ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDF 4604

Education in America

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDF 4604 |
| **Section #:** | 3014 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies and Community Leadership (Bachelor of Science) (EDST-BS) |

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| **Day, Time and Campus:** | Online | Enter Time | St. Pete/Gibbs |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. |
| **Professor:** | Dr. Dupoux |
| **Office Hours:** | Posted | https://web.spcollege.edu/instructors/id/dupoux.errol |
| **Office Location:** | Choose an item. | Click here to enter text. |
| **Office Phone:** | 727-341-4296 |
| **Email Address:** | MyCourses |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

The course will examine the role of education in American culture. This course is designed to provide students with the general knowledge, skills, and principles necessary to understand the events, opportunities, and challenges they will confront as education professionals. Students will receive instruction on proper conflict resolution, effective interpersonal and intrapersonal communication, and appropriate soft skills (people, social, communication, character traits, attitudes, career attributes, social and emotional intelligence) necessary to successfully navigate a variety of academic and professional environments.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will evaluate events, opportunities and challenges that characterize academic and professional environments by:
	1. analyzing social and cultural complexities related to the growing diversification of the workforce.
	2. discussing the importance of learning and continued professional growth as a powerful tool for economic mobility in a global economy.
	3. assessing methods and models for addressing needs within workplace groups, departments or organizations.
	4. investigating strategies and best practices for managing change in the workplace.
	5. adapting specific tools needed to leverage skills and increase effectiveness as an educated professional in the public or private sector.
3. The student will examine the personal, organizational and societal benefits of conflict management by:
	1. identifying the definitions, myths, and issues related to managing and resolving conflict.
	2. recognizing the nature of conflict and its impact on interpersonal relationships and organizations.
	3. using interpersonal communication skills effectively in a range of specific conflict situations.
	4. integrating a broad range of practical and theoretical concepts, processes, and methodologies in managing and resolving conflicts relevant to his or her emphasis of work or study.
	5. applying conflict intervention strategies such as coaching, negotiation, and mediation in the management and resolution of conflict.
	6. exploring the influence of gender, cultural differences, persuasion, perception, and power in conflict resolution.
	7. assessing individual conflict management styles.
4. The student will assess aspects of effective communication by:
	1. characterizing the foundations, elements, and principles related to interpersonal and intrapersonal communication.
	2. identifying the role of communication in personal and professional success.
	3. developing a repertoire of strategies for active listening and improved communication in verbal and non-verbal contexts.
	4. applying interpersonal and intrapersonal skills, proficiencies and strategies in a variety of settings and contexts.
	5. investigating psychological, social, and cultural factors that influence perceptions of self and others.
	6. recognizing the interpersonal nature of communication behaviors such as giving feedback, receiving criticism, and resolving conflict.
	7. organizing and presenting appropriate messages adapted to specific audiences.
5. The student will apply appropriate social and emotional competencies related to employability skills by:
	1. identifying social and emotional aptitudes and behaviors that impact work-based relationships and situations.
	2. comparing and contrasting key principles and concepts within social and emotional intelligences.
	3. utilizing the social dimension of human intelligence to navigate and negotiate complex social situations and environments.
	4. utilizing core abilities and techniques of emotional intelligence within workplace situations.
	5. employing social and emotional intelligences to improve personal decision-making and professional contributions in the workplace.
	6. assessing potential and actual barriers to successful use of social and emotional and behaviors.
6. The student will assess character traits, attitudes and career attributes needed to successfully navigate academic and professional settings by:
	1. identifying key personal attributes and skills deemed highly valued by employers and essential for effective performance in the workplace.
	2. analyzing personal strengths and limitations in developing and improving workplace values such as resiliency, confidence and adaptability.
	3. relating ethical concepts to ethical problems, challenges and dilemmas in a range of specific professions.
	4. employing appropriate methodologies in gathering and analyzing information pertinent to decision-making and problem-solving.
	5. recognizing an individual’s role and personal ability as a means to enhance collaboration and communication within an organization, agency or institution.
	6. engaging in self-evaluation and informed critical reflection to support achievement of goals and professional growth within an organization, agency or institution.
7. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
8. **Required Textbooks**

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| Textbook(s) | Required: no textbook required |
| Recommended:  |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.There are no AP assignments for this course.  |

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Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: |
| Materials: |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.  |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Introduction** | 10 pts. |
| **Weekly Assignments (Discussion Posts and Dropbox Assignments)**Topic 1: Academic and Professional Environments = 120 pointsTopic 2: Communication = 110 pointsTopic 3: Conflict Management = 110 pointsTopic 4: Social and Emotional Competence = 120 pointsTopic 5: Professional and Career Attributes = 100 points | 560 pts. |
| **Projects** Milestone 1 (SWOT Analysis) = 40 pointsMilestone 2 (Gap Analysis) = 40 pointsProject 1: Professional & Career Development Short Term Plan= 40 pointsMilestone 1 (STAR Behavior Examples) = 40 pointsMilestone 2 (Strengths Summary) = 40 pointsProject 2: Interview Portfolio = 100 points | 300 pts. |
| **Total Points for Course** | 870 pts. |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.**If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.**Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**

*[Instructor needs to insert late assignment policy here]*

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Module** | **TOPICS/MODULE** | **Assignments DUE** |
| **Begin Here** | Introduction to the Course | Introduce Yourself **(Intro is due on Tuesday, August 13th to meet attendance and financial aid requirements.) Due 8/13** |
| **1** | Academic and Professional EnvironmentsModule 1: Career Development | Discussion Post– Professional Development: Due 8/20 |
| **2** | Academic and Professional EnvironmentsModule 2: Diversity in the Workplace | Discussion Post– Diversity in the Workplace: Due 8/27Milestone 1: SWOT Analysis (Project 1): Due 8/27 |
| **3** | Academic and Professional EnvironmentsModule 3: Embracing Change | Discussion Post – Embracing Change: Due 9/3 |
| **4** | Academic and Professional EnvironmentsModule 4: Addressing Needs & Effectiveness in the Workplace | Dropbox – Addressing Needs & Effectiveness in the Workplace: Due 9/10Milestone 2: Gap Analysis (Project 1): Due 9/10 |
| **5** | CommunicationModule 5: Communication Foundations, Skills and Proficiencies  | Dropbox - Part 1 and Part 2 Interpersonal Skills Scenarios and Active Listening: Due 9/17Dropbox- Professional Email Exercise: Due 9/17 |
| **6** | CommunicationModules 6: Feedback & Perception in the Workplace | Discussion Posts– Giving & Receiving Feedback: Due 9/24Drop Box – Factors that Influence Perception Infographic: Due 9/24 |
| **7** | Conflict ManagementModule 7: Conflict Management Styles & Nature of Conflict | Discussion Post – - Conflict Management Style: Due 10/1Project 1: Short-Term Professional & Career Plan: Due 10/1  |
| **8** | Conflict ManagementModule 8: Exploring Skills and Influences in Conflict Resolution | Dropbox– Exploring Factors and Influences in Conflict Resolution PP Presentation: Due 10/8 |
| **9** | Conflict ManagementModule 9: Real World Application of Conflict Management | Dropbox – Case Study Analysis: Due 10/15 |
| **10** | Social and Emotional CompetenceModule 10: Principles of Social & Emotional Intelligences | Discussion Post – - Let’s Talk EQ: Due 10/22Milestone 1: STAR Examples (Project 2): Due 10/22  |
| **11** | Social and Emotional CompetenceModule 11: Social & Emotional Intelligence in the Workplace |  Discussion Posts (There are 2)-Conversation with Claire EQ  Workplace Scenario #1: Due 10/29-Conversation with Max EQ Workplace  Scenario #2: Due 10/29 |
| **12** | Social and Emotional CompetenceModule 12: Social Dimension of Human Intelligence | Discussion Post– Social Intelligence at Zappos & Barriers to Using Social & Emotional Behaviors: Due 11/5Milestone 2: Strengths Summary (Project 2): Due 11/5 |
| **13** | Professional and Career AttributesModule 13: Workplace Skills, Proficiencies and Values | Discussion Post-Tying It All Together: What Employers  Really Want: Due 11/12Dropbox --Reflection: Decision-Making Models: Due 11/12 |
| **14** | Professional and Career AttributesModule 14: Professionalism & Workplace Ethics | Discussion Post – What Does Professionalism Mean to You? Due 11/19 |
| **15** | Professional and Career AttributesModule 15: Project 2 Interview Portfolio | Project 2: Interview Portfolio: Due 12/3 |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

[ UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7CDelgato.Meg%40spcollege.edu%7Cedbd30db05bc4f4923fa08db83dea498%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248764548820427%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=slqWegeTMgThmrBAlBeO3rT%2BRwb1lnSWy7lL0tII5XQ%3D&reserved=0).

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework or list the numbers of the components.