

CSUS 222B

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

1 Credit, Fall 2018

Thursdays, 5:00-5:50 PM, NR 306

Course Syllabus

Instructor Dr. Aaron McKim
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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. Implement a plan for personal growth in agriculture, food, and natural resources education.
3. Plan a small-group lesson which incorporates experiential learning.
4. Evaluate the use of experiential learning in agriculture, food, and natural resources education.
5. Discuss changes in agriculture, food, and natural resources education instruction with differences in learners and learning context.

Class Schedule*

Date	Topic & Description	Assignments Due
August 30	Introduction - Overview of the course and engagement theme, AFNRE, and introduction to faculty. Course will include the history and purpose of CSUS 222.	
September 6	Assignment Review - Review course assignments, including observation requirements and retired AFNR educator interviews.	
September 13	Observation Engagement - Explore how to optimize the ten-hour observation requirement. Topics will include preparation, questions, what to look for, and reflection.	Reflection 1
September 20	Conducting an Interview – A skill critical to your success during the retired AFNR educator interview, but also your success as an AFNR educator.	
September 27	Writing a Newspaper Article - You will explore the principles of writing a good newspaper article.	
October 4	Student-Centered Instruction - An interactive lesson in which you will observe student-centered instruction. The outcome will be differentiating teacher- and student-centered instruction.	
October 11	Setting Up a Learning Space - Exploring fundamentals of setting up a learning space to increase engagement. Includes an opportunity to separate into formal/non-formal groups to “practice” setting up a learning space in those contexts.	Reflection 2 – Mini-Lesson Lesson Plan
October 18	Establishing Motivation - Explore how to establish learner motivation at the beginning of a learning experience (i.e., how to structure an interest approach).	
October 25	Maintaining Motivation - Explore diverse teaching strategies and connect those strategies to maintaining motivation throughout a learning experience.	Retired AFNR Educator Interview
November 1	Effective Teaching - Explore characteristics of effective teaching and connect those characteristics to student engagement.	
November 8	Recruiting Learners - Identify how to market a program to attract learners – formal and non-formal.	Reflection 3 – Mini-Lesson Must be Taught
November 15	Marketing a Program to Community - Explore how to create a program marketing plan and explore example marketing strategies used by AFNRE programs	
November 29	Advisory Committees - Review purpose, who to include, and how to operate an advisory committee to increase the success of a program.	Newspaper Submission
December 6	Reflections on Learning - Sharing learning from observations and retired AFNR educator interviews.	Reflection 4

*Subject to Change

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 or more locations, distributed over three visits: one visit between weeks 3-6; one visit between weeks 6-10; and one visit between weeks 10-14.

As a second year CSUS 222 student, you are expected to facilitate one mini-lesson (i.e., 10-15 minutes) during your early-field experience which demonstrates effective use of experiential learning. Identifying and implementing this mini-lesson should be completed in coordination with the AFNRE instructor at your early field experience.

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 two prompts: (a) how has your thinking about the collective vision and approaches of agriculture, food, and natural resources education evolved since last year and (b) propose early field experience location(s) for this term.
- **Reflection 2:** A foundational element of AFNRE is engaging learners in experiential learning. In this reflection, provide a [lesson plan](#) outlining how you will incorporate experiential learning during your mini-lesson.
- **Reflection 3:** Describe the learning experience you facilitated during your early-field experience. Make sure to include a description of learners, content taught, successes/challenges incorporating experiential learning, and what you would change if asked to facilitate this learning experience again.
- **Reflection 4:** Adapting your teaching to different learners is critical to facilitating successful AFNRE programs. In this reflection, describe how your lesson would look different if you were in a different AFNRE program (i.e., formal or non-formal), community type (i.e., rural or urban), or learner level (i.e., adult or youth).

Retired AFNR Educator Interview: Working with a partner, you will conduct a phone interview with a retired AFNR Educator, formal or non-formal. During the interview, you will collect information about their path to becoming an AFNR educator, successes during their career, impact they made on students, and how they have remained engaged in AFNR education after retiring. Interviews will be used to create a newspaper article 300-500 words in length, that will be submitted in D2L, to the community newspaper where they currently live, and newspaper in the community in which they taught (if different).

Student Evaluation

Assignment	Points	Due Date
Attendance and Participation	250	Weekly
Reflection 1	75	September 13
Reflection 2 (Lesson Plan)	100	October 11
Retired AFNR Educator Interview	50	October 25
Reflection 3	100	November 8
10 Hours of Early Field Experience	200	Documented in Reflections
Retired AFNR Educator Article	125	November 29
Reflection 4	100	December 6
Total	1,000	

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. Assignments should be written in Times New Roman or Arial (12 point) font. Assignments are due at 11:59PM on the posted date. Late assignment will be accepted, but with a 10% deduction per business day.

D2L & Turn It In Use

CSUS 222 uses Desire 2 Learn (D2L) as its learning management platform. Within D2L, you will find files relevant to your success in this course. It is recommended that you check D2L daily to review upcoming assignments, resources, and opportunities.

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete

assessment and judge the originality of your work. All submissions to this course may be checked using this tool. You should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g., name or student number), the D2L system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository.

Spartan Code of Honor

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

Limits to Confidentiality

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

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.

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.