**Auburn University**

**Syllabus**

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| **1.**  | **Course Number:**  | CTSE 7520/6 |
|  | **Course Title:**  | Curriculum & Teaching in Agriscience Education: Perspectives in  |
|   |   | Multicultural Education  |
|  | **Credit Hours:**  | 3 semester hours (Lecture 3)  |
|  | **Prerequisites:**  | None  |
|  | **Corequisites:**  | None  |
| **2.**  | **Term:**  | Fall 2020 (Syllabus Prepared August 2020)  |
|  | **Day/Time:**  |  Distance Delivery  |
|  | **Instructor:**  |  James Lindner, Ph.D. Office Phone: 334.844.6797 |
|   |   |  Email: jrl0039@auburn.edu  |
|   | **Graduate Assistant:**  |  Tegan Walker, M.Ag.  |
|   |   |  Email: tjw0046@auburn.edu  |
|   | **Office Address:**  |  Faculty Office: 5058 Haley  |
|   | **Office Hours:**  | by appointment |

**3. Text and Major Resources:**

Bransford, J. D., Brown, A. L., & Cocking, R. L. (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academies Press.

Chambers, R. (1995). Poverty and livelihoods: Whose reality counts? Environment and Urbanization, 7(1), 173-204.

Freire, P. (1970). Pedagogy of the oppressed: 30th anniversary edition(M. Ramos, Trans.) New York: Continuum.

Grenier, L. (1998). Working with indigenous knowledge: A guide for researchers. Ottawa: International Development Research Center. Retrieved from

https://www.idrc.ca/en/book/working-indigenous-knowledge-guide-researchers

Lee, J., & Shute, V. J. (2010). Personal and socio-contextual factors in K-12 academicperformance: An integrative perspective on student learning. Educational Psychology,

45(3), 185-202. <http://doi.org/10.1080/00461520.2010.493471>

May, S., & Aikman, S. (2003). Indigenous education: Addressing current issues and developments. Comparative Education, 39(2), 139-145.

<http://doi.org/10.1080/03050060302549>

Roberts, T. G., & Ball, A. L. (2009). Secondary agricultural science as content and context for teaching. Journal of Agricultural Education, 50(1), 81-91. doi: 10.5032/jae.2009.01081 Rogers, E. M. (2003). *Diffusion of Innovations.* New York: Free Press.

Ruth, T. K., Rumble, J. N., Lamm, A. J., & Ellis, J. D. (2018). A model for understanding decision-making related to agriculture and natural resource science and technology. Journal of Agricultural Education, 59(4), 224-237. Retrieved from https://doi.org/10.5032/jae.2018.04224

Smith, K. L. & Rayfield, J. (2017). A quasi-experimental examination: Cognitive sequencing of instruction using experimental learning theory for STEM concepts in agricultural education. *Journal of Agricultural Education, 58*(4) 175-191.

<http://doi.org/10.5032/jae.2017.04175>

Yopp, A. M., McKim, B. R., & Homeyer, M. M. (2018). Flipped programs: Traditional agricultural education in non-traditional programs. Journal of Agricultural Education, 59(2), 16-31. Retrieved from https://doi.org/10.5032/jae.2018.02016

1. **Course Description:**

This course focuses primarily on meeting student needs with respect to multicultural education. Examines approaches to multicultural education in agriscience education through exploring what it means to be an educator with rapidly changing demographics in our multicultural society. Analyzes the social structures of multicultural education and how they relate to agriscience education. Nature of learners and knowledge and implications for building curricula and planning instruction in the area of specialization.

1. **Course Objectives:**

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

* + Demonstrate an understanding of how people learn and how best to plan instruction for a diverse and multicultural population.
	+ Demonstrate an understanding for the development of inclusive student learning in Agricultural Sciences Education.
	+ Identify and understand culturally relevant teaching in terms of students’ cultural background and learning style.
	+ Synthesize literature on change theory related to educational innovations and multicultural education.
	+ Analyze the ramifications of failing to account for indigenous knowledge in education.
	+ Develop a case study demonstrating how indigenous knowledge can be incorporated in to the curriculum.

1. **Course Content:**

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| **Session#**  | **Course Topic**  | **Readings**  | **Assignment**  |
| Aug 17-21  | Introductions and Course Expectations  | Syllabus   |   |
| Module 1 Aug 24-28  | Experiential Learning Theory and It’s applications in multicultural education  | Smith and Rayfield (2017)  | Discussion 01   |
| Module 2 Aug 31-Sep 4  | Sociocultural foundations of whose reality counts  | Chambers (1995)  | Discussion 02   |
| Module 3 Sep 7-11  | How people learn: Embracing a multicultural attitude  | Bransford et al. (2000)  | Discussion 03   |
| Module 4 Sep 14-18  | Personal and socio-contextual factor in K-12 academic performance with multicultural perspectives  | Lee and Shute (2010)  | Discussion 04   |
| Module 5 Sep 21-25  | The power of indigenous knowledge and multiculturalism  | Freire (1970)  | Discussion 05   |
| Module 6 Sep 28-Oct 2  | Rights of indigenous peoples  | May and Aikman (2003)  | Discussion 06   |
|  Oct 5-9   | Argument Paper  | Grenier (1998)  | Argument Paper Due   |
| Module 7 Oct 12-16  | Key elements of case studies  | Creswell (2018)  | Discussion 07 Case Study Project Topic Proposal Due  |
| Module 8 Oct 19-23  | The psychology of learning and the learning process through multicultural theories  | Yopp et al. (2018)  | Discussion 08   |
| Module 9 Oct 26-30   | Curriculum development  | Roberts and Ball (2009)  | Discussion 09  |
| Module 10 Nov 2-6   | Transforming teaching with Diffusion Theory in multicultural education  | Ruth et al. (2018)  | Discussion 10   |
| Module 13 Nov 9-13   | Case Study Project  |   | Case Study Project Due  |
| Module 14 Nov 16-20   | Case Study Presentation  |   | Project Presentation Due  |

1. **Assignments/Projects:**
	1. Participate in all class discussions and exercises.
	2. Complete all reading assignments.
	3. Argument Paper. Your assignment is to write a well formed, grammatically correct 3page essay [double-space, 12pt Times New Roman font, 1” margins, APA formatting] based on your reading of the assigned material and other material. This page total does not include a cover page or your reference page. Your essay should take the form of an argument; summary information should not exceed ½ page total. An argument is about an issue with important consequences for both the author and the audience. The argument presents a position on the issue. A position must be supported with factual information (statistics, examples, or other evidence) and/or with general principles and theories. For your argument to be effective, you must convince the reader that your facts are authoritative and that your principles are acceptable. You audience is other university graduate students. These students are interested in the issue but have not read the articles. Remember that this is a well-educated, diverse group of readers. They may not share your background and personal biases. You will need to write logically and give good reasons for each point you make. Your essay should begin with a short overview of the required readings. The overview should address the issues presented in the materials you read. Then you should briefly summarize the position of the written material. Finally, you should present your own position, supporting it with information and ideas taken from the articles or from other readings or personal experience.
	4. Case Study Topic Proposal. Identify a topic for your case study and write a half-page proposal for approval. Explain how your case study topic will focus on incorporating indigenous knowledge into curriculum. You may not turn in your case study unless a case study topic has been approved.
	5. Case Study Project. Develop a case study focusing on how indigenous knowledge can be incorporated into curriculum. Case studies will vary from 10-30 pages in length [doublespace, 12pt Times New Roman font, 1” margins, APA formatting] and will also include accompanying classroom instruction materials (e.g. slides, handouts, multimedia). Your case study can take the form of a paper, project, or portfolio. Each case study will focus on a specific food security and agricultural literacy issue related to this course.

The general format of a case study includes:

* + - 1. A description of a problem placed in context;
			2. Background information on the problem and the context;
			3. Purpose and goals;
			4. Presentation of findings;
			5. Discussion of findings in context;
			6. Conclusions and broader implications;
			7. Recommendations.
	1. Project Presentation. You will create a short (5-10 minutes) presentation of your project using Panopto or a narrated PPT. Follow the same template as your project for your presentation.

**Rubrics and Grading Scale:**

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| **Graded Activity**  | **Points for each activity**  | **Total points available**  |
| Discussions (10)  | 40  | 400  |
| Argument Paper  | 250  | 250  |
| Case Study Topic Proposal  | 25  | 25  |
| Case Study Project  | 225  | 225  |
| Case Study Presentation  | 100  | 100  |
|   | Total Points:  | 1,000  |

 The following grading scale will be used:

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| --- | --- |
| 90 - 100 %  | A  |
| 80% - 89.9%  | B  |
| 70% - 79.9%  | C  |
| 60% - 69.9%  | D  |
| Below 60%  | F  |

1. **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
		- Contribute to collaborative learning communities
		- Demonstrate a commitment to diversity
		- Model and nurture intellectual vitality

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (http://www.auburn.edu/student\_info/student\_policies/).

Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, midterm exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be *(as specified by instructor).*

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

1. **Academic Honesty Statement:**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

1. **Students with Disabilities Statement:** “Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility,

1228 Haley Center, 844-2096 (V/TT).”

1. **Justification for Graduate Credit:**

CTCT 7520/6 (Curriculum & Teaching in Agriscience Education) builds upon previous experiences teaching methods and delivery strategies. Students enrolled in this course will explore how people learn and how instructors can develop and deliver curriculum that accounts for student’s cultural background and learning styles. Graduate credit is justified through prerequisites requiring advanced knowledge and synthesize and application of theory through scholarly investigation.