

CI 161 SE – Methods and Materials in Secondary Teaching

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Introduction and Course Description

Methods and Materials in Teaching Secondary Agricultural Education, CI 161 SE, (3) units
Monday & Wednesday 4:00pm-5:15pm, Ag 234. Prerequisites: CI 152 and CI 159 or concurrent enrollment, admission to credential program.

A methods course in secondary school subjects. Instructional procedures, techniques, and resources for teaching; appraisal of instructional innovations; classroom organization and management; measurement and evaluative techniques.

Course Requirements

1. **References:** Strategies for Teachers: Teaching Content and Thinking Skills, Eggen & Kauchak 4th Ed. Methods of Teaching Agriculture, Newcomb, McCracken, Warmbrod 2nd edition;
2. **Current handout materials on all discussion topics** (provided)
3. **3-ring binder, paper, pen and pencil**
4. **Regular attendance and participation during class meetings.**
5. **VHS tape** – for microteaching lesson critiques
6. **Email** - Effective and timely communication will require student email access. (The University provides free email accounts to all students. Students may sign up for email or for Internet access through CVIP at Barstow and Cedar or in the University Student Union.)

Course Goals

The goals of this course are to:

1. Provide students with pedagogical skills appropriate in agricultural education ensuring effective instruction, student engagement, and meaningful learning experiences.
2. Provide students with the knowledge, resources, and practice necessary to develop instructional plans for daily lessons, units, and courses.
3. Provide students with the knowledge and practice needed to plan and use instructional time efficiently.
4. Provide students with the knowledge, resources, and practice necessary to monitor student learning and develop, use, and interpret student assessments.
5. Create an appreciation for the value and importance of reflecting on one's teaching.
6. Provide students with the knowledge, resources, and practice necessary to make course content accessible to all students, including those with special needs.

7. Create a belief that professional development is not a function of the school administration but rather a responsibility of all effective teachers.

Student Learning Outcomes

After the successful completion of this course, students will be able to:

1. Describe the characteristics of an effective secondary agriculture teacher.
2. Analyze curriculum and select appropriate instructional strategies.
3. Select and organize appropriate and effective instructional materials.
4. Demonstrate pedagogical skills appropriate in the agriculture classroom and laboratory.
5. Select and demonstrate appropriate methods and techniques of engaging students and managing the learning environment.
6. Plan and demonstrate effective instructional planning and efficient use of instructional time.
7. Prepare appropriate and effective instructional objectives.
8. Develop, utilize, and interpret appropriate student assessments.
9. Prepare and demonstrate the use of daily lesson plans, using current technology.
10. Develop a course curriculum following the State Career and Technical Education Standards including a course outline, instructional unit, lesson plans and assessments.
11. Understand and follow safety procedures and guidelines.
12. Understand, select, and use a variety of instructional materials, techniques, and assessments to better serve students with special needs.
13. Reflect on their own teaching and plan for professional growth and improvement.
14. Use computer based collaborative tools, such as, email, listservs, Internet, and other appropriate technologies.
15. Organize and prepare a bulletin board relevant to secondary agriculture.

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies

Leaders are professionals guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional.

Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and field experience, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

University Policies

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 Madden Library 1049 (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:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) 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. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. 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." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

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. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology

Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. 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. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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 from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf):

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

Method of Evaluation

Students will be evaluated on performance related to:

1.	25 pts	Objective Writing
2.	150 pts	Lesson Plans (3 – 50 pts. each)
3.	300 pts	Teaching Presentations (2 – 150 pts. each)
4.	50 pts	Written Self-Evaluation of Presentation Videos (2 – 25 pts. each)
5.	100 pts	Mid-Term Exam
6.	50 pts	Bulletin board (group activity)
7.	150 pts	Course Curriculum Project
8.	100 pts	Attendance and Participation
9.	100 pts	Final Exam

The points and assignments in this course will vary year to year based the number of students and at the discretion of the instructor.

Grades will be based on the student's percentage of the total points possible:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% or below = F

Required Assignments

1. Lesson Plans

- Three lesson plans will be assigned this semester.
 1. Lesson plan #1 will be part of an in class assignment. After working in groups to develop a lesson each individual will submit their own lesson plan. **DUE Sept. 21st**

- 2. Lesson plans #2 & #3 will be completed as part of your teaching presentations #1 & #2 assignments. **DUE on your scheduled day.**
 - Lesson plans should follow format and content guidelines presented by the instructor.
 - Lesson plans must be submitted typewritten to the instructor. The draft copy must be submitted by the due date and the final copy submitted prior to the beginning of the lesson presentation.
- 2. **Microteaching Lesson #1** – Micro-lesson using Direct Instruction Model
 - Develop and present a micro-lesson 25-30 minutes in length.
 - Required components include complete lesson plan, introductory activity, visuals, handouts, demonstration/student activity, demonstration of classroom management skills, and assessment.
 - **DUE on your scheduled day**
- 3. **Microteaching Lesson #2** – Micro-lesson using any approach
 - Develop and present a 25-30 minute micro-lesson.
 - Integrate at least one technology tool into this lesson.
 - Utilize one of the following teaching models: Direct Instruction, Discussion, Experiential Learning, Social Interaction, or Problem-Based Learning
 - Required components include complete lesson plan, introductory activity, visuals, handouts, demonstration/student activity, pre and post-assessments, and demonstration of classroom management skills.
 - **DUE on your scheduled day**
- 4. **Self-Evaluation #1 & #2**
 - Compose a 1-2 page typewritten paper critiquing and reflecting on your teaching performance in Teaching Presentation #1 & #2
 - Discuss your strengths and weakness throughout each part of the lesson and in managing the learning environment
 - Outline a plan for improving your teaching effectiveness.
 - **DUE one week after presentation.**
- 5. **Bulletin board** – group presentation and display.
 - Construct an instructional display that could be used in an agriscience classroom.
 - Give a brief (3-5 min.) presentation explaining the instructional relevance of the display.
 - Bulletin boards are to be constructed after the conclusion of class on Monday and before class on your assigned Wednesday.
 - **DUE on your scheduled day.**
- 6. **Course Curriculum Project**
 - For a chosen course (*other than Ag Core Curriculum*) develop a Course Outline, Unit Outline, Unit Pretest, Unit Exam, and at least three consecutive lesson plans.
 - Course Outline should contain estimated hours of instruction, unit topics and lesson topics.
 - Unit Outline should contain objectives, lesson topics, references, and required materials.
 - Lesson plans should be complete and follow appropriate format and content guidelines used in this course.
 - **DUE December 9th**
- 7. **Attendance and Participation**
 - Your attendance and participation in class and during presentations is expected and will

- contribute to your final grade in this course.
- Grade based on percentage of classes attended

8. Mid-Term and Final Exams

- Comprehensive exams of all material covered in lectures, presentations and reading information. You are preparing to take your place in the vocational education profession. Your students, parents, administrators and community will hold you to a high standard of quality work and expect it in a timely manner. Therefore, in this professional preparation course the same should be true. I greatly discourage you from turning in poorly done and late assignments.
- Attendance will be recorded during the first few minutes of class, if you enter the room after this point **you will be considered absent.**
- Late assignments will only be accepted for **one week after the due date.**
- Late assignments will be penalized at **least 50% of the possible points.**
- No make-up exams will be given without **prior notification** and documentation of **extenuating circumstances.**
- Exams missed for **unexcused reasons cannot be made up.**

Tentative Course Schedule

Date	Topic	TPE	Assignment
Aug 24	Introduction & Syllabus		
Aug 26	Principles of Effective Teaching	1B,13	
Aug 31	Planning for Instruction	1B,3,5,8,9,10	
Sept 2	Instructional Objectives & Assessment	1B,3,9	
Sept 7	HOLIDAY – Labor Day		
Sept 9	Instructional Objectives & Assessment	1B,3,9	
Sept 14	Assessment	1B,3,9	
Sept 16	Lesson Plan Development	1B,2,3,4,5,8,9,10	Objectives Assignment Due
Sept 21	Learning Styles/Aids & Special Populations	4,8,9	
Sept 23	Direct Instruction Teaching Model	1B,2,3,4,5,8,9,10	Bulletin Board #1 Lesson Plan #1 Due
Sept 28	Lecture-Discussion Model	1B,2,3,4,5,8,9,10	
Sept 30	Experiential Learning - Demonstrations/Field Trips	1B,2,3,4,5,8,9,10	Bulletin Board #2
Oct 5	Problem-Based & Social Learning Models	1B,2,5,8,9,10	
Oct 7	Agriscience Laboratory Instruction	1B,2,5,8,9,10	Lesson Plan #2 Draft Due Bulletin Board #3
Oct 12	Classroom Management	1B,2,3,4,5,8,9,13	
Oct 14	Classroom Management	1B,2,3,4,5,8,9,13	Bulletin Board #4
Oct 19	Mid-term Exam		
Oct 21	Microteaching Lesson #1	1B,2,3,4,5,8,9,13	Bulletin Board #5
Oct 26	Microteaching Lesson #1	1B,2,3,4,5,8,9,13	
Oct 28	Microteaching Lesson #1	1B,2,3,4,5,8,9,13	Self-Evaluation #1 Due - One Week after Microteaching #1 Bulletin Board #6
Nov 2	Microteaching Lesson #1	1B,2,3,4,5,8,9,13	Lesson Plan #3 Draft Due
Nov 4	Microteaching Lesson #1	1B,2,3,4,5,8,9,13	
Nov 9	Microteaching Lesson #1	1B,2,3,4,5,8,9,13	
Nov 11	HOLIDAY – Veterans Day		
Nov 16	Microteaching Lesson #1/#2	1B,2,3,4,5,8,9,13	Self-Evaluation #2 Due - One Week after Microteaching #2
Nov 18	Microteaching Lesson #2	1B,2,3,4,5,8,9,13	
Nov 23	Microteaching Lesson #2	1B,2,3,4,5,8,9,13	
Nov 25	Thanksgiving Break – No Class		
Nov 30	Microteaching Lesson #2	1B,2,3,4,5,8,9,13	
Dec 2	Microteaching Lesson #2	1B,2,3,4,5,8,9,13	
Dec 7	Microteaching Lesson #2	1B,2,3,4,5,8,9,13	
Dec 9	Microteaching Lesson #2	1B,2,3,4,5,8,9,13	Curriculum Project Due
Dec 10	Final Exam Preparation &		

& 11	Consultation		
Dec. 16 th	Final 5:45p-7:45p		