

CSUS 222 A, B, C
Seminar in Instructional Theory I – Agriculture, Food, and Natural Resources Education
1 Credit, Fall 2019
Thursdays, 5:00-5:50PM, NR 152
Course Syllabus

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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 & Description	Assignments Due
Week 1 August 29	Introduction – <i>What is our history? When did agricultural education begin? Overview of the course and assignment structure, AFNRE, and introduction to faculty.</i>	
Week 2 September 5	History of AFNR education	
Week 3 September 12	Conceptualizing AFNR education	
Week 4 September 19	Preparing for Observations	Philosophy Quiz on D2L
Week 5 September 26	Off Week – Complete your round 1 observations	Observation Proposal 1 Due
Week 6 October 3	Off Week – Complete your round 1 observations	
Week 7 October 10	Team 1 Discussion Day	Round 1 Observation Portfolios Due
Week 8 October 17	Team 2 Discussion Day	Round 1 Observation Portfolios Due
Week 9 October 24	Team 3 Discussion Day	Round 1 Observation Portfolios Due
Week 10 October 31	No Class – National FFA Convention	Observation Proposal 2 Due
Week 11 November 7	Team 1 Discussion Day	Round 2 Observation Portfolios Due
Week 12 November 14	Team 2 Discussion Day	Round 2 Observation Portfolios Due
Week 13 November 21	Team 3 Discussion Day	Round 2 Observation Portfolios Due
Week 14 November 28	THANKSGIVING BREAK	
December 5	Formulating a Philosophy Reflections on Learning	Final Paper

*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.

Team Structures:

In response to previous course feedback, this course will follow a hybrid-cohort model. The first four weeks and the final week will be a consolidated class (i.e., sections A, B, and C, and formal and non-formal majors). The middle part of the course will follow a hybridized cohort model, and focus on student-conducted observations and discussions. You will be assigned a “team,” and will attend two class sessions where we will debrief your observation experiences. For example, Team 1 will attend class on week 7 and week 11 and use their “off weeks” to conduct their observations.

Early Field Experience and Observation Portfolios: Throughout this term, you will participate in an early field experience within formal or non-formal AFNRE program(s). Early field experiences must be approved by the instructor – proposed locations are submitted in *Field Experience Proposals* (hint. you cannot complete your early field experience in a school/program you previously attended/participated in). You must participate in each field experience for a total of at least 5 hours, distributed over one or two visits. Field experiences will be documented by completing two *Observation Portfolios*, with each focusing on the following three elements:

- Observe – Observe the agricultural educator facilitating/leading/working with learners. See D2L assignment for detailed rubric.
- Artifact – ‘Steal’ an idea, setup, organizational method, or something you would want to utilize one day by snapping a picture of it and posting it to social media using #CSUS222. Then, write up a summary of the idea you want to steal. See D2L assignment for detailed rubric.
- Philosophy – Spend 30 minutes to 1 hour with the person you are observing discussing their philosophy of agricultural education. See D2L assignment for detailed rubric with potential discussion points.

Student Evaluation

Assignment	Points	Due Date
Attendance	140	Weekly
Participation	150	Weekly
Observation Proposal 1	25	September 26
Observation Round 1	200	October 10 October 17 October 24
Observation Proposal 2	25	October 31
Observation Round 2	200	November 7 November 14 November 21
History Quiz	60	September 19
Philosophy Paper	200	December 6
Total	1000	

Grading Scale

Grade	Points Earned
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 assignments are accepted at the instructor's discretion.

D2L

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.

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.