



AG 107  
CC Approval: 10/11/2010  
BOT APPROVAL: 12/13/2010  
STATE ID: CCC000523781  
EFFECTIVE DATE: 12/13/2010

**College of the Sequoias**  
**COLLEGE ASSOCIATE DEGREE COURSE OUTLINE**

**SUBJECT AREA AND COURSE NUMBER:** AG 107

**COURSE TITLE:** AG EDUCATION ORIENTATION

**UNITS/HOURS**

**Units:** 3.5

**Hours:**

**Lecture Hours Per Week:** 3

**Total Lecture Hours Per Semester:** 52.5

**Lab Hours Per Week:** 1

**Total Lab Hours Per Semester:** 17.5

**Activity Hours Per Week:**

**Total Activity Hours Per Semester:**

**Total Hours Per Week:** 4

**Total Contact Hours Per Semester:** 70

**TOP Code:** 0101.00 - Agriculture Technology and Sciences, Gen\*

**Cross-Listed Courses:**

**CATALOG COURSE DESCRIPTION:**

The purpose of this course is to provide students with an overview of Agriculture Education in California. Through class instruction and field experience, students will learn the principle components of teaching agriculture; develop academic and career plans, and observe a secondary agriculture classroom.

**REQUISITES:**

**Advisories:**

ENGL 251 or equivalent college course with "C" or better or eligibility for ENGL 1 determined by COS Placement Procedures.

**FIELD TRIP REQUIREMENTS:** Required

**GRADING:** S - Standard Grading A-F

**REPEATABLE:**

**TRANSFERABLE:**

\*Approved\* CSU BA Transferable (1-199 level)  
YES

**METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Lecture and/or Discussion
- \* Field Experience
- \* Laboratory
- \* Other (Specify)
- \* Secondary school site observations.

## **METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Essay quizzes or exams
- Portfolio Evaluation
- Oral presentations
- Problem solving quizzes or exams

## **COURSE TOPICS:**

### **Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. What Is Agriculture Education?
  - A. Components of Vocational Agriculture programs
  
- II. History And Purpose Of Agriculture Education
  
- III. Classroom Instruction
  - A. Curriculum areas and commonly taught subjects
  - B. California state standards and curriculum
  
- IV. Agriculture Education Leadership
  - A. FFA organization
  
- V. Experiential Learning In Agriculture Education
  - A. Supervised Agriculture experience programs
  
- VI. Professional Expectations In Agriculture Education
  
- VII. Agriculture Education Teacher Preparation Requirements
  - A. Agriculture single subject
  - B. Agriculture specialist
  - C. Occupational experience
  - D. Field experience
  
- VIII. Career Planning
  - A. Development of career goals
  
- IX. Professional Growth And Development
  - A. Pre-service and in-service education
  - B. California Agriculture Teachers Association
  
- X. Philosophy Of Agriculture Education
  - A. Individual development of personal philosophy
  
- XI. Use Of Technology In Agriculture Education
  - A. New technology and innovation
  
  
- XII. Field Experience In Agriculture Education
  - A. Observation techniques
  - A. Classroom management
  - A. Student supervision
  
  
- XIII. Agriculture Awareness
  - A. Agriculture literacy K-8

## **OUTCOMES:**

### **Course Objectives**

The main concepts for this course will ask students to...

1. Describe the components of agriculture 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. Develop their personal philosophy of agriculture education.
7. Gain early field experience through 45 hours of classroom and professional observation.

### **Student Learning Outcomes**

Given an overview of the teaching profession, students will be able to compose a one or two page paper discussing why they wish to teach. This paper shall be presented at college level competency, and receive a score of 80 percent or higher.

- A. Skill demonstrations
- B. Essay quizzes or exams
- C. Oral presentations

Given the opportunity to observe an agriculture teacher's lesson(s), students will be able to compose a 1-2 page paper, discussing the lesson presented. Students competency will be judged by their ability to identify the lesson objectives and identify students' understanding of the material. Students will receive a score of 70% or higher.

- A. Skill demonstrations
- B. Essay quizzes or exams
- C. Oral presentations

Given the opportunity to observe a teacher's classroom management technique(s), students will be able to compose a 2-3 page paper describing different student behaviors and discipline needs in a high school agriculture classroom. Papers shall identify cultural and linguistically diverse students and how these differences can be addressed in the course of lesson presentations. Students will receive a score of 80% or higher.

- A. Skill demonstrations
- B. Oral presentations
- C. Problem solving quizzes or exams

### **Institutional Outcomes**

1. Demonstrate awareness, respect, sensitivity, and understanding needed for participating successfully in a diverse, local and global society.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
4. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
5. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.

### **Assignments**

#### **Reading:**

In a possible reading assignment, students will research a particular lesson plan (of California Agriculture subject matter) utilizing the CAL Ag Ed resource material.

#### **Writing:**

Most Memorable Teacher Assignment

Students will compose a 1-2 page paper discussing a memorable teacher that may have influenced them to consider teaching.

#### **Homework:**

In a possible homework assignment, students will research a single commodity grown in California, prepare a lesson on the commodity, and present it to the class.

#### **Lab Content:**

In a possible laboratory exercise, students shall develop an agriculture lesson utilizing a complete list of different multimedia formats and present it to the rest of the class.

**TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Allen Talbert, Rosco Vaughn, D. Barry Croom, and Jasper S. Lee. Foundations of Agriculture Education. Second ed. Professional Educators Publications, 2007, ISBN: 0-9761445-3-0
2. Phipps. A Handbook on Agriculture Education in Public Schools. Interstate, 1999,

**MANUALS:**

1. National FFA Organization. Agriculture Teachers Manual. National FFA Organization, 07-01-1998

**PERIODICALS:**

**MATERIALS FEE:** \$0

**OTHER:**

**ORIGINATOR:** Kris Costa

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