Auburn University

**Syllabus**

**1.** **Course Number:** CTCT 7120/7126

**Course Title:** Courses of Study in Agriscience Education/ Courses of Study in Ag Ed

**Credit Hours:** 3 semester hours (Lecture 2, Arranged 1)

**Prerequisites:** CTCT 5060/5063 or CTCT 6060/6066

**Corequisite:** None

**2.** **Date Syllabus Prepared:** January 2007; Updated November 2010

**3.Text or Major Resource:** Alabama or Georgia State Course of Study, Agriscience Education, State Department of

Education.

**4.** **Course Description:**

Emerging technologies in agriscience education; principles and procedures of curriculum construction applied to courses of study in agriscience education. Course credit will not be given for CTCT 7120 and CTCT 7126.

**5.** **Student Learning Outcomes:**

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

1. display increased knowledge of contemporary agricultural technologies.

2. demonstrate new agricultural knowledge through incorporation of knowledge into current lesson plans.

3. replicate demonstrations and hand-on activities used in the course.

4. apply course topics to the career planning process for high school students.

5. develop and organize courses of study based on topics covered using principles and procedures of curriculum construction.

**6.** **Course Content Outline:**

Students in the distance education section of this course will access class lectures and materials in Blackboard. Assignments will be submitted in Blackboard allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via email and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

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| **Week** | **Topic & Readings** | **Assignments Due** |
| Week 1 | *Course Introduction* |  |
| *New and Emerging Technologies in Agriscience Education*  *(*Agriscience teachers, graduate students, and state  department personnel will be surveyed to determine which  new and emerging technologies are impacting the classroom  and need to be taught in the course. Once topics have been  identified, appropriate resource people in the College of  Agriculture, agriculture industry, and state department will be  identified and used as resources to help present technical  information as is appropriate.) |  |
| Week 2 | *New and Emerging Technologies in Agriscience Education* | Assignment A Due |
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| Week 3 | *New and Emerging Technologies in Agriscience Education* |  |
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| Week 4 | *New and Emerging Technologies in Agriscience Education* |  |
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| Week 5 | *New and Emerging Technologies in Agriscience Education* |  |
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| Week 6 | *New and Emerging Technologies in Agriscience Education* | Assignment B due |
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| Week 7 | *New and Emerging Technologies in Agriscience Education* | Assignment C due |
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| Week 8 | *New and Emerging Technologies in Agriscience Education* |  |
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| Week 9 | *New and Emerging Technologies in Agriscience Education* |  |
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| Week 10 | *New and Emerging Technologies in Agriscience Education* | Assignment D due |
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| Week 11 | *Individualized project completion* |  |
| Week 12 | *Individualized project completion* |  |
| Week 13 | *Individualized project completion* | Assignment E due |
| Week 14 | *Individualized project completion* |  |
| Week 15 | *Individualized project completion* |  |

**7.** **Assignments/Projects:**

The major requirement of this course will be to develop a curriculum project that should include all lessons, PowerPoints, tests, and handouts that would be for one semester or a whole year. The course should be something from the Current Course of Study (Alabama or Georgia.. The project should further enhance the topics of this course and/or current agriscience education. Completion of this project should require a minimum of 15 hours of effort and should include original thought and/or data collection involving research and analysis. The curriculum project will consist of the following components:

1. **Introduction/Setting (10%)**

Provided a general overview of the project, rationale for the project, literature supporting project

On campus students and distance education students must turn in assignments on the posted due date. Assignments will be submitted in Blackboard. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

B. **Background (30%)**

Why is this project needed, what has been done in this area previously, what is the local situation and how it related to the project, description of the project.

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C. **Methodology (60%)**

Who, what, when, where, and how of the project

On campus students and distance education students must turn in assignments on the posted due date. Assignments will be submitted in Blackboard. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

**Note:** Distance education students will have access to the Auburn University libraries by utilizing the library’s on-line databases for materials that will support the completion of assignments. You may also have materials mailed directly to you upon request. Todd Shipman is the librarian who works specifically with the College of Education. In addition to the help you can receive from the reference desk, Mr. Shipman is available for you to contact directly. He can be reached at: 334-844-7681 or [tas0011@auburn.edu](mailto:tas0011@auburn.edu)

**8. Rubric and Grading Scale:**

The final grade for the course will be based on the Curriculum Project as follows:

Curriculum Project:

A. Introduction and setting 10%

B. Background 300%

C. Methodology 60%

Total 100%

Any assignment presented or turned in late will be penalized 10% for each class period that it is late. Late assignments presented or turned in late after two class meetings will not be accepted.

The following grading scale will be used:

90 - 100% = A

80 - 89.9% = B

70 - 79.9% = C

60 - 69.9% = D

Below 60% = F

**8.**  **Class Policy Statements:**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. Distance education students are expected to view all classes through either the live or archived formats.

**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 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 *Tiger Cub* for more information on excused absences.

**Assignments:** Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. See APA manual for guidelines.

***All assignments must be turned in on the posted due date.***  They must be submitted in Blackboard unless otherwise specified.

**No late assignments** will be accepted unless accompanied by a university approved excuse.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements may be returned and may not be accepted for credit.**

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

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. 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.

**Disability Accommodations:** Students who need accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). You must bring a copy of your *Accommodations Memo* and *Instructor Verification Form* to the meeting. If you do not have an *Accommodation Memo* but need an accommodation(s), make an appointment with the Program for Students with Disabilities, 1288 Haley Center or call 844-2096 (V/TT) for additional information. They will inform you of procedures to be followed for eligibility consideration. Learners who have questions about participating in this course should contact the above office in advance to ensure proper accommodations.

**Classroom Behavior and Honesty:** Students are expected to read and adhere to all classroom polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See *Tiger Cub*).

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**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

**Course Contingency:** If normal class 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, an addendum to your syllabus and/or course assignments will replace the original materials.

**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

**9. Justification for Graduate Credit:**

CTCT 7120/7126 (Courses of Study in Agriscience Education) is designed to update agriscience technology education teachers with new information regarding technologies and trends in agriculture. Through a needs assessment conducted each year, potential students will determine the technical information in agriculture they need to keep them up-to-date in teaching agriculture on the secondary level. Students will analyze what they learn in this course and apply information from this course to the courses of study and lesson plans they prepare each year in teaching agriscience technology education.