



FACULTY

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Office Hours: Thursdays 11-Noon or by appointment

COURSE OVERVIEW

This course is an introductory course into the field of agricultural education. The course will explore the principles, philosophies, and historical development of agricultural education at a variety of levels, including school-based agricultural education, agricultural literacy, and agricultural leadership.

COURSE OBJECTIVES

1. Articulate the different delivery models of agricultural education
2. Explore best practice models for agricultural education
3. Examine the principles, philosophies, and historical development of agricultural education
4. Create a philosophy of agricultural education

COURSE OUTLINE

Date/Class	Class Topic	Assignments
Week One October 22 nd	Introduction to Agricultural Education Different Models of Delivery for Agricultural Education	
Week Two October 29 th	Principles of School-based Agricultural Education Experiential Learning	Response Paper #1
Week Three November 5 th	History & Philosophies of School-based Agricultural Education Project-based Learning and Problem-based Learning	Group Project Proposal
Week Four November 12 th	The Development and Audiences of Agricultural Literacy Understanding how People Think and Learn	
Week Five November 19 th	The Rise of Agricultural Leadership Motivation and Working in Teams within Education	Response Paper #2
Week Six November 26 th	No Class Fall Break	
Week Seven December 3 rd	Quality Indicators of Agricultural Education Evaluating Learning in Agricultural Education	Your Philosophy of Agricultural Education
Week Eight December 10 th	Group Project Presentations	Group Presentations & Response Paper #3
Finals Date - TBA		Individual Evaluation for Group Project

IMPORTANT ACADEMIC DATES FOR 2nd HALF OF FALL 2013

DATE	EVENT
October 21, 2013	Course Withdrawal Period Ends & Repeat/Delete Requests Due
November 25-29	Fall Recess
December 13, 2013	Last Day of classes and to process a University Withdrawal (from all courses)
December 16, 2013	Final Examinations Week Begins
December 24, 2013	Grades available on RamWeb

COLORADO STATE UNIVERSITY RESOURCES

If you have any physical or learning disabilities which might compromise your success in this class, please make an appointment to see me. I am willing to make appropriate accommodations that will enhance your learning opportunities in this class. If you have not already contacted the Office of Resources for Disabled Students, please do so. The location is 100 General Services Building, 970-491-6385.

EVALUATION COMPONENTS (ASSIGNMENTS)

Due Date	Assignment	Points Possible	Points Earned	Grade
October 29 th	Response Paper #1 - "Why do we need Agricultural Education?"	5		
November 5 th	Group Project Proposal	5		
November 19 th	Response Paper #2 - "How do You like to Learn?"	5		
December 3 rd	Your Philosophy of Agricultural Education	20		
December 10 th	Response Paper #3 - "What Agricultural Education needs to do in the Future?"	5		
December 10 th	Group Project Presentation	50		
Finals	Individual Evaluation for Group Project	10		
Total		100		

GRADING SCALE

90.0-100%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
Below 59.9%	F

* Please note that Plus/Minus grades (+/-) can be given at the discretion of the instructors. The instructors reserve the right to move the percentages for each grade downwards; grade percentages for an "A," for example, may be moved to 85%. Grade thresholds will never be moved upwards of the percentage grading scale listed above.

ASSINGMENTS

All assignments must be typewritten. Late assignments will be accepted only if you can adequately explain why the assignment was late. This explanation must be typed, separate from the assignment, and turned in at the same time of the assignment. The explanation must be honest, trustful, and detailed. I want you to do the assignments, get credit for doing, and take responsibility for your own actions and circumstances.

**Do not email assignments to me!
Turn the assignments in during class or bring them to my office!**

Critical Responses

The three critical responses focus on topics from the prior week. These response papers are your opinion; however, I require you provide justification for your opinion. You must provide at least one solid argument (two sentences) about the topics and at least three supporting sentences for the statement. Look at this example below about Chicago deep dish pizza.

The best pizza in America is a Chicago deep dish pizza. Chicago deep dish is thick crusted pizza with cheese and toppings that can measure up to three inches in height. The immense amount of toppings and thick crust provides you with a satisfying mouthful of pizza which cannot be duplicated with thin crust pizza. The zesty and chunky tomatoes of a deep dish also taste amazing. Finally, Chicago deep dish pizzas require a long time to cook, which gives you plenty of time to talk to friends at the pizzeria.

So, you only need five sentences. A point will be given for your argument, a point each for your supporting comments (up to three points), and a point for grammar and readability. If you want to write me a five page document of the topic, please feel free. ☺ The critical responses are:

1. Why do we need agricultural education?
Due: October 29th
2. How do you like to learn?
Due: November 29th
3. What Agricultural Education needs to do in the Future?
Due: December 10th

Your Philosophy of Agricultural Education

Philosophy statements are challenging documents to write. You need to think about what you want to say before you say it. Your philosophy tells us what you value in education and your future program. The document needs to be no more than a page long with single-spaced paragraphs, 1” margins on the sides, and 12 font. Statements need to include the following components:

- a. Introduction statement of what you value in education, teacher, and/or learning.
- b. Why you think what you teach will be important for those learning it?
- c. How do you plan on teaching and interacting with your audiences?
- d. What are the major goals of your program?
- e. Conclusion statement (2-3 sentence paragraph at end) summing up your major arguments.

Please utilize this rubric for what to include in your philosophy.

Philosophy Statement Components	0 points	1 point	2 points	3 points	4 points
Introduction Statement	Missing	Statement is present, but unclear	Statement is clear, but not engaging	Statement is clear and engaging	
What is Important to Learn?	Missing	Argument made, but no examples and/or reasons	Argument made, but examples and reasons are unclear	Argument is clear and there is <i>two</i> examples and /or reasons with details	Argument is clear and there are more than <i>two</i> examples and /or reasons with details
How you Plan to Interact?	Missing	Argument made, but no examples and/or reasons	Argument made, but examples and reasons are unclear	Argument is clear and there is <i>two</i> examples and /or reasons with details	Argument is clear and there are more than <i>two</i> examples and /or reasons with details
Major Goals	Missing	Argument made, but no examples and/or reasons	Argument made, but examples and reasons are unclear	Argument is clear and there is <i>two</i> examples and /or reasons with details	Argument is clear and there are more than <i>two</i> examples and /or reasons with details
Conclusion Statement	Missing	Statement is present, but unclear	Statement is clear, but not argument is not rewritten	Argument is clear and argument is rewritten	
Grammar and Readability	What language is this?	Some errors	Error free as far as I can tell		
					20 Points Possible

Philosophy statements are tough to write, so ask me questions early and often. Also, please remember that your philosophy statement *will* change as you progress through your major and then in your future position, so revise it yearly!

Group Project

The group project will allow you to work with your classmates to conduct an educational lesson about agriculture. Groups (size depends on the number of students in the class – ideally 4) will be formed during the first week of class based on students’ interests. Group members have the ability to decide their topic of instruction. Presentations will range from 15 min (minimum) to 20 min (maximum). Some class time will be dedicated for group work on the project; however, groups should plan on some out-of-class time for preparation and practice. The project will be divided into chunks with deadlines to help group members through the process.

1. Project proposal (5 points and due November 5th) – Groups need to submit their project proposal in writing. The proposal should include the names of the group members, topic of the presentation, and purpose of the presentation.
2. Multiple in-class check points and group work time throughout six class periods.
3. Project presentation (50 points and due December 10th) – Groups will present in front the class. Instructor will evaluate the presentation utilizing the following rubric:

Group Project Presentation	2 Points	5 Points	8 Points	10 points
Lesson involves Learning		The content of the lesson was minimal	The content of the lesson was too much or presented in-effectively	The content of the lesson was appropriate and presented well
Lesson Engaged Audience		Audience was not engaged	Some of the audience members were engaged and active with the lesson	Most of the audience was engaged and active with the lesson
Lesson Challenges Participants		Material was not challenging	Material was too challenging	Material was age-appropriate challenging
Teamwork	Only 1-2 people were involved	Someone in the group was not involved	Everyone was involved, but roles were not “equal”	Everyone was involved and had “equal” roles
Length of Presentation	Too short/ long	Just Right		
Audience Evaluation	< Good Ratings	> Good Ratings		
				50 Points Possible

4. Individual project evaluation (10 points and due TBA) – Students will evaluate the project and their group members in the week after the presentation. The evaluations will be a one page, double-space typed document. Evaluations need to have the following components:
 - a. Assessment of effectiveness of the presentation
 - b. Assessment of your own efforts during the preparation and delivery of the lesson
 - c. Assessment of your group members’ efforts during the preparation and delivery of the lesson

Please utilize this rubric for what to include in individual project evaluation:

Individual Project Evaluation	0 Points	1 Point	2 Points	3 Points
Presentation	Missing	Little details and no critical evaluation	Well explained but no critical evaluation of lesson	Well explained with a critical evaluation of the lesson
Your Effort	Missing	Little details and not self-critical	Provides details but not self-critical	Provides details and is not self-critical
Team's Effort	Missing	Little details	Provides great details	
Grammar and Readability	What language is this?	Some errors	Error free as far as I can tell	
				10 Points Possible

ACADEMIC INTEFRITY

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due."

If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog.

CSU Student Honor Policy - *"I have not given, received, or used any unauthorized assistance."*