

Directing Experiential Learning of Secondary Agriculture Youth

Agricultural and Environmental Education 493A & 692Q
Spring 2005

1. Course Information

Description: This course is specifically designed for students preparing to teach agricultural science in the public schools. Focus will be on planning, advising, supervising and evaluating student educational experiences through FFA and supervised agricultural experience programs.

Level: Undergraduate/Graduate

Credit: 3 credit hours

Time: MWF 9:00-9:50 a.m.

Resources: **Local Program Resource Guide* (CD)
 **Handbook on Agricultural Education in the Public Schools*
 by Phipps & Osborne
 **Official FFA Manual*
 **Supervised Occupational Experience Manual* by Carwin
 **FFA Student Handbook*

- Additional information on the National FFA Organization can be accessed from their website; www.ffa.org and from links made available by the Agricultural and Environmental Education website under the category *Teaching*.

2. Instructor

Dr. Stacy A. Gartin, Professor

2056 Ag Sci Bldg

The Davis College

Phone: 293-4832x4482

Email: sgartin@wvu.edu

3. Course Objectives

The primary objective of this course will assist the scholar in: developing technical, conceptual, and organizational skills, especially those skills related to SAEP and FFA that are needed by teachers of agricultural science and technology.

Specific objectives of the course are:

- a. Identifying the history, nature, importance and value of supervised agriculture experiences and FFA as they relate to the curriculum.
- b. Defining the types of agricultural and leadership experiences and their characteristics.
- c. Developing long-range plans for SAEs and leadership development.
- d. Identifying techniques to supervise programs through interaction with the students, parents/guardians, and employers.
- e. Identifying strategies for effective advising of the FFA Chapter.
- f. Identifying the value and uses of SAE records and record analysis.
- g. Evaluating educational importance and profitability of SAEs.
- h. Identifying strategies which promote active participation in FFA activities.
- i. Identifying basic knowledge of FFA and its components including: chapter operations, official FFA ceremonies, individual and chapter recognition, state and national activities, the national organization and legislation.

4. Daily Schedule:

Day:	Topic:
<u>January</u>	
10	What do I need to know to be successful on the first day? <i>Quiz</i>
12	History of Ag Ed and its components Review Quiz Answers
14	Role of Experience in Learning (http://www.glenroseffa.org/lesson%20plans.htm) History, nature, importance and value of SAEs Relationship between SAE and the Curriculum Types of SAEs (production, placement, research, exploratory) Characteristics of desirable SAEs
17	NO CLASS – Martin Luther King – Recess
19	Role of FFA in the Total Program (http://www.glenroseffa.org/lesson%20plans.htm) Purpose, Mission and Strategies of the FFA (http://www.ffa.org/) History, nature, and importance FFA Relationship between FFA and the Curriculum <ul style="list-style-type: none">• Scholastic Contests; (<i>Students will have to attend a District Competition</i>)• CDEs
21	Relationship between SAE and FFA Types of FFA Membership (active, alumni, collegiate, honorary) Types and Requirements of FFA Degrees
24	Identifying New & Creative SAEs (<i>students share <u>at least FIVE</u> each</i>)
26	Developing long-range plans for SAEs (<i>students design 5 year plans for each type</i>) <ul style="list-style-type: none">• Production• Placement• Research• Exploratory

28	Identifying the basics of FFA <ul style="list-style-type: none"> • Motto, Salute, and Colors • Key individuals at the State and National levels, their roles and their location • Parts of the emblem • Official Dress, uses of the jacket, code of ethics
31	Essentials of a Good Chapter Program of Activities (Student, Chapter, Community) <ul style="list-style-type: none"> • Standing Committees (<i>each student will report on one committee</i>) Financing Chapter and Member Activities <ul style="list-style-type: none"> • Money making activities • <i>Each Student to Share at least one NEW creative money making activity</i>
<u>February</u>	
2	FFA Creed and its meaning Officers roles and Opening Ceremonies
4	<i>Students Recite Opening Ceremonies</i> (must be able to recite all parts)
7	Importance of Teaching Leadership Selection of Chapter Officers Training Chapter Officers Developing productive members
9	<i>Students recite first <u>two</u> paragraphs of the Creed and students ask each other questions related to the Creed.</i>
11	<i>Students recite first <u>four</u> paragraphs of the Creed and students ask each other questions related to the Creed.</i>
14	<i>Official Creed Contest</i> – Students serve as Official Judges
16	Role of the teacher in: <ul style="list-style-type: none"> • Admission and selection of students • Orienting students, parents and administrators • Pre-enrollment visits and <i>Visitation Package</i> • Advising the FFA Chapter
18	Role of the teacher in: <ul style="list-style-type: none"> • Supervising student SAEs • Working with Employers and Cooperating Businesses • Scheduling and <i>recording SAE visits</i>
21	Diversifying and Evaluating SAEs Utilizing school labs and specialty projects Developing programs with limited opportunity students
23	Importance of <i>training plans and legal agreements</i> Securing placements & projects for students
25	Importance of record keeping Completing degree applications and proficiency awards Completion of Chapter Award applications
28	Designing lesson plans and unit plans to teach SAE & FFA Components of a lesson plan (see via Managing the Learning Environment, AgEE 493B) Identifying scope and sequence to teach SAE & FFA Pre-organizers

March

- 2 Role and importance of Interest Approaches
Utilizing visuals to enhance learning
Role and importance of summaries and conclusions
- 4 Organizing and Delivering “CAN I USE lessons” by Dr. Harry Boone
- 7 Purpose of Parliamentary Procedure
Uses of the gavel
Types of motions and order of precedence
- 9 Subsidiary Motions – *delivered by students* (1-2 motions each)
- 11 Incidental Motions – *delivered by students* (1-2 motions each)
- 12 Privileged and Unclassified Motions – *delivered by students* (1-2 motions each)
- 14-18 SPRING RECESS
- 21 Participating in Educational Activities – *delivered by students* (2-3 per day, must have visuals)
- Envirothon Beef Expo AgriScience Fairs
 - Ham contest Bacon contest Egg contest
 - Land judging Home-site judging Tractor Driving
 - Computers in Ag Quiz Bowl – middle school and HS
 - FFA Week Farm City Week Food for America
 - Equine CDE Dairy CDE Chorus & Band
 - State Conventions - WV MD...NY VA PA...DE OH
- 23 Participating in Educational Activities – *delivered by students*
- 25 NO Class – Good Friday
- 28 Participating in Educational Activities – *delivered by students*
- 30 *Parliamentary Procedure Test on ALL Motions*

April

- 1 *Team Parliamentary Procedure Competition*
- 4 *Team Parliamentary Procedure Competition*
- 6 Identifying opportunities for increasing student leadership
Planning the Chapter Banquet
- 8 *Student sharing of Student/Program Visitation Package*
- 11 *Student sharing of Student/Program Visitation Package*
- 13 *Student sharing of Student/Program Visitation Package*
- 15 *Students teach “CAN I USE” SAE lesson (2/day; 1st 25 min. of lesson)*
- 18 *Students teach “CAN I USE” SAE lesson (2/day; 1st 25 min. of lesson)*
- 20 *Students teach “CAN I USE” SAE lesson (2/day; 1st 25 min. of lesson)*
- 22 *Students teach “CAN I USE” SAE lesson (2/day; 1st 25 min. of lesson)*
- 25 *Students teach “CAN I USE” SAE lesson (2/day; 1st 25 min. of lesson)*
- 27 *Students teach “CAN I USE” SAE lesson (2/day; 1st 25 min. of lesson)*
- 29 *Students teach “CAN I USE” SAE lesson (2/day; 1st 25 min. of lesson)*

May

- 3 FINAL EXAM – Tuesday, 8:00-10:00 a.m.

5. **Course Requirements:**

Assignments:	Number:	Date Due:	Point Value:
a. Quizzes (throughout term)	10	TBA	(20 pts. each) 200
b. SAE Article Critique/Reviews (share orally)	2	Jan. 14	(20 pts. each) 40
c. FFA/Ldrshp Article Critique/Reviews (oral)	2	Jan. 24	(20 pts. each) 40
d. Recitation of Opening Ceremonies	7	Feb. 4	(10 pts. each) 70
e. Recitation of first two paragraphs of Creed	2	Feb. 9	(10 pts. each) 20
f. Recitation of first four paragraphs of Creed	4	Feb. 11	(10 pts. each) 40
g. Recitation of entire Creed + questions	5	Feb. 14	100
h. Creation of Questions for Creed	25	Feb. 14	25
i. Creation of Fill-in-the-blank Creed	1	Feb. 14	10
k. Student presentation of 1-2 motions to class	1-2	March 9-12	(10 pts. each) 20
l. Test on all Parli-Pro Motions	25	March 30	(6 pts. each) 150
m. Role as Parli-Pro team member	2	April 1 & 4	(25 pts. each) 50
n. Critique of District. Public Speaking Contests	1	TBA	50
o. SAE Training Plans (production & placement)	2	April 8-13	(10 pts. each) 20
p. Visitation Package	1	April 8-13	100
q. Program Brochure	1	April 8-13	50
r. SAE Visitation Recording Sheet	1	April 8-13	25
s. Unit Plan for Teaching FFA	1	April 29	500
t. Unit Plan for Teaching SAE	1	April 29	500
u. Teaching FFA/SAE Lesson	1	April 15-29	100
v. Completion of both types of Record books	2	April 15-29	50
w. Final Exam	1	May 3	<u>100</u>
		TOTAL	2260

6. **Grading Scale:**

2260-2102	93%	=A	1739-1650	73%	=C
2102-2034	90%	=A-	1649-1582	70%	=C-
2033-1982	87%	=B+	1581-1514	67%	=D+
1981-1876	83%	=B	1513-1424	63%	=D
1875-1808	80%	=B-	1423-1356	60%	=D-
1807-1740	77%	=C+	1355 & below	59%	=F

7. **Late Work Policy:**

Twenty five percent (25%) of the total points possible for any assignment will be **deducted for being submitted or performed late**. Exceptions will be made by the instructor only for extenuating circumstances.

All work must be turned in no later than **April 29**. University policy will be followed regarding incompletes and academic misconduct.