

California State University, Fresno
Jordan College of Agricultural Sciences & Technology
Department of Animal Sciences & Agricultural Education

Fall 2010

AGRI 281 – Problems in Agricultural Education

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AGRI 281 Course Syllabus

Prerequisites: Graduate standing, permission of the instructor.

Introduction and Course Description: This course encompasses individual supervised research in agricultural education with appropriate reports and evaluation. Individual conferences with the instructor are required to identify appropriate topics and procedures.

Primary Learning Outcomes: Students completing the course will be able to:

11. Identify and define a problem relevant to the cooperating agricultural education program and community.
12. Delimit the scope of the problem.
13. Complete a study of the selected problem.
14. Prepare a final report of the study that will be acceptable for:
 1. Publication
 2. Partial fulfillment of graduate credit for a master's program.
 3. Continued study on a thesis.
 4. Credit with a "B" grade or better.

Materials for the Course: The following reference materials will be utilized for the course. References are available for review in Room 234.

1. California Agricultural Education Website (<http://www.calaged.org/default.asp>).
2. California Model Core Curriculum for Agriculture.
3. *California Agriscience Lesson Plan Library*, CAERT, Inc.
4. *Local Program Resource Guide*, National FFA Organization.
5. *The Agricultural Education Magazine* and other current agricultural education publications.

Major Assignments and Evaluation Methods: Student performance will be assessed as follows:

1. Student initiative and effort in conducting the study.
2. Originality and usefulness of the study.
3. Appropriateness of the design, procedures and methods of conducting the study.
4. Development, organization, completeness and accuracy of final report.
5. Recommendation of cooperating teacher (for student teachers).

Students must maintain a 3.0 or better GPA on professional education coursework.
The grading scale for this course will be as follows:

A = Rubric Score 4
B = Rubric Score 3
C = Rubric Score 2
D = Rubric Score 1
F = No Rubric Score

AGRI 281 Project Assignment

Identifying and defining a problem relevant to the cooperating agricultural education program and community is a requirement for successfully completing AGRI 281. Delimit the scope of the problem, complete a study of the selected problem and prepare a final report of the study that will be acceptable for:

- Publication
- Partial fulfillment of graduate credit for a master's program
- Continued study on a thesis
- Credit with a "B" grade or better

The final report of the problem should be a minimum of eight typed double spaced pages using times new roman 12 point font. The report should include a title page, table of contents, statement of the problem, project objectives or goal, methods and procedures, materials required, budget, timetable, outcomes and/or benefits and an appendix with additional documentation of the project. The appendix may contain items such as photographs, drawings, and etc.

The project will be scored utilizing the AGRI 281 Project Scoring Rubric. Students must score a two or better on the rubric. A score of three or better is required to attain a "B" grade or better.

Name: _____

AGRI 281 Project Paper Scoring Rubric

	1 Minimal	2 Satisfactory	3 Commendable	4 Superior
Statement of the Problem	Problem is poorly defined, no evidence to support the significance of the problem.	Problem is defined. Includes some evidence to support the significance of the problem.	Well-defined and relevant problem. Includes adequate evidence supporting the significance of the problem.	Well-defined and relevant problem. Includes abundant evidence supporting the significance of the problem.
Methods/Procedures	Elements of methods/procedures are inappropriate for the problem.	Elements of methods/procedures are appropriate for the problem.	Elements of methods/procedures are appropriate and of good quality for the problem.	Methods/procedures are appropriate and represent quality necessary for publication.
Quality of Writing	Spelling and punctuation errors are distracting and interfere with communication. Great difficulty communicating ideas.	Spelling and punctuation errors are evident, but do not interfere with communication. Some difficulty communicating ideas.	Errors in spelling and punctuation are minor and few. Communicates ideas clearly.	Very few or no errors in spelling and punctuation. communicates ideas clearly and completely.
Documentation	Vague or sketchy details add little clarity to support paper. Missing documentation.	Details are clear and specific but uneven or not fully developed.	Developed details enhanced clarity of paper, some elaboration.	Extensively developed by information and details. Effective elaboration and support to explain points.
Organization of Paper	No discernable plan, no indication of progression. Missing title page or pagination.	Discernible progression and/or inferable plan. Includes all required components.	Somewhat logical progression with a plan. Includes all required components.	Controlled, logical progression with a clear plan that governs paper from beginning to end. Includes all required components,
Outcomes/Benefits	No evidence to support the project outcomes and benefits the department, school, and/or community.	Some evidence indicating project is of value and benefits the department, school, and/or community.	Adequate evidence documents value and benefits of the project to the department, school, and/or community.	Extensive evidence clearly documents the value and benefits of the project to the department, school, and/or community.

Course Policies: Students should read the following policies to ensure they understand the expectations of the university and the instructor for this course.

1. The AGRI 281 project must be submitted to the instructor for grading on or before Friday, December 3, 2010.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, First floor, South wing, Suite 1202. Telephone: 559 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- i. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- ii. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- iii. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Any student caught cheating on an exam or assignment will be assigned a “0” grade for that assignment or exam. A second cheating offense by a student will result in failure of the course. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University Policies).

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission of the copyright holder. For more information, check online at:

<http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>.

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. Students should read the university policy regarding disruptive classroom behavior. For more information, go online to: <http://www.csufresno.edu/ClassSchedule/current/policy/conduct/disruptive.shtml>. Student conduct, which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from this class.

Subject to Change: The instructor reserves the right to maintain flexibility in the course syllabus and class schedule to accommodate guest speakers, include unanticipated relevant current events and in the event of other extenuating circumstances.

Animal Sciences and Agricultural Education Department

Core Values

1. Student well-being is primary. Students become extended family. We are here because of the student and for the student. Our interests are to provide a clear path to a brighter future for each student entering our doors.
2. We insist on programmatic Integrity. Everything we do does not deviate from the promise to our students. Our word is our bond. We take the time it takes so it takes less time. We hold to what we stand for.
3. Agriculture is vital to society. Our role in agriculture is vital because agriculture is vital to society. We provide a bridge to future societal success through our students.
4. We stand for progressive education. Our faculty remain current on industry standards, practices, and technologies. We are consistently evaluating and upgrading course material and instructional practices as individuals as well as a department.
5. **We Teach!** (Take Every Ag student and Coach Him/Her) We actively engage students in the process of education. We impart knowledge as well as passion for our scientific disciplines. Faculty/student interaction is imperative. Education is an accumulation of knowledge and relationships.
6. We advise and produce! We have strong industry relationships. Our ability to stay on the cutting edge of industry progression with our advising and teaching allows our graduates an advantage in career placement. Our graduates positively impact the industry.

Who we are:

A worldwide leader in the education of applied agriculture. We impact the industry.

What we represent:

A vehicle of worldwide opportunity to career paths in agriculture and beyond.

Our Points of Difference:

1. Location and Association with Industry:
We are located in the heart of an agricultural industry that feeds 10% of the world population. We specialize in training students to employ applied scientific principles in production agriculture.
2. Faculty:
We advise and teach students, engage students in research, and interact with industry. We prepare students to go where they cannot go themselves. We care!
3. Curriculum:
We teach science and the practical application of science within the industry because of our relationship with industry.

SECTION THREE – ASSESSMENTS:

Candidate Key Assessments:

Portfolio:

During the final semester of the credential program each candidate prepares a professional portfolio that includes a letter of introduction, philosophy statement, resume, reference letters, sample lesson plan, PowerPoint handout, and photos documenting candidate accomplishments. Portfolios are evaluated and scored by the Agriculture Specialist program coordinator and if weaknesses are noted candidates are assisted in strengthening their portfolio. Candidates are scored by the university supervisor and must score a two or higher on a four point scale to document competency for the portfolio requirement.