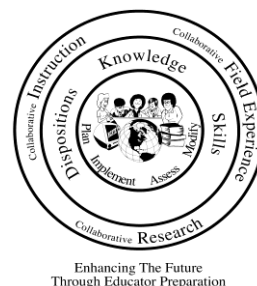




Sam Houston State University
College of Science and Engineering Technology
Department of Agricultural Sciences



Course Syllabus
AGED 4394.01
Agricultural Education Learning Environments
3 Hours
Spring 2018

LOCATION

Room 320, Fred Pirkle Engineering Technology Center

SCHEDULE

January 8 – May 10

8:00 – 10:00 a.m., Monday – Friday (January 8-26)

1:00 – 5:00 p.m., Monday & Wednesday (January 8-26)

INSTRUCTOR

Dr. Dwayne Pavelock

Room 440L, Fred Pirkle Engineering Technology Center

Phone: 294-1186

E-Mail: agr_dxp@shsu.edu

Office Hours: Open Door Policy or By Appointment

COURSE DESCRIPTION

In this course, students will examine classroom management and discipline approaches appropriate in secondary agricultural education (AGED) classrooms and laboratories. Proactive and preventative measures, as well as reactive means, will be discussed to ensure student safety and a successful learning environment.

Pre-Requisites: Admission to student teaching.

Overview: Most information for the course will be disseminated through lecture, but much group discussion, independent research, and group activities will be required that foster a greater understanding of the material. Exams will include short answer and essay questions. Projects will require both written composition and oral presentation.

COURSE OBJECTIVES

The Sam Houston State University Teacher Preparation Program is committed to assisting pre-service teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The achievement of these proficiencies shall be attained through the following objectives:

Objective	Course Assignments	Performance Assessment	State Standards
The candidate knows and understands the importance of designing instruction appropriate for all students.	Presentations; Lesson plans; In-class activities	Exams; Assessment of demonstration lessons	1.2k; 1.3k; 1.6k; 1.14k
The candidate designs instruction appropriate for all students.	Lesson plans; Class presentations; Guest speakers	Assessment of lesson plans; Exams	1.2s 1.18s
The candidate knows and understands his/her professional role and responsibilities and how to adhere to the ethical requirements of the profession.	In-class activities; Role plays; Cooperative group work; Written reports	Exams; Activities; Role plays; Class presentations; Assessment of written reports	4.1k; 4.4k; 4.5k; 4.6k; 4.9k; 4.10k; 4.13k; 4.14k; 4.15k; 4.18k;
The candidate knows and understands how to carry out professional roles and responsibilities and how to adhere to legal and ethical requirements of the profession.	In-class activities; Role plays; Professional development activities completed outside of class	Exams; In-class activities; Role plays	4.8s; 4.10s; 4.12s; 4.13s; 4.14s; 4.16s; 4.19s

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

✓ The beginning teacher knows and understands:

- 1.2k the impact of developmental characteristics for planning appropriate instruction;
- 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.6k appropriate strategies for instructing English language learners;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs.

✓ The beginning teacher is able to:

- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

✓ The beginning teacher knows and understands:

- 4.1k the importance of families' involvement in their children's education; and
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

- 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairpersons, principal, board of trustees, curriculum coordinator, special education professional);
 - 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
 - 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
 - 4.10k the importance of documenting self-assessments;
 - 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
 - 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
 - 4.15k policies and procedures in compliance with the Code of Ethics and Standard Practices for Texas Educators as adopted by the State Board for Educator Certification;
 - 4.18k the structure of the education system in Texas, including relationships among campus, local and state components.
- ✓ The beginning teacher is able to:
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
 - 4.10s participate in decision making, problem solving, and sharing ideas and expertise;
 - 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors, and other support systems);
 - 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in course work);
 - 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; achieve instructional goals;
 - 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
 - 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

COURSE GOALS

Upon completion of the course, students will be able to:

1. Discuss the requirements for classroom and laboratory climates that foster learning and student success;
2. Summarize strategies for creating an organized and productive learning environment, including ones specific to secondary agricultural education programs;
3. Describe procedures for addressing student behavioral issues that prohibit maximum learning from occurring;
4. Develop a classroom and laboratory management plan for a physical and emotional environment that is safe and productive, especially in secondary agricultural programs.

TEXTS

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, A. (2014). *The classroom management book, 4th ed.*; Harry K. Wong Publications.

Wong, H. K. & Wong, R. T. (1997). *The first days of school: How to be an effective teacher.* Harry Wong Publications.

ATTENDANCE POLICY

Students are expected to attend all class meetings. Classes will begin promptly at the designated times. **Each late arrival or early departure will result in a 5-point reduction (per occurrence) to the student's total grade points. Each hour of absence (beyond one full day; 8 hours) will result in a 10-point reduction (per hour) to the student's total grade points. It may also result in the student not being approved to participate in student teaching.** In the event that an emergency or other justifiable reason prevents a student from attending class, the instructor shall be notified as soon as possible; all such instances are still an absence and will count as an absence.

Absence (per hour, after one full day of 8 hours)	Minus 10 points
Late Arrival or Early Departure (per occurrence)	Minus 5 points

ASSIGNMENTS & EXAMS

Students will be expected to complete the requirements listed below:

1. Two (2) examinations and a final examination, which will be comprehensive. Exams will include both short answer and essay questions. Missed and make-up exams are subject to being administered in an all-essay format.
2. One (1) classroom management plan. Additional information regarding the requirements of these assignments will be provided in class.
3. One (1) teaching portfolio to be maintained throughout the semester and comprised of specific items related to teacher preparation and ability.
4. One (1) academic community engagement (ACE) activity, outside of the mentoring school's regular service activities, that requires at least ten (10) hours for completion;
5. Related activities, including homework and in-class assignments, considered to be extension and enrichment activities.
6. Punctual and regular attendance, involvement in class discussions and activities, and participation in out-of-class activities.
7. Professionalism, such as adherence to classroom policies, attire, and ethical standards.

Assignments are expected to be mechanically correct in spelling, grammar, etc. Assignments shall be typed, double-spaced, and follow APA guidelines unless specified otherwise.

GRADING PLAN

The following are the point values of each course requirement:

<u>Assignment</u>	<u>Maximum Point Value</u>
Examination #1	100 points
Examination #2	100 points
Classroom Management Plan	100 points
Final Examination	150 points
Teaching Portfolio	100 points
(Academic community engagement activity=20 points)	
Related Activities (quizzes, homework, daily assignments)	50 points

TOTAL	700 points

The following ranges of scores will be used to calculate the final grade:

A = 700 – 637 points (91% and above)	D = 496 – 420 points (60% and up)
B = 636 – 567 points (81% and up)	F = 419 points or below
C = 566 – 497 points (71% and up)	

Late assignments will be assessed a 33% grade deduction for each calendar day they are late, regardless of the reason for which they are late. Assignments are considered to be late if they are not turned in at the start of class on the date it is due. Assignments may be submitted early, e-mailed, turned in by another classmate, faxed, or by other arrangements if the instructor is notified prior to the due date. If a student is absent on the day an assignment is done in class, it shall be due at the beginning of the next scheduled class day. **It is the student's responsibility to check with the instructor regarding possible missed assignments. Make-up exams for students with pre-approved absences are subject to being administered in an all essay format.**

ACADEMIC DISHONESTY

Students are expected to engage in academic pursuits in a manner above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

CLASSROOM RULES OF CONDUCT

Students will refrain from behavior in the classroom that disrupts the learning process. **Cell phones must be turned off before class begins.** Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy may result in expulsion from the classroom, or with multiple offenses, failure of the course. **Text messaging and/or computer use without instructor approval will severely affect a student's Participation and Professionalism grade! Each occurrence of a student using a cell phone or computer during class will result in a 10-point grade deduction** from the overall grade. Use of electronic devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see Code of Student Conduct and Discipline at <http://www.shsu.edu/students/guide/>).

Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers or other materials not related to the course, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction **(5-point deduction, per occurrence, at instructor's discretion)**. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If a visitor is not a registered student, it is the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

SPECIAL MEETINGS

Several special meetings will be held to accomplish the course objectives and to prepare students for the TExES. These meetings may include field trips and may be held at times other than regularly scheduled class meetings. Students **MUST** attend these special activities, and failure to do so will result in a class absence being assessed.

ATTIRE

Students are considered to be professionals, and as such, will be required to present and conduct themselves as such. Gentlemen are required to wear pants/slacks, dress shirt, and a tie on a daily basis (coats are also preferred). Hats and/or caps may not be worn. Ladies shall wear a dress, business suit, skirt and blouse, or pants/slacks and blouse on a daily basis.

STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities.

For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

RELIGIOUS HOLIDAYS

An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the instructor of all such days in writing not later than the 15th calendar day after the first day of the semester.

USE OF TOBACCO AND TOBACCO PRODUCTS:

Sam Houston State University is a tobacco-free campus and all tobacco products are prohibited in all buildings and outdoor public areas on campus.

ACADEMIC COMMUNITY ENGAGEMENT (ACE)

Involvement in, and service to, the community is an integral part of a successful and well-rounded program in agriculture, food, and natural resources. The required academic community engagement (ACE) project entails the student teacher conducting a project that benefits one or more individuals in the community while also enabling her/his students to recognize the value of serving others. The project should have a lasting effect on the community and individuals served.

TENTATIVE SCHEDULE

DAY	DATE	TOPIC/ACTIVITY
MON	01/08 (am)	Introductions and Course Requirements ✓ Discuss visitation to student teaching center
MON	01/08 (pm)	Understanding Why Student Misbehave Exploring Student Motivation
TUE	01/09	Exploring Students' Lack of Motivation
WED	01/10 (am)	Student Buy-In: Giving Students a Voice and Using Incentives
WED	01/10 (pm)	Guest Presenter: First Days of School Training (Dr. Jannah Nerren)
THU	01/11	Developing Respect and Rapport Involvement of School Personnel and Parents in Classroom and Laboratory Management
FRI	01/12	No Class – Visit to Student Teaching Centers
MON	01/15	No Class – Martin Luther King, Jr. Holiday
TUE	01/16	Examination #1
WED	01/17 (am)	Establishing Classroom Rules and Expectations in Secondary Agricultural Education
WED	01/17 (pm)	Establishing Laboratory Rules and Expectations in Secondary Agricultural Education
THU	01/18	Identifying Appropriate Consequences
FRI	01/19	Agricultural Classroom Organization to Promote a Safe and Successful Learning Environment
MON	01/22 (am)	Agricultural Laboratory Organization to Promote a Safe and Successful Learning Environment
MON	01/22 (pm)	The First Day: Clearly Communicating Expectations
TUE	01/23	Examination #2
WED	01/24 (am)	Creating a Classroom and Laboratory Management Plan in Secondary Agricultural Education
WED	01/24 (pm)	Creating a Classroom and Laboratory Management Plan in Secondary Agricultural Education
THU	01/25	DUE: Classroom Management Plan The Student Teaching Experience: Responsibilities and Requirements
FRI	01/26	Final Examination

DAY	DATE	TOPIC/ACTIVITY
MON	01/29	<i>First Day at Student Teaching Center</i>
FRI	05/04	<i>Last Day at Student Teaching Center</i>
MON	05/07	<i>Independent Preparation Day – No Class Meeting</i>
TUE	05/08 (8 am-5 pm)	<i>Return to SHSU for Scheduled Class</i> Evaluation of Student Teaching Center & Experience; Selected Activities DUE: Teaching Portfolio
WED	05/09 (8 am-5 pm)	Selected Activities
THU	05/10 (8 am-5 pm)	Selected Activities
SAT	05/12	<i>Commencement (May be on Thursday, May 10 or Friday, May 11)</i>