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 #:** | 3376 |
| **Credit Hours:** | 3 |
| **Co-requisites:** |  |
| **Pre-requisites:** | Admission to EDST-BS |

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| **Day, Time and Campus:** | Online | Enter Time | Choose an item. | |
| **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:** | Meg Delgato | | | |
| **Office Hours:** | Check my faculty page for office hours and other important information:  <https://web.spcollege.edu/instructors/id/Delgato.Meg>  Click here to enter text. | | | |
| **Office Location:** | St. Pete Gibbs | | | TE 105-D |
| **Office Phone:** | 727-341-4422 office 727-543-5629 cell - Text is an easy way to reach me. | | | |
| **Email Address:** | Delgato.Meg@spcollege.edu | | | |

**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**

1. The student will evaluate events, opportunities and challenges that characterize academic and professional

environments by:

a. analyzing social and cultural complexities related to the growing diversification of the workforce.

b. discussing the importance of learning and continued professional growth as a powerful tool for economic mobility in

a global economy.

c. assessing methods and models for addressing needs within workplace groups, departments or organizations.

d. investigating strategies and best practices for managing change in the workplace.

e. adapting specific tools needed to leverage skills and increase effectiveness as an educated professional in the

public or private sector.

2. The student will examine the personal, organizational and societal benefits of conflict management by:

a. identifying the definitions, myths, and issues related to managing and resolving conflict.

b. recognizing the nature of conflict and its impact on interpersonal relationships and organizations.

c. using interpersonal communication skills effectively in a range of specific conflict situations.

d. 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.

e. applying conflict intervention strategies such as coaching, negotiation, and mediation in the management and

resolution of conflict.

f. exploring the influence of gender, cultural differences, persuasion, perception, and power in conflict resolution.

g. assessing individual conflict management styles.

3. The student will assess aspects of effective communication by:

a. characterizing the foundations, elements, and principles related to interpersonal and intrapersonal communication.

b. identifying the role of communication in personal and professional success.

c. developing a repertoire of strategies for active listening and improved communication in verbal and non-verbal

contexts.

d. applying interpersonal and intrapersonal skills, proficiencies and strategies in a variety of settings and contexts.

e. investigating psychological, social, and cultural factors that influence perceptions of self and others.

f. recognizing the interpersonal nature of communication behaviors such as giving feedback, receiving criticism, and

resolving conflict.

g. organizing and presenting appropriate messages adapted to specific audiences.

4. The student will apply appropriate social and emotional competencies related to employability skills by:

a. identifying social and emotional aptitudes and behaviors that impact work-based relationships and situations.

b. comparing and contrasting key principles and concepts within social and emotional intelligences.

c. utilizing the social dimension of human intelligence to navigate and negotiate complex social situations and

environments.

d. utilizing core abilities and techniques of emotional intelligence within workplace situations.

e. employing social and emotional intelligences to improve personal decision-making and professional contributions in

the workplace.

f. assessing potential and actual barriers to successful use of social and emotional and behaviors.

5. The student will assess character traits, attitudes and career attributes needed to successfully navigate

academic and professional settings by:

a. identifying key personal attributes and skills deemed highly valued by employers and essential for effective

performance in the workplace.

b. analyzing personal strengths and limitations in developing and improving workplace values such as resiliency,

confidence and adaptability.

c. relating ethical concepts to ethical problems, challenges and dilemmas in a range of specific professions.

d. employing appropriate methodologies in gathering and analyzing information pertinent to decision-making and

problem-solving.

e. recognizing an individual’s role and personal ability as a means to enhance collaboration and communication within

an organization, agency or institution.

f. engaging in self-evaluation and informed critical reflection to support achievement of goals and professional growth

within an organization, agency or institution

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **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. |

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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| **Weekly Assignments (Discussion Posts and Dropbox Assignments)**   * Topic 1: Academic and Professional Environments = 120 points * Topic 2: Communication = 120 points * Topic 3: Conflict Management = 120 points * Topic 4: Social and Emotional Competence = 120 points * Topic 5: Professional and Career Attributes = 120 points | 600 pts. |
| **Projects**   * Professional & Career Development Short Term Plan= 150 points * Interview Portfolio = 200 point | 350 pts. |
| **Self-Assessment** | 50 pts. |
| **Total Points for Course** | 1000 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. **Due Dates/Assignment Late Policy**

**Flexed due dates:** Dropbox assignments have flexed due dates to allow you to submit work in a date range with no late penalty. Dropbox assignments are due by Tuesday, 11:59 pm, and you have until Thursday, 11:59 pm to submit with no late penalty.

I encourage you to stick to the Tuesday deadline to keep you on track in this course. Take advantage of the flex due date when something unexpected comes up.

**Late work:** Dropbox work may be submitted up to Sunday, 11:59 pm. Dropbox work submitted after 11:59 pm on Thursday and before 11:59 pm on Sunday will be considered late work with up to a 20% reduction in points for the grade earned.

**What this means for you for dropbox assignments:** In the course, you will find a due date of Tuesday and an end date of Sunday. Flexed due dates mean you have a date range (Tuesday – Thursday) to submit with no penalty.

**The end date on the dropbox reflects a Sunday late-submission due date. If you submit after 11:59 pm Thursday but by Sunday, at 11:59 pm, your assignment will be reduced by up to 20%.**

Assignments not submitted by the Sunday late-work date will earn a zero in the grade book.

There will be an opportunity at the end of the course for a make-up assignment. The make-up assignment

may be used for missed work and/or as bonus points to help your average.

**IMPORTANT:** There is no flexed or late-date submission for Project 2 or the Self-Assessment in this course.

**NOTE regarding discussion posts:** Discussions are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion post. Initial posts are due Sundays. Replies are due by Tuesday. Late initial posts (posts after Sunday, 11:59 pm) will be reduced by 10%. Due date in the calendar/course reflects the due date for the initial post; the end date is the due date for the replies. Start date is the date the post is accessible.

1. **GRADING**

Course assignment details can be found in MyCourses by clicking on the Course Content tab. Incomplete assignments will NOT be graded. Instead, I will issue a grade of **0.1** to let you know the assignment is incomplete. **You may resubmit if the drop box is open. Your work may be subject to the late policy.**

**NOTE**: The consistent error I see here is a student uploading a blank document or template. Please check your work to ensure you have uploaded a completed assignment. **Always check the feedback box.**

10% can be deducted from assignments as a result of poor presentation, conventions (e.g. grammar, APA style), and support documentation as described in the assignment directions. This is in addition to the penalty for late work.

Attendance is required for COE courses. Attendance in online means submission of work to a dropbox and/or posting each week. Emails and/or logging into the course will not count for attendance.

Final grades in the course will be rounded up when the final grade meets the criteria for rounding. The final grade would have to be 89.5 to be eligible to round to a 90 (A-grade) or 82.5 to be eligible to round to 83 (B-grade) or 74.5 to be eligible to round to a 75 (C-grade).

Important to know about the grade book: The grade book system does not round automatically. I will add bonus points to push your average to round up, and I will make a note in the grade book so that you know your final grade has been rounded up.

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| **3000 & 4000 Level COE Courses**  **Grade Scale** | |
| 90% – 100% | **A** |
| 83% – 89% | **B** |
| 75% – 82% | **C** |
| 68% – 74% | **D** (Repeat course) |
| 67% or less | **F** (Repeat course) |

**Turn-around time for submitted work:**

Since the official due date for work is Tuesday, my grading day is Wednesday. I will get work back to you by Wednesday evening for work that was due the day before on Tuesday.

If you submit early, I will do my best to grade early.

If you submit within the flex date range (meaning after Tuesday) or submit late, I will do my best to grade the work when received. Please note that if you take advantage of the flex date, you may delay the return of your work until the following Wednesday when I am scheduled to grade work.

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, the student 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**

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| **WEEK** | **TOPICS/MODULE** | **Assignments DUE BY 11:59 pm** |
| **1**  Aug 15 | Introduction to the Course  Academic and Professional Environments  Module 1: Career Development | **Important:**  Post Your Irresistible Introduction for attendance for week #1 in the BEGIN HERE module.  **Initial post to be completed by Friday, August 19, and replies by Sunday, August 21.**  ------------------------------------------------  Discussion Post  – Professional Development  **Initial Posts DUE by Sunday, August 21**  **Replies DUE by Tuesday, August 23** |
| **2**  Aug 22 | Academic and Professional Environments  Module 2: Diversity in the Workplace | Discussion Post  – Diversity in the Workplace  **Initial Post DUE by Sunday, August 28**  **Replies DUE by Tuesday, August 30**  Milestone 1: SWOT Analysis (Project 1)  **DUE by Tuesday, August 30** |
| **3**  Aug 29 | Academic and Professional Environments  Module 3: Embracing Change | Discussion Post – Embracing Change  **Initial Post DUE by Sunday, September 4**  **Replies DUE by Tuesday, September 6** |
| **4**  Sept 5 | Academic and Professional Environments  Module 4: Addressing Needs & Effectiveness in the Workplace | Dropbox – Addressing Needs & Effectiveness in the Workplace  Milestone 2: Gap Analysis (Project 1)  **DUE by Tuesday, September 13** |
| **5**  Sept 12 | Communication  Module 5: Communication Foundations, Skills, and Proficiencies | Dropbox (There are two)  - Part 1 and Part 2 Interpersonal Skills Scenarios and Active Listening  - Professional Email Exercise  **DUE by Tuesday, September 20** |
| **6**  Sept 19 | Communication  Modules 6: Feedback & Perception in the Workplace | Discussion Posts (There are 2)  – Giving & Receiving Feedback  Scenario #1  -Giving & Receiving Feedback  Scenario #2  You use the posts to role-play, so you will do either the initial post OR the reply (not both) for each scenario.  **When it’s your turn to do the initial post, it’s due by SUNDAY, September 25**  **When it’s your turn to reply, it’s due by TUESDAY, September 27**  **There are two posts, so you will have a chance to initial post in one and reply in the other.**  Drop Box –  Factors that Influence Perception Infographic  **DUE by Tuesday, September 27** |
| **7**  Sept 26 | Conflict Management  Module 7: Conflict Management Styles & Nature of Conflict | Discussion Post –  Conflict Management Style  **Initial Post DUE by Sunday, October 2**  **Replies DUE by Tuesday, October 4**  Project 1: Professional & Career Short-Term Planning  **DUE by Tuesday, October 4** |
| **8**  Oct 3 | Conflict Management  Module 8: Exploring Skills and Influences in Conflict Resolution | Drop Box  – Exploring Factors and Influences in Conflict Resolution PP Presentation  **DUE by Tuesday, October 11** |
| **9**  Oct 10 | Conflict Management  Module 9: Real World Application of Conflict Management | Drop Box –  Case Study Analysis  **DUE by Tuesday, October 18** |
| **10**  Oct 17 | Social and Emotional Competence  Module 10: Principles of Social & Emotional Intelligences | Discussion Post –  Let’s Talk EQ  **Initial Post DUE by Sunday, October 23**  **Replies DUE by Tuesday, October 25**  Milestone 1: STAR Examples (Project 2)  **DUE by Tuesday, October 25** |
| **11**  Oct 24 | Social and Emotional Competence  Module 11: Social & Emotional Intelligence in the Workplace | Discussion Posts (There are 2)  -Conversation with Claire EQ  Workplace Scenario #1  -Conversation with Max EQ Workplace  Scenario #2  **Initial Post DUE by Sunday, October 30**  **Replies DUE by Tuesday, November 1** |
| **12**  Oct 31 | Social and Emotional Competence  Module 12: Social Dimension of Human Intelligence | Discussion Post  – Social Intelligence at Zappos & Barriers to Using Social & Emotional Behaviors  **Initial Posts DUE by Sunday, November 6**  **Replies DUE by Tuesday, November 8**  Milestone 2: Strengths Summary (/Project 2) **DUE by Tuesday,** **November 8** |
| **13**  Nov 7 | Professional and Career Attributes  Module 13: Workplace Skills, Proficiencies and Values | Discussion Post  **-**Tying It All Together: What Employers  Really Want  **Initial Posts DUE by Sunday, November 13**  **Replies DUE by Tuesday, November 15**  Dropbox-  Decision-Making Models  **DUE by Tuesday, November 15** |
| **14**  Nov 14 | Professional and Career Attributes  Module 14: Professionalism & Workplace Ethics | Discussion Post –  What Do Professionalism & Workplace Ethics Mean to You?  **Initial Posts DUE by Monday, November 28**  **Replies DUE by Tuesday, November 29**  Note Monday due date for initial post (after the Thanksgiving Break).  Start Work on Project 2: Interview Portfolio |
| **Nov 21** | **Thanksgiving Break** | Find something to be thankful for this week… |
| **15**  Nov 28 | Professional and Career Attributes  Module 15: Project 2 Interview Portfolio | Project 2: Interview Portfolio  **DUE by Sunday, December 4** |
| **16**  Dec 5 | SPC Exam Week  (No final exam for this course but there is a self-assessment to complete.) | Self-Assessment  **DUE by Tuesday, December 6** |

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

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| **Program Learning Outcomes for Educational Studies & Community Leadership (all tracks)** | **Course** | **Assignment** |
| **1**. Graduates will compare the similarities and differences in the educational systems in various nations in terms of socio-political, economic, cultural, ideological, historical and other contexts by describing the structure, governance and administration of the educational systems in the United States of America and other countries throughout the globe. | **EDF 4810**  Comparative and International Education | Country Project |
| **2.** Graduates will evaluate contemporary issues that impact youth and/or community education by analyzing the influence of various laws, policies, theories, historical events, and systemic structures on youth and community education programs. | **EDF 3660**  Education and Public Policy in the United States | Critical Thinking Response Paper |
| **3.** Graduates will explain the laws, regulations, standards, policies, and procedures related to health, safety, nutrition, and ethics in youth and community programs. | **EDF 4650**  Health, Safety, & Ethics in Youth & Family Settings | Final Project |
| **4**. Graduates will practice continuous professional improvement by designing professional goals consistent with private, public, and community-based organizations and engaging in targeted professional growth opportunities and reflective practices. | **EDF 3152** Nature of the Learner | Professional Improvement Plan |
| **5.** Graduates will summarize the field of education and explain the basic functions of education: socialization, transmission of culture, social control and personal development; selection, training, and placement, teaching discipline, socialization, learning communication skills, problem solving, and decision making. | **EDF 4632**  Sociology of Education | Final Exam |

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.