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 #:** | 2967 |
| **Credit Hours:** | 3 |
| **Co-requisites:** |  |
| **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 | | Online |
| **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. Meg Delgato | | | |
| **Office Hours:** | <https://web.spcollege.edu/instructors/id/Delgato.Meg> | | Check my Faculty Page for office hours. If my days and times do not fit your schedule, we will find a good time to meet or talk. Just let me know what works for you and your schedule. | |
| **Office Location:** | St. Pete Gibbs | | TE 105-C | |
| **Office Phone:** | 727-341-4422 (office) 727-543-5629 (cell) Text is a quick way to reach me. | | | |
| **Email Address:** | [Delgato.Meg@spcollege.edu](mailto:Delgato.Meg@spcollege.edu) | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** Acting Dean: Dr. Tashika Griffith |  | |
| **Office Location & Number:** | Tarpon | 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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| **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**  Milestone 1 (SWOT Analysis) = 30 points  Milestone 2 (Gap Analysis) = 40 points  Project 1: Professional & Career Development Short Term Plan= 80 points  Milestone 1 (STAR Behavior Examples) = 30 points  Milestone 2 (Strengths Summary) = 30 points  Project 2: Interview Portfolio = 140 points | 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. **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. \*Unless otherwise noted on your syllabus.

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.

**Late work does come with a penalty of a reduction in points.** When you submit late work, I will grade your work on the rubric as appropriate; the highest score you may earn is 80%. For example: if the work is worth 100 points, late work will earn 80 points. If the work is worth 20 points, late work will earn 16 points.

**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 is late.**

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

**BONUS POINTS:**

There will be an opportunity at the end of the course for a bonus points assignment. The bonus points assignment is

not mandatory but is an opportunity to earn points for missed work or deducted points on an assignment.

**\*\*IMPORTANT:** There is no flexed or late-date submission for the Project 2 Portfolio (due Monday, May 6, or the Self-assessment due Tuesday, May 7).

**NOTE regarding discussion posts and quizzes:** Discussions and quizzes are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion post or quiz.

Discussion posts close at the due date listed in the syllabus. There are no graded quizzes in this course.

1. **Grading**

Course assignment details can be found in the modules in MyCourses by clicking on the Course Content tab.

Incomplete assignments will NOT be graded. Instead, I will issue a placeholder grade (see below) to let you know the assignment is incomplete.

**Placeholder grades:**

If there is an issue with your dropbox submission, you can expect a grade of 0.1 to appear in the grade book for the assignment.

Do not panic. This is a placeholder grade until the issue is corrected. It is your responsibility to check the feedback in the grade book.

**Note: You may resubmit the assignment if the drop box is open. Your work may be subject to the late policy.**

Please make it a priority to check the grade book regularly. It will be your responsibility to fix an incomplete or incorrect assignment and submit by the deadline. If the dropbox is closed after you realize an issue, you will not be able to submit edited/fixed work.

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**TIP**: The consistent error I see with incomplete or incorrect submissions is a student uploading a blank document or template. Please check your work to ensure you have uploaded a completed assignment. **Again, always check the grade and feedback box for assignments.**

**Academic Integrity Issues:** I will also issue a placeholder grade of 0.1 for assignments that have an academic integrity concern. Penalty for academic integrity issues will be handled on a case-by-case basis.

**If you are repeating this course, you may not resubmit work that was submitted in a prior of this course (or any course) – for me or for another professor’s course. You will receive a grade of 50% if you submit work that has been previously submitted.**

Other important things to know about grading:

**Course repeaters:**

If you are repeating this course, you may not reuse or resubmit work previously submitted without a discussion with me and permission from me first. If you do not discuss/receive permission from me before you submit work previously submitted, you will receive 50% credit for the work submitted.

10% can be deducted from assignments because of not following the assignment directions, 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.

**Rounding grades:**

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 at least 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) |

**E. Attendance**

Attendance is required for COE courses.

Attendance in online classes means submission of student work to a dropbox and/or posting each week or submission of a quiz. Submission of weekly work (to a dropbox, post or quiz) is necessary to be considered actively participating in the course.

Important: Emails and/or logging into the course will not count for attendance/active participation in the course.

I will report attendance during weeks 1 and 2 as well as at the 60% point in the course through our SPC PeopleSoft computer records. Students who are marked absent in week both 1 and week 2 will be automatically withdrawn from the course. You will be marked absent if you are not actively participating in the course.

**Other important class policies**

**(No) Emailed work:**

All work is to be submitted in the course. Emailed or texted assignments will not be accepted.

Student work in the course serves as evidence of grade earned and competency in meeting program goals and ensures that our program works to maintain academic rigor and robustness as part of program evaluation and accreditation.

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

Since the official due date for work is Tuesday, my grading days are Wednesday and Thursday. I will get the work back to you by Wednesday evening or Thursday afternoon at the latest. If there is going to be a delay after Thursday, I will email the class.

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/Thursday when I am scheduled to grade work.

**Generative AI Not Permitted**

You are strictly prohibited from using Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in this course. The work produced by AI writing tools is not your own original work and is therefore not acceptable for the assignments in this course. If you cite AI-generated content, the work will be considered incomplete and receive a zero. If you do not cite, the work will be considered plagiarism and receive a zero. If you have any questions about this, please reach out to me. I am glad to offer guidance!

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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| **WEEK** | **TOPICS/MODULE** | **Assignments DUE at 11:59 pm** |
| **1**  Jan 15 | Introduction to the Course  Academic and Professional Environments  Module 1: Career Development | **BEGIN HERE Introduction Post – for Week 1 attendance – due Sunday, 1/21**  Discussion Post  – Professional Development – closes 1/23 |
| **2**  Jan 22 | Academic and Professional Environments  Module 2: Diversity in the Workplace | Discussion Post  – Diversity in the Workplace – closes 1/30  Milestone 1: SWOT Analysis (Project 1) - due 1/30 |
| **3**  Jan 29 | Academic and Professional Environments  Module 3: Embracing Change | Discussion Post – Embracing Change -closes 2/6 |
| **4**  Feb 5 | Academic and Professional Environments  Module 4: Addressing Needs & Effectiveness in the Workplace | Dropbox – Addressing Needs & Effectiveness in the Workplace  – due 2/13  Milestone 2: Gap Analysis (Project 1) - due 2/13 |
| **5**  Feb 12 | Communication  Module 5: Communication Foundations, Skills and Proficiencies | Dropbox  - Part 1 and Part 2 Interpersonal Skills Scenarios and Active Listening – due 2/20  Dropbox  - Professional Email Exercise – due 2/20 |
| **6**  Feb 19 | Communication  Modules 6: Feedback & Perception in the Workplace | Discussion Posts (There are 2)  – Giving & Receiving Feedback Scenario #1 – closes 2/27  -Giving & Receiving Feedback Scenario #2 – closes 2/27  You use the posts to role-play, so you will do either the initial post OR the reply (not both) for each scenario.  **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 2/27 |
| **7**  Feb 26 | Conflict Management  Module 7: Conflict Management Styles & Nature of Conflict | Discussion Post –  Conflict Management Style – closes 3/5  Project 1: Short-Term Professional & Career Plan – due 3/5 |
| **8**  Mar 4 | Conflict Management  Module 8: Exploring Skills and Influences in Conflict Resolution | Dropbox  – Exploring Factors and Influences in Conflict Resolution PP Presentation – due 3/19\*  \*Note: This is the Tuesday after spring break |
|  | Spring Break | March 10 - 16 |
| **9**  Mar 18 | Conflict Management  Module 9: Real World Application of Conflict Management | Dropbox –  Case Study Analysis – due 3/26 |
| **10**  Mar 25 | Social and Emotional Competence  Module 10: Principles of Social & Emotional Intelligences | Discussion Post –  Let’s Talk EQ – closes 4/2  Milestone 1: STAR Examples (Project 2) – due 4/2 |
| **11**  Apr 1 | Social and Emotional Competence  Module 11: Social & Emotional Intelligence in the Workplace | Discussion Posts (There are 2)  -Conversation with Claire EQ Workplace Scenario #1 – closes 4/9  -Conversation with Max EQ Workplace Scenario #2 – closes 4/9 |
| **12**  Apr 8 | Social and Emotional Competence  Module 12: Social Dimension of Human Intelligence | Discussion Post  – Social Intelligence at Zappos & Barriers to Using Social & Emotional Behaviors – closes 4/16  Milestone 2: Strengths Summary (Project 2) – due 4/16 |
| **13**  Apr 15 | Professional and Career Attributes  Module 13: Workplace Skills, Proficiencies and Values | Discussion Post-  Tying It All Together: What Employers Really Want – closes 4/23  Dropbox -  -Reflection: Decision-Making Models – due 4/23 |
| **14**  Apr 22 | Professional and Career Attributes  Module 14: Professionalism & Workplace Ethics | Discussion Post –  What Does Professionalism Mean to You? – closes 4/30  Start Work on Project 2: Interview Portfolio – coming due 5/6 (Heads up: this is a Monday.) |
| **15**  Apr 29 | Professional and Career Attributes  Module 15: Project 2 Interview Portfolio | Project 2: Interview Portfolio – due 5/6 (NOTE: due on a Monday!) |
| **16**  May 6 | SPC Final Exam Week  No final exam for this course, but you do need to complete your self-assessment survey. | Self-Assessment Survey – closes 5/7 (Tuesday) |

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

[​xlsx icon 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.