

**Vocational Education Methods
Education 439
(Agriculture)
Fall 2009 "Subject to Change"**

Instructors: Dr. Andy Baker Office: KH B21 Phone #: 298-1246
Email: AJ-Baker@wiu.edu Office Hours: M=1pm-2pm & T-Th=1pm-3pm

Class Time: Tues & Thurs 8:00 to 10:00 am KB 201

Required Text: Illinois Agricultural Education Website(www.agriculturaleducation.org)
"Boy in the Striped Pajamas" (2007) by John Boyne ISBN-13: 9780385751537

Course Objectives: At the completion of this course, the student will be able to;

1. know and understand the Principles of Teaching and Learning;
2. develop a personal teaching and program philosophy;
3. present several lesson plans using a variety of teaching strategies;
4. organize and construct a variety of lesson plans appropriate for student population;
5. understand the differences in learning styles;
6. develop and construct a Program Handbook;
7. know and understand professional liability;
8. design instruction around students' special needs;
9. develop curriculum centered around student interests;
10. develop teaching calendars.

Attendance: ATTENDANCE IS A MUST!!!!!!! We are professionals! Students must be prepared to interact, analyze, and discuss topics relating to course assignments. Absenteeism will impede your success on assessments and course assignments. Professional dress is encouraged during all class periods.

Late assignments will deducted 5 points a day up to 25 points starting at the end of the class period for which it was due. Assignments will **not** be hand written unless instructed otherwise! Assignments will be written on a word processor with 12 point font and 1" margins. Spelling and grammar are critical.

Student Rights & Responsibilities: www.wiu.edu/provost/students/

Conceptual Framework for Teacher Education Program:

www.wiu.edu/studentteaching/framework.html?mainMenuItemToSlide=1

ADA Compliance:

In accordance with University policy and the Americans with Disabilities Act (ADA), accommodations in the area of test and note-taking may be made for any student who notifies the instructor of the need for accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am legally not permitted to inquire about the particular needs of students. Furthermore, I would like also to request that students who may require special assistance in emergency evacuations (i.e., fire tornado, etc.) contact me as to the most appropriate procedures to follow in such an emergency.

Academic Dishonesty:

Any violation of the Academic Dishonesty Policy in Student Handbook will result in an automatic failure in the course. Plagiarism and cheating are areas of concern for this course. This course is designed to enhance your writing skills within your academic area, not the ability to copy other's thoughts and ideas.

Grading Scale:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%

Assignments:

Sequential Teaching Unit (100 pts): All the necessary lessons to teach a Unit of a particular topic (e.g. animal reproduction, soil fertility, plant reproduction, power tools, safety, etc.). A minimum of 3 lessons are be included in the Unit.

Micro-Teachings Lesson Plans (50 pts. each): 8 lessons plans (minimum 3 pages) will be developed and presented throughout the duration of the course. Professional Dress Required During Presentation!

Reflection Papers (50 pts each): 8 reflection papers (minimum 2 pages) will be submitted a week after each micro-teaching relating to the 13 Principles of Teaching & Learning. Students will review each taped micro-teaching to construct paper.

Lesson Plan Presentation (60 pts each): Each time that your present a lesson plan you will be evaluated on the effectiveness of the lesson. I will use a standardized format!

Midterm (100 pts): This evaluation will assess all topics covered to this point. Essay!

Final (100 pts): This evaluation will assess all topics covered in the course as a whole. It is a comprehensive evaluation in an essay form.

Program Handbook (100 pts): This document is a portfolio of the assignments completed in this course. This handbook will include the following items: personal teaching philosophy, program

philosophy, grading scale, teaching calendars, summer calendars, 2 year course outline, lesson plans, classroom rules, and other pertinent information regarding your program.

Personal & Program Philosophies (20 pts): A written documentation of your beliefs and values towards the teaching profession and towards your program.

SAE Problem (100 pts): As a group, you will create a sample SAE recordbook with 5 entries per month for 12 months. You will have at least 2 activities per month for 12 months. This will contain all of the monthly and annual forms. You will receive a group grade for this exercise.

Promotional Program Power Point (50 pts): You will develop a Power Point promotional presentation as if you were recruiting 8th graders to join your program next year. You are developing a template for your first teaching position.

Sequential Teaching Unit (100 pts)	100
Micro-Teachings Lesson Plans (5 @ 50 pts. each)	250
Reflection Papers (5 @ 50 pts each)	250
Lesson Plan Presentation (5 @ 60 pts each)	300
Midterm (100 pts)	100
Final (100 pts)	100
Program Handbook (100 pts)	100
SAE Problem (100 pts)	100
Promotional Program Powerpoint (50 pts)	50
Personal & Program Philosophies (20 pts)	20
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Total Points	1370

Course Outline

August 25: Course overview & Course Requirements

Assign: Think about what your classroom and program will be like!

Due:

August 27: Personal & Program Philosophies

Assign: Personal & Program Philosophies

Due:

September 1: The Matrix & FCAE Manual

Assign: **To develop PP for program promotion**

Due:

September 3: Getting your classroom set up

Assign:

Due: **Personal & Program Philosophies (20 pts)**

September 8: Classroom Discipline and Classroom policies

Assign:

Due:

September 10: Weed Identification (slides 4-12), (13-21), (22-30), & (31-39)

Assign: **Laura, Garrett, Justin, & Doug**

Due: **Lesson Plans**

September 15: Weed Identification (slides 40-48), (49-57), & (58-66)

Assign: **Bonnie, Bryan, & Valerie**

Due: **Lesson Plans**

September 17: Electrical Wiring Identification (Boxes), (Connectors & Coups), (Receptacles), & (Misc. Hardware)

Assign: **Jennifer, Kate, Sam, & Laura**

Due: **Lesson Plans**

September 22: Electrical Wiring Identification (Cable & Conduit), & (Switches & Wall Plates) & (Cords & Covers)

Assign: **Garrett, Justin, & Doug**

Due: **Lesson Plans**

September 24: Authentic Assessment Activity

Assign: **Bonnie & Bryan**

Due: **Lesson Plans Reflection Papers #1**

September 29: We are gone!

Assign:

Due:

October 1: Authentic Assessment Activity

Assign: **Valerie & Jennifer**

Due: **Lesson Plans**

October 6: Authentic Assessment Activity

Assign: **Kate & Sam**

Due: **Lesson Plans**

October 8: Program Assessments

Assign: **Everybody**

Due: **Program Powerpoint**

October 13: PSAA Lesson!

Assign: **Laura, Garrett, & Justin**

Due: **Lesson Plans & Reflection Paper #2**

October 15: PSAA Lesson!

Assign: **Doug & Bonnie**

Due: **Lesson Plans**

October 20: BSAA Lesson!

Assign: **Bryan, Valerie, & Jennifer**

Due: **Lesson Plans**

October 22: National FFA Convention **I am gone!**

Assign:

October 27: BSAA Lesson!

Assign: **Kate & Sam**

Due: **Lesson Plans**

October 29: Midterm

Assign:

Due: **Reflection paper #3**

November 3: Teaching a high school lesson! West Prairie

Assign:

Due: Lesson Plans

November 5: Teaching a high school lesson! West Prairie

Assign:

Due: Lesson Plans

November 10: Teaching a high school lesson! West Prairie

Assign:

Due: Lesson Plans

November 12: Teaching a high school lesson! West Prairie

Assign:

Due: Lesson Plans

November 17: Teaching a high school lesson! West Prairie

Assign:

Due: Lesson Plans

November 19: Teaching a high school lesson! West Prairie

Assign:

Due: Lesson Plans

November 24: Fall Break (no class)

Assign:

Due:

November 26: Fall Break (no class)

Assign:

Due:

December 1: Curriculum

Assign:

Due: Lesson Plans & Reflection Papers West Prairie Experience (#'s 4 & 5)

December 3: Curriculum

Assign:

Due: Lesson Plans

December 8: Program Handbook & Sequential Unit

Assign:

Due: Book Review

December 10: SAE Problems

Assign:

Due:

December 15: Tuesday Final (100 pts) 8:00 am

Assign: