

CSUS 222A

Seminar in Instructional Theory I – Agriculture, Food, and Natural Resources Education

1 Credit, Fall 2017

Wednesdays, 5:00-5:50 PM, NR 001

Course Syllabus

Instructor Dr. Aaron McKim
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Michigan State University
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Office Hours Available by email request.

Class Materials All Class Materials Available on D2L, No Textbook Required

Course Description

Professional involvement and introductory instructional theory in formal and nonformal agriculture, food and natural resources education (AFNRE). Requires ten hours of observation in AFNRE learning environment.

Course Objectives

By the end of this course, students will be able to:

1. Articulate similarities and differences between formal and non-formal agriculture, food, and natural resources education.
2. Develop a plan for personal growth in agriculture, food, and natural resources education.
3. Describe establishing, engaging learners in, and evaluating authentic learning experiences in agriculture, food, and natural resources education.
4. Describe a program funding model in agriculture, food, and natural resources education.
5. Discuss the implementation of one current innovation in agriculture, food, and natural resources education.

Class Schedule

Date	Topic	Assignments Due
September 6	Course, Peer, and Faculty Introductions	
September 13	Introduction to Student Organizations at Michigan State University	
September 20	Reflection and Documentation	Reflection 1
September 27	Defining Agriculture, Food, and Natural Resources Education (AFNRE)	Personal Development Plan
October 4	Philosophical Foundations of AFNRE	
October 11	Problem-Based Learning	Early Field Visit 1
October 18	Experiential Learning	Reflection 2
October 25	Case Study: Broiler Contest (Introduction)	
November 1	Case Study: Broiler Contest (Engagement)	
November 8	Fall PDI (Opportunities TBD)	Early Field Visit 2
November 15	Program Budgeting and Funding	
November 22	<i>Thanksgiving – No Class</i>	Reflection 3
November 29	Expanding AFNRE in Urban Settings	
December 6	Course and Experience Reflection	Reflection 4 Early Field Visit 3

Course Requirements

Attendance and Participation: Your attendance and participation are critical to your success in this seminar course. Each week, we will discuss important topics in agriculture, food, and natural resources education. Your contributions to these discussions will help direct the conversation to address your needs as a learner as well as contribute to the learning of your peers.

Early Field Experience and Reflections: Throughout this term, you will participate in an early field experience within a formal or non-formal AFNRE program. Early field experiences must be approved by the instructor – proposed locations are submitted in reflection one (*hint*. you cannot complete your early field experience in a school/program you previously attended/participated in). You must participate in your early field experience for a total of 10 hours, at one location, distributed over three visits: one visit between weeks 3-6; one visit between weeks 6-10; and one visit between weeks 10-14.

Additionally, you will complete four reflections about your early field experience. The focus of each reflection is described below:

- **Reflection 1:** This reflection will attend to three prompts: (a) what do you see as the collective vision for agriculture, food, and natural resources education, (b) propose an early field experience location for this term, and (c) identify a minimum of 15 questions you will ask the educator during your early field experience (i.e., so you will have, at least, five questions prepared for each visit – it may help to look ahead to the reflection prompts to see what questions would help your reflections).
- **Reflection 2:** A foundational element of AFNRE is engaging learners in authentic experiences (e.g., problem-based or experiential learning). In this reflection, document

one authentic experience you have observed during your early field experience. Ensure you address how the experience was established, how learners were engaged in the experience, how learning was evaluated, and what you would have done differently if you were leading this learning experience.

- **Reflection 3:** Funding AFNRE programs is a critical component of successfully building AFNR knowledge within schools and communities. Conduct an interview with the educator in your early field experience to identify methods they use to fund their program. Synthesize their responses to describe the funding model used to support that AFNRE program.
- **Reflection 4:** Being innovative is critical to the success of any AFNRE professional. In this reflection, you will share one innovation you have observed during your early field experience. Examples of innovations include a unique lesson/teaching method, a new piece of educational technology, or an innovative approach to engaging community members in AFNRE.

Personal Development Plan: Michigan State University offers countless opportunities for you to engage (e.g., clubs, internships, courses, study abroad opportunities). To make the most of these opportunities requires intentional planning. In this assignment, you will identify three to five personal growth areas you will intentionally work on while at MSU. These areas must be, in some way, related to agriculture, food, and natural resources education. In addition to identifying areas for growth, you will also identify specific mechanisms (i.e., opportunities at MSU you will take advantage of) to support your growth in these areas. A template for organizing your personal development plan is provided in D2L.

Student Evaluation

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Attendance and Participation	275	Weekly
Reflection 1	75	September 20
Personal Development Plan	150	September 27
Reflection 2	75	October 18
Reflection 3	75	November 22
10 Hours of Early Field Experience	275	Variable
Reflection 4	75	December 6
Total	1000	

Grading Scale

<u>Grade</u>	<u>Points Earned</u>
4.0	1000-920
3.5	919-880
3.0	879-820
2.5	819-780
2.0	779-720
1.5	719-680
1.0	680-600
0	< 600

Assignments

Assignments will be turned in electronically in D2L. Written reflections should be double spaced, in Times New Roman or Arial (12 point) font. Do not put your name on your paper, D2L will provide identification of the document.

Assignments are due at 11:59PM on the posted date. Late assignment will be accepted, but with a 10% deduction per business day.

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in **CSUS222**. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. McKim at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Bereavement:

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services – Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **TBA**. The last day to drop this course with no refund and no grade reported is **TBA**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies

In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- **Dr. McKim** will answer email about:

- Questions arising from difficulty in understanding course content.
- Requests for feedback about graded assignments.
- Private issues appropriate for discussion within the teacher-student relationship.
- **Dr. McKim** will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (**CSUS222**).
 - Raises an inappropriate subject.
- **Dr. McKim** will make every effort to answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.