

AGSC 2300

Introduction to Agricultural Science



Instructor: Dr. J. Will Dickison

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Office: 220 Vincent Building

Office Hours: Open Door Policy, If I'm here come on in.

Course Information

Location: 9:30-10:45 AM TR Vincent 241

Course Description

History and principles of agricultural education, community assessment of agricultural programs, planning, and development of agricultural youth organizations. Fulfills multicultural requirement. Fulfills social and behavioral core requirement.

Prerequisite and Co-requisite Courses

NONE

Student Learning Outcomes

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

1. **Identify the historical and philosophical foundations of agricultural education**
2. **Demonstrate foundations used for successful preparation and presentation of instruction in agricultural education.**
3. **Apply learning theories and practices in the development of teaching philosophies in instruction for formal and non-formal educational programs.**
4. **Identify and critique alternative explanations for claims about social issues and human behavior.**

5. **Identify and appreciate differences and commonalities among cultures.**
6. **Demonstrate awareness and knowledge of cultural differences within one or more distinctive sub-cultures of the United States.**

Course Requirements:

- **Written assignments**
- **Computer access to the Internet**
- **Successfully complete 2 exams and one final exam**
- **Complete projects outside of class**
- **Attend class**

Course Delivery

This course will be delivered FACE TO FACE! The room we have will allow all of use to meet at the same time each class meeting.

Required Texts and Materials

*Required: Newcomb, L.H., McCracken, J.D., Warmbrod, J.R., & Whittington, M.S. (2004) *Methods of Teaching Agriculture* – 3rd edition. Pearson Education, Inc. New Jersey. ISBN: 0-13-113418-3

Reference: Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A, (2007). *Handbook on Agricultural Education in Public Schools* – 6th Edition. Clifton Park, NY; Thomson Delmar Learning. ISBN-13: 978-1418039936

Slavin, R. E. (2009). *Educational Psychology: Theory and Practice* – 9th edition. Upper Saddle River, NJ; Pearson Education, Inc. ISBN-13: 978-0-205-59200-5
Payne, R. K. (2005). *A Framework for Understanding Poverty* – 4th edition. Highlands, TX; aha! Process Inc. ISBN-13: 978-1929229482

Technology Requirements

Blackboard will be heavily utilized in this course for assignments and correspondence.

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy

changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Science and Engineering adheres to the university's [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Hart University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Hart University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Title IX at Angelo State University

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Miller, J.D.

Special Assistant to the President and Title IX Coordinator

Mayer Administration Building, Room 210

325-486-6357

michelle.boone@angelo.edu

You may also [file a report online](#)⁹ 24/7.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information, visit the [Title IX website](#).¹⁰

Required Use of Masks/Facial Coverings by Students

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](#)¹¹ to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any

missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Modifications to the Syllabus

This syllabus, including grade evaluation and course schedule, is subject to modification. In particular, the COVID-19 pandemic may require significant changes in course delivery and content on potentially short notice.

Course Schedule

Course Topics and Assignments - tentative schedule

		Class	Readings	Quiz	Assignment Due
1		Introductions and Syllabus The Very Beginning			Information Page
2		Turn of the Century/Formal Ag Ed Modern Ag Education			
3		What is Ag Ed? Formal, Non-Formal, In-Formal Ed Speaker 1 – Historical			
4		Introduction to Learning Theory Behavioral Learning Theories Behavioral Learning Theories			Speaker Reflection
5		Social Cognitive Theories Cognitive Learning Theories Constructivism			
6		Maslow's Hierarchy of Needs Characteristics of Effective Teachers Principles of Teaching and Learning			
7		Bloom's Taxonomy Objectives and Lesson plans Lesson Plans			
8		Speaker 2 – Extension Student vs. Teacher Centered Student vs. Teacher Centered		Quiz	Teaching Reflection Speaker Reflection
9		Exam 1 Speaker 3 – Teacher Professional Portfolios		Quiz	Lesson Plan Due Speaker Reflection
10		What is Student Diversity? What is School Culture? Socioeconomic Status		Quiz	

11		Socioeconomic Status Ethnicities Speaker 4 – Diversity or Minority		Quiz	
12		Intrinsic & Extrinsic Motivation Gender Stereotypes Exceptionalities			Speaker Reflection
13		LDE's and CDE's in FFA Speaker 5 – Teacher of Special Needs Discussion and review		Quiz	Speaker Reflection
14		Exam 2 Adult Education - a different perspective Last Day of Class --			

Note. Calendar is subject to change. Final exam will follow the University Schedule.

¹ <https://www.angelo.edu/current-students/student-handbook/>

² <https://www.angelo.edu/academics/catalog/>

³ <https://www.angelo.edu/live/files/27603-student-handbook-2020-21#page=96>

⁴ <https://www.angelo.edu/current-students/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/live/files/27603-student-handbook-2020-21#page=96>

⁷ https://www.angelo.edu/current-students/writing-center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

⁹ <http://www.angelo.edu/incident-form>

¹⁰ <https://www.angelo.edu/title-ix>

¹¹ <http://www.texastech.edu/downloads/ttus-policy-face-coverings.pdf>