



TEXAS A&M UNIVERSITY
COMMERCE

AGED 2301 - CRN 25450

Agricultural Education Fundamentals and Curriculum Design

COURSE SYLLABUS – Spring 2024

Instructor: Keith J. Frost, PhD, Assistant Professor

Office Location: Remote

Email Address: Keith.Frost@tamuc.edu

Office Hours: I am teaching this course (Spring 2024) remotely as an adjunct as we transition through my moving to Idaho. Email is the best point of primary contact and, if we cannot resolve your questions that way, I am more than happy to set up a zoom or phone meeting with you.

COURSE INFORMATION

Course Description: This course was created to provide a conceptual foundation to agricultural education as a model as well as help you develop key underpinnings of pedagogical theory and practice. Additionally, this class is also designed to be an introduction to writing standards, formatting, and lesson planning documents that will be critical as you move forward in Agricultural Leadership, Education, and Communications.

Scheduled Meeting Times: Web Based Course – No Meeting Times

Textbook (Recommended):

Talbert, B. A., Vaughn, R., Croom, D.R., and Lee, J.S. (2007). *Foundations of Agricultural Education, 2nd Edition*. Danville, IL: Professional Educators Publications, Inc.

**(If you can find a copy at a reasonable price – BUY IT. If not ...Reference on file for use/copying)
If you are continuing in Ag-Education, I encourage you to get a copy of this book. It is used in the rest of your classes.**

Useful References:

Ag In Texas www.agintexas.org

National FFA Organization www.ffa.org

Texas FFA www.texasffa.org

National Ag Ed www.teamaged.org

Texas Education Agency www.tea.state.tx.us

Teachers' SAE Toolbox <http://www.cals.ncsu.edu/agexed/sae/toolbox/teacher.html>

Course Objectives:

Upon completion of this course and associated activities the student should be able to:

1. Describe the Origins and Functions of the three elements of the model of agricultural education.
2. Describe the scope and options available in each of the three elements of agricultural education.
3. Identify sources of scope and sequence within AFNR curriculum at the state and national levels.
4. Identify, Describe, and Discuss Differences in fundamental educational theories and theorists.
5. Evaluate program and educational theory to write a preliminary educational philosophy.
6. Identify the three areas of learning.
7. Utilize a list of learning verbs relevant to the three different areas of learning.
8. Write terminal and enabling objectives for the three learning areas.
9. List and describe the elements of a lesson.
10. Effectively communicate scope and sequence for a class and unit.
11. Create a unit of instruction.
12. Demonstrate the correct use of course, unit, and lesson objectives and differentiate the differences between terminal objectives and enabling objectives.

COURSE REQUIREMENTS and ASSESSMENT

Agricultural Education Papers: You will write three individual (1-2 Page) papers on the history and status of AFNR Classroom Instruction, Supervised Agricultural Experience, and FFA. **3x50 = 150 Points**

AFNR Standards and TEKS: Based on your personal experience, describe the national AFNR standards used as well as identify the TEKS involved **50 Points -**

Learning Theory Matrix: You will develop a matrix (templates will be provided) that summarizes behaviorism, social cognitive theory, cognitive theory, experiential learning theory, as well as other that may be presented. **100 Points -**

Philosophical Statements on Components of Agricultural Education: You will draft three statements of philosophy, one for each of the three components of the model of agricultural education. These philosophical statements will describe your position on the importance of their use in School Based Agricultural Education. **3100 Points -**

Modes of Learning: You will describe the three learning areas described by Bloom and provide verbs associated with each of them at different levels of skill or cognition. **100 Points**

I believe this syllabus to be a generally solid representation of the class. I reserve the right to make changes and revisions as needed to improve the class, the assignments, provide clarity, or provide a better experience.

Learning Objectives: You will write three performance objectives, at three different levels, for all three areas of learning. **100 Points**

Course Map: You will write a proposal for a course that will include a Rationale, TEKS, Course Objectives, and Unit Map. **200 Points**

Unit Plan: You will develop a preliminary unit of instruction. Your unit will cover 5-10 days of instruction and will include an activity or lab and a summative assessment. **200 Points**

LATE WORK WILL NOT BE ACCEPTED

Assessment and Grade Determination

100-90.00% = A

89.99-80.00% = B

79.99-70.00% = C

69.99-60.00% = D

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Professionalism: You are expected to be professional in your actions, words, attitude, dress, and in all things you are expected to perform. This class is scheduled in a block format with AGED 470 and will require considerable time, energy, and focus for an intensive semester. You are expected to be on-time, prepared and ready to engage. Business casual will be the minimum dress requirements for every day the classes meet. If you are presenting a micro-teaching lesson, you will be in business professional attire. Similarly, attendance is crucial and timeliness. Failure to be present and on-time in your student teaching, indeed in your future jobs, will result in your removal from your placement or position. The same is true here for your time on the block.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (7th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

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Writing Standards: All written assignment will be written in a format aligned with the *American Psychological Association (APA) Manual for Publication*, 7th edition. APA style will always be used for punctuation, writing style, headings, and citations. Exceptions to APA formatting will be specified when appropriate. For the writings in this course, the exceptions and expectations are:

- Name (First Last) will be a flush right header and Assignment Name will be a flush right footer. I do not want a “running head” in the top left. Page numbers are optional. This precludes the need for a cover page or a “heading” on the first page in the body of the paper.
- 1” Margins for Top, Bottom, Left, and Right
- Times New Roman, 12 Point
- Single-Space all paragraphs with double space between paragraphs, topic headings (in the body), tables, and figures

A tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the A&M Commerce on-campus Writing Center

Interaction with Instructor Statement: E-mail will serve as the primary method for out-of-class communication between the instructor and students. Therefore, students should check their university (myLeo) or other preferred e-mail account at least once daily. The instructor will attempt to answer each student-generated message within 48 hours of dispatch.

University Specific Procedures and Language

Students with Disabilities-- ADA 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Concerning COVID-19:

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments

Counseling Availability

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel