - What has left you puzzled about the day?
    - What intrigued you enough about the day to want to explore it more thoroughly?

Your reflective narratives should serve as a way to transition your observations into actions on how you would apply what you have observed to your own situation.

Suggested Activities:

- Preparation of Instructional Materials
  - Participation in Instruction
  - Participation in Classroom Management
  - Evaluating Learning Experiences
  - Organization and Operation of School
  - Understanding Professional Concerns
- **Required Activities/Targeted Reflection**

In order to gain more insight into the intricacies of teaching and learning, you will be required to complete targeted observations and reflections on the following 10 topics.

#### **Observation #1: Physical Environment (Length: Two pages, double-spaced)**

Analyze the facilities, grounds, and classrooms, shop, etc, to see how they facilitate learning. Develop a diagram of the classroom setup. Describe the condition and care of the facility and how it is being used effectively as a learning environment.

#### **Observation #2: Unobtrusive Observation (Length: Two pages, double-spaced)**

Observe graffiti, bulletin boards, and cleanliness of the school; listen to conversations in the teacher's lounge, look to see what magazines and books are in the library. Try to determine as much as possible without asking any questions. Reflect on what you think regarding what you observe and hear.

#### **Observation #3: Observation of a Student (Length: Two pages, double-spaced)**

Reflect on the physical, social, and mental aspects of one student as accurately as possible. How does the student compare to the norm? What are your thoughts on this student's behavior? Do not use the student's name in your report to preserve confidentiality.

#### **Observation #4: Bias Identification (Length: Two pages, double-spaced)**

Carefully observe classroom interactions to determine if any bias exists. Are all students treated the same, called on the same number of times, punished the same, given the same non-verbal reactions? How do students treat each other? Do they treat everyone the same? Are the "in-crowd" people treated the same as the less "popular" people? Reflect on your observations that suggest bias.

**Observation #5: Question Analysis (Length: Two pages, double-spaced)**

During a 20-minute time span, write down the questions asked by the teacher. Classify the questions as low order or high order and define how you define low and high order questions. Then, calculate the teacher questions per minute and the high order question ratio to the low order questions. Comment on the results you find.

$\frac{\text{Total questions asked}}{20} = \text{teacher questions per minute}$

$\frac{\text{High order questions}}{\text{Total questions}} = \text{high order question ratio}$

**Observation #6: Plotting an Interest Graph (Length: Two pages, double-spaced)**

At 3-minute intervals during a normal class period, plot the level of interest in the class using a 5-point scale. Graphically diagram what is going on in the class at each 3-minute intervals. Discuss what makes a class interesting or boring. Reflect on your graph results as they relate to student learning and behavior.

**Observation #7: Mainstreaming (Length: Two pages, double-spaced)**

Identify barriers that exist for physically or mentally challenged students and any modifications that have been made to accommodate those challenges. Are challenged students found in the regular classes? Are special provisions made for challenged students? Have facilities been provided to meet the needs of challenged students?

**Observation #8: Teacher Movement (Length: Two pages, double-spaced)**

Diagram the classroom and then plot the teacher's movement during an entire class period. Describe what effect the movement or lack of movement had on student learning and behavior.

**Observation #9: Teacher's Role (Length: Two pages, double-spaced)**

What are the tasks of teachers? What is the teacher's schedule? What supervisory tasks does the teacher perform? How does the teacher serve as an advisor and counselor? How is the teacher perceived by parents, students, peers, and administrators? What special duties does the teacher perform? In what way is the teacher a public relations agent? How do outside activities impact on the teacher's official duties?

**Observation # 10: Analysis of a Lesson (Length: Two pages, double-spaced)**

Conduct a lesson analysis during a regular lesson. What are the objectives of the lesson? What did the teacher do to get the students interested? What resources, media, instructional materials were used in this lesson? Did they help in student learning? What activities did the students get involved in? What strategies did the teacher use? Were these strategies effective? How was performance evaluated? What was the overall effectiveness of the lesson?

• **Additional Observations and Reflection (Two Minimum)**

Select two activities to participate in from the list below. Complete a reflection narrative for both. **(Length: One page, double-spaced per event; Two pages, double-spaced total)**

- Attend an Advisory Council Meeting
- Interview the Principal or Administrator
- Observe a Non-CTE Class
- Observe a Special Education Class
- Attend a School Board Meeting
- Participate in an SAE visit

- Teaching Activity and Reflection

You are required to teach a lesson that you have previously selected or that the on-site supervising teacher has suggested. Negotiate with your supervising teacher as to what lesson you teach if you have an interest or knowledge in a particular discipline. The lesson must be taught to at least one class during the clinical experience. You will complete a written reflection after the experience. **(Length: Two pages, double-spaced)**

***Extra Credit:***

Extra Credit may be submitted throughout the semester but must be turned in by December 7.

*Experiential Learning Module (ELM) Reflection:*

You may choose to complete up to two “experiential learning module” (ELM) assignments about agriculture, human development or education in another country. The modules can be found at [www.globaleducationlab.org](http://www.globaleducationlab.org), then click on Educational Materials. You should complete the evaluation component and reflect at least one page in length, not counting the header, on what you learned. In your typed reflection, you should: Identify the module completed; Answer the questions from the presentation; Evaluate the quality of the module: what did you learn, did you enjoy it, what would you change; Extend the module: what more would you like to know; how can you use this information as a teacher?

*Extra Reading Quizzes:* You may choose to read optional, unassigned chapters and complete the reading quiz.

*Professional Development Activities:*

FAST meetings and activities as announced. Attendance will be confirmed by FAST.

National FFA Convention, October

TAMU Aggiefest LDEs, November

FFA State LDEs, Huntsville, December

*Other assignments as announced, approved or assigned.*