

Course: *AFE 573 Practicum in Teaching*

Time: Seminars—
Meet at 6:00 PM on *first Wednesday of each month*
 September 4 October 2
 November 6 December 4

Field-Based Activities—
Ongoing through *teaching and service* at the cooperating campus.

Text: Nath, Janice, & Cohen, Mryna. Eds. (2001) *Becoming a middle school or high school teacher in Texas: A course of study for the Pedagogy and Professional Responsibilities (PPR) TExES.* (Reference only for exam study)

References: Ag In Texas Web Site www.agintexas.org
National FFA Organization website www.ffa.org
Family, Career, and Community Leaders of America www.fcclainc.org
Family & Consumer Sciences Teachers Assn. of Texas www.fcstat.org
Vocational Agriculture Teachers Assn. of Texas www.vatat.org
Texas Education Agency website www.tea.state.tx.us

Student Learning Outcomes: Upon completion of this course the student will be able to—

1. Identify major areas of conflict within school environments.
2. Recognize differences in student learning styles.
3. Develop effective instructional activities.
4. Demonstrate appropriate teaching techniques.
5. Manage classroom discipline.
6. Manage teaching resources.
7. Collaborate with colleagues.
8. Recognize inappropriate teaching methods.
9. Identify resources for improving instruction.
10. Utilize instructional technology in the classroom.

Grade Determination:

Grades will be determined using the following:	Points
Field Experience (Performance during observations/portfolio)	200
Seminar Participation (25 points maximum for each seminar)	100
Individual Presentation (Teaching tip/project idea/motivational)	100
Reflective Essay	100

Final Grade = $\frac{\text{Your total points earned}}{\text{Total Possible Points}} = \frac{\quad}{500}$

(A = 90 or above, B = 80-89, C = 70-79, D = 60-69, F = below 60)

Final decision and authority regarding students' grades is the sole responsibility of the professor.

The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations

Assignment Descriptions:

Field Experience

Each student will be employed or volunteer as a secondary or postsecondary teacher in Agriculture, Family and Consumer Sciences, or another related subject (such as Exploring Careers, Professional Communications, or Career Preparation). In some cases, portfolios of extensive work as a substitute teacher (or educational paraprofessional) or university graduate teaching assistant may be evaluated to determine applicability to the secondary-level field experience requirement. Each student is expected to submit a portfolio (notebook format) that includes:

Class schedule	Course outlines/syllabi/TEKS
Sample correspondence with _____	2-3 samples of lesson plans
Sample handouts and exams	Description or 2-3 lab activities
Certificates (copies) for training	Resume

The course instructor will conduct two on-campus observations of the student's teaching performance. Certified teachers who are enrolled in this course as part of a master's degree program will also have two observation, but one observation may be conducted at an FFA or FCCLA activity, which is representative of the teacher's professional growth and added responsibility. The observations will be similar to those used in teacher appraisal (PDAS).

Seminar Participation

Each student is expected to attend and participate in all four seminars. Each seminar is worth a maximum of 25 points toward *Total Points Earned*.

Individual Presentation

Each student will give a 5-8 minute presentation over a teaching tip, innovative instructional resource, project idea that could be used by other class members, or professional motivation. The student is expected to provide a one page (minimum) handout summarizing key points of information presented.

Reflective Essay

In lieu of a final exam, the student will compose a reflective essay using prompts provided by the professor as a guide for determining appropriate essay content.

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Class Syllabus Addendum, Fall 2013
Professionalism

Students are expected to attend class and/or laboratory as scheduled. Their participation in class discussion and instructional activities should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. The use of tobacco products in the classroom, laboratory, or field trip sites is prohibited. Inappropriate conduct will not be tolerated. Failure to comply with instructor's guidelines may result in suspension from class for the remainder of the day's instruction. Repeat offenses may result in additional consequences.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

Teaching Assistants/Guest Instructors

The need will arise occasionally for either a teaching assistant or guest instructor to teach/present a lecture or lab. It is expected that students will support and participate in class activities with the same level of courtesy as that demonstrated when the professor is present. Discourteous behavior during the lecture/demonstration by a teaching assistant or guest instructor is not acceptable.

Office Hours

As an adjunct professor for a field-based course, my office hours are on an appointment basis only. You may contact me by email at letadurrett@att.net.

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The disciplines of Agricultural Education and Family and Consumer Sciences Education use the APA format (6th edition) as the primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following two sources:

The Online Writing Lab at Purdue University
<http://owl.english.purdue.edu/>

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators <http://www.wpacouncil.org/node/9>) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

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