Instructor: Dr, Carraway/Scallan (I am getting married this semester)
Phone: (936)468-4425
Email: carrawaycl@sfasu.edu
Office Hours: Monday & Wednesdays 8:00-10:00 & 1:30-2:30 or by appointment
Office: Ag Building, Room 112
Department: Agriculture
Class Time and Place  WF 10:00-11:50

Course Description: Students will gain experience with methods of reinforcing core academic content during the instruction of secondary agricultural education. They will gain experience with inquiry-based teaching methods and meet requirements for Curriculum for Agricultural Science Education (CASE) certification.

Text: No text is required.

Program Learning Outcomes
1. The student will demonstrate competence of technical subject matter (technical)
2. The student will exhibit problem solving skills. (Problem Solving)
3. The student will demonstrate effective communication skills. (Communication)
4. The student will exhibit leadership and other interpersonal skills needed for career placement and advancement. (Leadership)

#1, #2 and #3 are directly addressed in this class

COURSE LEARNING OUTCOMES:

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

1. Determine the impact Inquiry-Based Learning has on the educational process.
2. Determine the student impact reinforcing academic content in agricultural education.
3. Demonstrate the foundations of successful preparation and presentation on inquiry-based instruction in agricultural education.
4. Apply learning theories and practices in the instruction of care academic content in agricultural education.
5. Apply classroom management and practices in the facilitation of science laboratories in the agricultural education classroom.

REQUIRED MATERIALS:

❖ 2 inch Notebook
❖ 10 Dividers
❖ Laptop with internet access.
**Electronics**: Research published in April 2016 (The Pen Is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking), researchers found that when students use computers or tablets to take notes in class, they performed worse than their handwriting counterparts. Why? Because typing forces you to copy verbatim while hand writers are forced to synthesize and process information because they write slower. WOW! Also, computers are distracting to other students. I’ve seen students Snapchat in class, and I’ve even gotten emails from students DURING class! Therefore, computers, tablets, phones, electronic devices, etc. will not be allowed to be used in class. Any special requests for use of technology must be made in person. Of course, it’s difficult to visualize the negative effect that your use of electronics have on others. So, I’m willing to award 5 EXTRA CREDIT POINTS TO THE ENTIRE CLASS to your final grade as long as I don’t see any evidence of cell phones or other electronics during class that I have not approved (I.e. We may use phones, tablets, etc. to enhance learning.) Each time that I see evidence of the use of a cell phone, THE ENTIRE CLASS will lose an extra credit point. (Borrowed from Dr. Barnes).

You are about to be in the professional world and employers do not want you on your electronics all day. This semester can start your transition into a professional and detox from electronics/cellphones. NO ELECTRONICS/CELL PHONES during class (Dr. Carraway’s version).

**Cheating/Plagiarism**: This course will follow standards set forth by the university regarding cheating and plagiarism. In the case a student is found to have cheated or plagiarized they will fail the course.

In this course you are not allowed to use ChatGPT or other AI programs. The use of such a program shall be considered cheating and can result in failing the course. There is technology built into this course that can detect the use of ChatGPT or other AI programs.

**The Code of Student Conduct and Academic Integrity** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Reference: HOP policy 04-106

Late Work: Late work WILL NOT be excepted unless prior arrangements were made or an unpreventable emergency occurred. All late work will receive a reduction of 20% each week it is late. Even one day late will constitute a week so 1-7 days late is a reduction of 20%, 8-14 days late is a reduction of 40%, 15-21 days late is a reduction of 60%, etc…

Grades for the course will be based on the following criteria:

Each assignment, quiz, exam, and project will be assigned a point value. Grades are calculated on a percentage basis. Thus, at the end of the semester the points you earned divided by the total points available will give you your percentage.

A = 90% to 100%
B = 80% to 89%
C + 70% to 79%
D = 60% to 69%
F = below 60%

Attendance: Attendance is mandatory. Attendance will be taken each time the class meets. For absences to be considered excused, advanced notice is preferred, documentation upon return to class is required. Only excused absences will be allowed to make up missed work, including homework assignments, quizzes, exams, and projects. Absences which are considered excused are 1.) Approved University activities (require documentation from sponsor and advanced notice) 2.) Death or major illness of an immediate family member (requires documentation and notice as soon as possible), 3.) Major illness of yourself (requires a doctor’s note). If you miss class for any other reason and feel your absence should be excused you must provide me with a typed memo explaining why the absence should be excused and provide appropriate documentation.
This memo must be provided within one week of the absences. All other absence are considered unexcused.

More than two unexcused absences will result in the loss of ten percentage points from your final grade average for each additional absence. In other words you are allowed two unexcused absences after two absences you will start losing points on your final grade average.

It is important that you arrive to class on time. If you are more than five minutes late you will be considered absent. If you are tardy (within 5 minutes late) three times it will be considered an unexcused absence.

Make-Up Assignments: There will be no make-up assignments for missed exams unless you notify me before the exam and explain why you can’t be there with proper documentation for your absence (teacher note, etc.). If you have an unforeseen circumstance, you must provide documentation that excuses your absence (doctor’s note, death certificate, police report, etc.) In either case the exam must be taken or arrangements made to take the exam no later than 2 days after the initial exam was scheduled. Failure to follow this procedure will result in a 0 (zero) grade for any missed exam. It is your responsibility to make arrangements to take a make-up exams.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
<table>
<thead>
<tr>
<th>Date</th>
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</table>
| 1/19/24   | 110 minutes | What is CASE?  
CASE Mini Lessons  
Purchasing  
Assessment and Certifications  
Flipped Classes  
Spiraling and Scaffolding  
Inquiry Based Learning  
Teacher Certification  
Course Pathways  
Expectations of Class - Syllabus |
| 1/24/24   | 110 minutes | 1.1 Animal Planet  
Concepts  
Performance Objectives  
Standards Alignments  
Essential Questions  
Key Terms  
Day-to-day plans  
Instructional Resources  
Teacher Notes  
FFA & SAE Connections  
Critical Thinking and Application  
Extensions  
1.1.1 Agriscience Notebook  
Review APP document components  
1.1.2 Animal Business –  
1.1.3 Everyday Animals  
1.1.4 Producer’s Management Guide |
| 1/31/24   | 110 minutes | 2.1 Taming Animals  
2.1.1 Harnessing the Wild  
2.1.2 Animals Then and Now  
Lesson 2.2 Naming Animals  
2.2.1 Tasty Taxonomy  
2.2.2 Creature Classification (PMG)  
2.2.3 The key to breeds – (PMG) |
| Snack items|        |                                                                                                                                               |
| 2/2/24    | 110 minutes | 3.1 Animal Rights or Animal Wrongs?  
3.1.1 Animal Value  
3.1.2 Understanding My Beliefs  
3.1.3 Animal Issues  
3.1.4 Recognizing Differences  
3.1.5 Animal Welfare and Me – (PMG)  
Lesson 3.2 Manipulating Manners |
| 2/7/24    | 110 minutes | 3.2.1 Response to Environment |
| 1/26/24   | 110 minutes | 1.1 Animal Planet  
Concepts  
Performance Objectives  
Standards Alignments  
Essential Questions  
Key Terms  
Day-to-day plans  
Instructional Resources  
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Concepts  
Performance Objectives  
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Essential Questions  
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3.1.1 Animal Value  
3.1.2 Understanding My Beliefs  
3.1.3 Animal Issues  
3.1.4 Recognizing Differences  
3.1.5 Animal Welfare and Me – (PMG)  
Lesson 3.2 Manipulating Manners |
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<th>Date</th>
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| 2/9/24   | Pill Bugs                            | 110 min  | 3.2.2 Acting Like an Animal  
*End of Day 1 of Institute*  
**Lesson 3.3 Home Sweet** Home  
3.3.1 Animal Needs (PMG)  
3.3.2 Biosecurity: Managing Risks |
| 2/14/24  | Yeast Suspension                      | 110 min  | Intro to LabQuest  
4.1.3 Cellular Respiration Study  
4.1.4 Moving Molecules  
4.1.5 Just Passing Through – setup for next class |
| 2/16/24  |                                      | 110 min  | 4.1.5 Just Passing Through  
**Lesson 4.2 Putting the Puzzle Together**  
4.2.1 External Anatomy  
4.2.2 Just Winging It  
*End of Day 2 of Institute* |
| 2/21/24  |                                      | 110 min  | 4.2.3 Inside Investigation |
| 2/23/24  |                                      | 110 min  | 4.3.1 Show What I Know  
4.3.2 Take a Deep Breath  
4.3.3 Cruising With a Blood Cell (PMG)  
4.3.4 Raising the Beat |
| 2/28/24  |                                      | 110 min  | 4.3.5 Mapping Reactions  
Unit 5 Animal Nutrition  
Lesson 5.1 Digestion Junction  
5.1.1 Terms of Digestion  
5.1.2 A Look Inside  
5.1.3 My Stomach’s Bigger!  
5.1.4 Digestion Murals |
| 3/1/24   | Coke or Juice Cans                   | 110 min  | **Lesson 5.2 The Need for Feed**  
5.2.1 The Essentials  
5.2.2 Individual Requirements (PMG)  
Lesson 5.3 Feedstuffs  
5.3.1 Energy in Feed |
| 3/6/24   |                                      | 110 min  | 5.3.2 What’s In It for Me?  
*End of Day 3 of Institute*  
5.3.3 It’s All on the Label  
**Lesson 5.4 Nutritional Disorders** |
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<tr>
<td>3/8/24</td>
<td>110 min</td>
<td>5.5.3 Snack Time&lt;br&gt;5.5.4 Balanced Diet&lt;br&gt;5.5.5 Formulate a Feed (PMG)</td>
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<td>Root Tips</td>
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<td>Unit 6 Animal Reproduction&lt;br&gt;&lt;strong&gt;Lesson 6.1 Where Do Calves Come From?&lt;/strong&gt;&lt;br&gt;6.1.1 Name That Part</td>
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<td>3/20/24</td>
<td>110 min</td>
<td>6.1.2 Show Me That Part&lt;br&gt;6.1.3 Find That Part</td>
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<td>3/22/24</td>
<td>110 min</td>
<td>&lt;strong&gt;Lesson 6.2 Generating Generations&lt;/strong&gt;&lt;br&gt;6.2.1 Is Natural Best?&lt;br&gt;6.2.2 Evaluating Viability&lt;br&gt;&lt;strong&gt;Lesson 6.3 Pathway to Production&lt;/strong&gt;&lt;br&gt;6.3.1 Hormones</td>
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<tr>
<td>3/27/24</td>
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<td>Career Development Events</td>
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<td>3/29/24</td>
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<td>Easter Holiday</td>
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<td>4/3/24</td>
<td>110 min</td>
<td>6.3.2 Puberty to Parenthood – (PMG)&lt;br&gt;&lt;em&gt;(End of day 4 of Institute)&lt;/em&gt;&lt;br&gt;6.3.3 Synchronizing Estrus for Profit (PMG)&lt;br&gt;&lt;strong&gt;Unit 7 Genetics&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Lesson 7.1 A New Pair of Genes&lt;/strong&gt;&lt;br&gt;7.1.1 Focus on Mitosis&lt;br&gt;7.1.2 Splitting Genes&lt;br&gt;7.1.3 Drosophillia Genetics Simulation</td>
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<td>4/5/24</td>
<td>110 min</td>
<td>7.1.4 Odd Couples&lt;br&gt;&lt;strong&gt;Lesson 7.2 Predicting Genetic Inheritance&lt;/strong&gt;&lt;br&gt;7.2.1 Black+Black=Red&lt;br&gt;7.2.2 Playing the Average</td>
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<td>4/5/244/10/24</td>
<td>110 min</td>
<td>7.2.3 Predicting the Future&lt;br&gt;7.2.4 Pedigree Detective&lt;br&gt;&lt;strong&gt;Unit 8 Animal Health&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Lesson 8.1 Popular Pathogens&lt;/strong&gt;&lt;br&gt;8.1.1 Who Was Infected First?</td>
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<tr>
<td>4/12/24</td>
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<td>Area IX CDEs at SFA</td>
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<td>4/17/24</td>
<td>110 min</td>
<td>8.1.2 Rounds, Rods, and Spirals&lt;br&gt;8.1.3 I’m In Charge Here!&lt;br&gt;&lt;em&gt;(End of day 5 of Institute)&lt;/em&gt;&lt;br&gt;&lt;strong&gt;Lesson 8.2 Diseased&lt;/strong&gt;&lt;br&gt;8.2.1 Vitally Signs – (PMG)&lt;br&gt;8.2.2 Diagnosing Diseases – (PMG)&lt;br&gt;8.2.3 Mystery Diseases&lt;br&gt;&lt;strong&gt;Lesson 8.3 Bugged!&lt;/strong&gt;</td>
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| 4/19/24    | 110 minutes | 8.3.1 The Circle of a Bug’s Life (PMG)  
Lesson 8.3.2 Eggs Afloat  
Lesson 8.4 Pathogens Prevented  
Lesson 8.4.1 Give Me One More Shot |
| 4/24/24    | 110 minutes | 8.4.2 The Power of Prevention (PMG)  
Unit 9 Animal Products, Marketing, and Selection  
Lesson 9.1 The Products of Our Toil  
Lesson 9.1.1 From Field to Fridge (End of day 6 of Institute)  
Lesson 9.1.2 The Meat We Eat  
Lesson 9.1.3 The Milky Way |
| 4/26/24    | 110 minutes | Lesson 9.2 In Search of the Ideal Animal  
Lesson 9.2.1 Selecting the Best – 40  
Lesson 9.2.2 Storybook Selection – Explanation 10 |
| 4/26/24    | 110 minutes | Present Storybooks (small group – 5 minutes each)  
Lesson 9.3 Value Added  
Lesson 9.3.1 Branded – Discuss (End of day 7 of Institute)  
Lesson 9.3.2 Planning for Profit – Explanation  
Lesson 9.3.3 Finding a Niche – Explanation |
| 5/1/24     | 110 minutes | Lesson 9.3.2 Planning for Profit – Presentation (Individual – 2-3 minutes each)  
Lesson 9.3.3 Finding a Niche – Presentation (small group – 5 minutes each)  
Wrap up CASE  
Discuss PMG Organization and Presentation  
Discuss CASE Presentation to Administration  
Mini Lesson – Assessment and Certifications |
| 5/3/24     |       | Semester Wrap-Up and Review |
| 5/6/24     | FINAL 10:30-12:30 | Present PMG and CASE Presentations |