



Colorado State University
COLLEGE OF AGRICULTURAL SCIENCES

Ag Ed 430
Methods of Agricultural Literacy
3 Credits
Monday, 2:00-4:50pm
CoBank Center for Ag Ed

FACULTY

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B 333 Clark Building

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Office Hours: Wednesday 12-1 or by appointment

COURSE OVERVIEW

This course will prepare students to conduct agricultural literacy instructional units. The students will learn how to work with a variety of audiences and instructional topics. The experiential experiences developed in the course will allow students to practice agricultural literacy instruction in real-life contexts.

PREREQUISITES

AGED 220 – Understanding Agricultural Education

COURSE OBJECTIVES

1. Design lesson plans for agricultural literacy activities
2. Describe methods of agricultural literacy for adults
3. Describe methods of agricultural literacy for youth
4. Identify appropriate methods of agricultural literacy for traditional agricultural audiences
5. Identify appropriate methods of agricultural literacy for non-traditional agricultural audiences
6. Describe various agricultural literacy assessments
7. Practice various methods of agricultural literacy for varying audiences
8. Practice differing assessment techniques for agricultural literacy lessons

COURSE CONTENT

1. Outlining how to lesson plan for agricultural literacy events
2. Categorizing various methods of instruction for agricultural literacy
3. Differentiating instructional methods based on audiences' demographics
4. Outlining how to assess learning of agricultural literacy events
5. Conducting in-class and real-world instructional units in agricultural literacy
6. Conducting in-class and real-world agriculture literacy assessments

DETAILED WEEKLY OUTLINE

Week	Topic	Assignments
1 (1/17)	MLK Day – No Class	
2 (1/23)	Introduction and why agricultural literacy is important	
3 (1/30)	Agricultural literacy for people in rural, urban, and suburban communities	Response #1
4 (2/6)	Agricultural literacy for youth and adults and how to lesson plan	Response #2
5 (2/13)	Methods of instruction for traditional and non-traditional agricultural audiences	Lesson Plan #1 Response #3
6 (2/20)	Out-of-class agriculture literacy presentations - TBD	Response #4 (email it to me) Teaching Exercise #1
7 (2/27)	Field Trip to Andy Klatt's Program	Response #5 Reflection #1
8 (3/6)	Differentiating instruction on the same agriculture topic	
No Class – Spring Break – 3/13/17		
9 (3/20)	Cooperative, project-based, and problem-based learning	Response #6
10 (3/27)	Managing Behavior	Response #7 Lesson Plan #1
11 (4/3)	Out-of-class agriculture literacy presentations - TBD	Teaching Exercise #2
12 (4/10)	Assessments for agricultural literacy events	Reflection #2
13 (4/17)	Working with controversial issues in agriculture and behavior management	Response #8
14 (4/24)	Team instruction and public booths	Lesson Plan #3 Response #9
15 (5/1)	Presentations in the Field – No Class	Teaching Exercise #3
Finals	Final reflections	Reflection #3 (Big One) Response #10

COLORADO STATE UNIVERSITY RESOURCES

If you have any physical or learning disability which might compromise your success in this class, please make an appointment to see the instructor(s). They are 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.

Need Help? CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970-491-6053 or go to <http://health.colostate.edu>. If you are concerned about a friend or peer, Tell Someone by calling 970-491-1350 to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources (<http://safety.colostate.edu/tell-someone.aspx>).

EVALUATION COMPONENTS (ASSIGNMENTS)

Due Date	Assignment	Points Possible	Points Earned	Grade
1/30/17	Response #1	5		
2/6/17	Response #2	5		
2/13/17	Response #3	5		
2/13/17	Lesson Plan for Teaching Exercise #1	100		
2/20/17	Teaching Exercise #1	150		
2/20/17	Response #4	5		
2/27/17	Reflection for Teaching Exercise #1	25		
2/27/17	Response #5	5		
3/20/17	Response #6	5		
3/27/17	Lesson Plan for Teaching Exercise #2	100		
3/27/17	Response #7			
4/3/17	Teaching Exercise #2	150		
4/10/17	Reflection for Teaching Exercise #2	25		
4/17/17	Response #8	5		
4/24/17	Lesson Plan for Teaching Exercise #3	100		
4/24/17	Response #9	5		
LAST WEEK – FINALS WEEK	Teaching Exercise #3	150		
FINALS	Reflection for Teaching Exercise #3	50		
FINALS	Response #10	5		

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.

ASSIGNMENTS

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. Some important points with this policy: 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!**

ASSIGNMENTS IN DETAIL

Lesson Plans, Assessment, and Teaching Exercises (985 points):

These assignments are designed to help prepare you to work in real-life settings and educating people about agriculture.

1. Lesson Plan for Teaching Exercise #1 (100 points)
2. Teaching Exercise #1 (150 points)
3. Reflection for Teaching Exercise #1 (25 points)
4. Lesson Plan for Teaching Exercise #2 (100 points)
5. Teaching Exercise #2 (150 points)
6. Reflection for Teaching Exercise #2 (25 points)
7. Lesson Plan Teaching Exercise #3 (100 points, 4/28/15)
8. Teaching Exercise for Teaching Exercise #3 (150 points, TBA)
9. Reflection for Teaching Exercise #3 (50 points, Finals) – This reflection is different from the first two, so look at the rubrics closely!

Weekly Responses (50 points):

You will be asked to write a weekly responses focusing on topics from the prior week at ten different points during the semester. These weekly responses are worth 5 points each (10 x 5 = 50 points). They also only need to be a paragraph long. The responses 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 sodas which utilizes real sugar as the sweetener instead of high fructose corn syrup or synthetic sweeteners.

I think that sodas which utilizes real sugar as the sweetener is better than sodas which utilized high fructose corn syrup or synthetic sweeteners. The real sugar taste is smoother and doesn't leave a stick film in your mouth. Furthermore, real sugars are easier for body to digest as synthetic sweeteners in diet sodas have been shown to remain as residual belly fat. Sodas with real sugar do cost more on average; however, the cost ensures that I don't drink three sodas a day, which is healthier.

So, you only need *four* 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 (see rubric). If you want to write me a five page document of the topic, please feel free. 😊 The weekly responses are:

1. Response #1 – Why is agricultural literacy important to you?
2. Response #2 – What is the most important difference between rural, suburban, and urban audiences to you?
3. Response #3 – What is the most important difference between youth and adult audiences to you?
4. Response #4 – What method do you think works best for traditional agriculture audiences?
5. Response #5 – What method do you think works best for non-traditional agriculture audiences?
6. Response #6 – What do you think the greatest challenge is when differentiating agricultural literacy instruction?
7. Response #7 – What do you think the best opportunity is to use cooperative, project-based, and/or problem-based instruction?
8. Response #8 – How would you use assessments in agricultural literacy programming?
9. Response #9 – Do you think working with controversial agricultural topics is an advantage or disadvantage?
10. Responses #10 – Why is agricultural literacy important to you?

Rubrics

Weekly Responses

	Argument	Supporting Comment #1	Supporting Comment #2	Supporting Comment #3	Grammar & Readability
1 Point					
					Total: /5

Lesson Plans

	1 point	5 points	10 points	15 points
Title and Purpose	Tile is there, but purpose is missing	Purpose is unclear or poorly designed	Purpose is appropriate for the lesson	
Audience & Context Description	Missing – Talking to yourself...	Facts are present, but lack detail	Everything is described in detail	
Interest Approach	Missing – Cold teaching	Little attempt to excite audience	Audience may be excited, but not ready to learn	Audience will be excited & ready to learn
Engagement of Audience	They will be sitting & listening the whole time	Limited moments of engagement	Opportunities to be active participants	Audience is engagement & activities are educational
Content	Missing – Not sure what is happening...	Not well described & incoherent	Well described, but not appropriate for the context	Well described and very appropriate for the context
Assessment and/or Application	Missing – They don't do anything with it	Something is planned, just not well	Well designed, but not appropriate	Well designed and not appropriate
Review	Missing – Quick goodbye...	Something small is planned	Quality and appropriate review provided	
Grammar & Readability	What language is this?	I can make it out, barely...	Well written	
				Total: /100

Reflections for 1st Two Teaching Exercises

	1 point	3 points	5 points
Review of Performance	No review of the lesson – nothing happened...	Review of lesson was brief	Review was well detailed
Strength of Performance	No strengths identified – you are awesome, in some way	At least one strength is listed, but not detailed	Two or more strengths listed with detail
Areas of Growth Needed	No areas of growth identified – you are really good...	At least one area of growth is listed, but not detailed	Two or more areas of growth listed with detail
Evidence of Audience Learning	No discussion of what the audience learned or didn't learn	Some discussion of the audience did to didn't learn, but no detail	Well detailed explanation of what was and wasn't learned
Grammar and Readability	What language is this?	I can make it out, barely...	Well written
			Total: /25

Reflection for Last Teaching Exercise

	1 point	3 points	5 points	8 points
Review of Performance of Out-of-Class Exercise	No review of the lesson – nothing happened...	Review of lesson was brief	Review was well detailed	
Strength of Performance of Out-of-Class Exercise	No strengths identified – you are awesome, in some way	At least one strength is listed, but not detailed	Two or more strengths listed with detail	
Areas of Growth Needed of Out-of-Class Exercise	No areas of growth identified – you are really good...	At least one area of growth is listed, but not detailed	Two or more areas of growth listed with detail	
Evidence of Audience Learning of Out-of-Class Exercise	No discussion of what the audience learned or didn't learn	Some discussion of the audience did to didn't learn, but no detail	Well detailed explanation of what was and wasn't learned	
Growth of Strengths over the Semester		Missing or just one strength throughout the whole semester listed	Two strengths throughout the whole semester listed and detailed	Three strengths throughout the whole semester detailed in depth
Development of Areas of Growth over the Semester		Missing or just one area of growth which has been developed listed	Two areas of growth which has been developed listed and detailed	Three areas of growth which has been developed detailed in depth
Areas if Growth still Needing Development		Missing or just one area of growth still needing development listed	Two areas of growth still needing development listed and detailed	Three areas of growth still needing development are detailed in depth
Grammar & Readability	What language is this?	I can make it out, barely...	Well written – you didn't just cut & paste (6 points)	
				Total: /50

ACADEMIC INTEGRITY

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."