



Virtual Campus Fall 2008  
School of Education

*Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.*

**COURSE NUMBER AND TITLE:** CTED 4303 Human Relations for Technical Instructors  
**TERM AND DATES:** Fall 2008 (Aug 18 to Nov 1, 2008)

**INSTRUCTOR'S NAME:** Barbara Allen Carr, Ed.D.  
**OFFICE ADDRESS:** 207 Van Howeling Education Complex  
**PHONE:** (806) 291-1055  
**E-MAIL ADDRESS:** [carrb@wbu.edu](mailto:carrb@wbu.edu)  
**OFFICE HOURS:** MW 10-12; TR 11-12; other by appointment

**CATALOG COURSE DESCRIPTION:** Effective working relationships with students, counselors, other school personnel, persons in the community, and the industrial public through a study of self concepts, personality, motives, values, sense perception, emotions, and attitudes. Critical thinking and problem-solving techniques will be addressed. **PREREQUISITES:** none

**REQUIRED RESOURCE MATERIALS:**

Baltus, R. K. (2000). *Personal psychology for life and work* (5<sup>th</sup> ed.). New York: Glencoe McGraw Hill. [ISBN 0-02-804294-8 or website [www.glencoe.com/ps](http://www.glencoe.com/ps) ]

**Requirements in Technology**

- 1) Access to the internet on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion Board. All class materials are distributed online (lecture notes). All tests are located online (assignments). All assignments will be collected via the digital dropbox, discussion board, or other electronic platform.
- 2) Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is necessary for successful completion of the course.
- 3) Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**COURSE OUTLINE:** This course is designed to assist technical instructors to develop skills in public relations—getting along with other people. In order to do so, students will explore ways of assessing themselves and others via analysis of self-concept, personality, learning style, value judgment, emotions, motivation, and attitudes. The course provides strategies for creative thinking and problem solving, effective communication, stress management, attaining wellness, and valuing diversity—all qualities of great importance in the world of work. Students will be encouraged to examine the life span and development through maturation and setting achievable goals.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| I. Psychology of changing world | VIII. Communicating Effectively |
| II. Self-concept & Personality  | IX. Human Relations at Work     |
| III. Motives & Values           | X. Coping with Stress           |
| IV. Senses & Perception         | XI. Wellness                    |
| V. Emotions                     | XII. Valuing Diversity          |
| VI. Attitudes                   | XIII. Life Span Development     |
| VII. Thinking & Problem Solving | XIV. Goal Achievement           |

**COURSE REQUIREMENTS:** Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We must show

respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. The student will **read** all assigned materials, participate in class activities, and **complete assignments** at the appropriate time; due dates are important.
2. Weekly online **discussion board interactions** will allow **dialogue** among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will **post** an answer to the question or statement and **respond** to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
3. The student will **complete short assignments** for demonstrating understanding of the primary concepts introduced in the course (such as, **reading quizzes, summaries, essays, charts, organizers, mind maps, or minute papers**).
4. The student will **incorporate media and technology** to create a PowerPoint **presentation** related to the course (a list of possible topics will be provided).
5. The student will complete a **midterm** and a **final exam**.

### PROFESSIONAL COMPETENCIES FOR CAREER AND TECHNICAL EDUCATION:

Scans Competencies	21 <sup>st</sup> Century Learning Goals
<b>A high performance workplace requires workers who have a solid foundation in basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.</b>	<i>The skills, knowledge, and expertise individuals should master to succeed in work and life in the 21<sup>st</sup> Century.</i>
<b>5 Competencies</b>	<b>4 Elements</b>
<b>Resources</b> – know how to allocate time, money, materials, space, and staff	<b>Core Subjects and 21st Century Themes</b> – moving beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving in interdisciplinary themes (Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy; Health Literacy)
<b>Interpersonal skills</b> – work on teams, teach others, serve customers, lead, negotiate, work well with people from culturally diverse backgrounds	
<b>Information</b> – acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information	
<b>Systems</b> – understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems	<b>Learning and Innovation Skills</b> – skills that separate those who are prepared for increasingly complex life and work environments and those who are not ( <b>Creativity and Innovation Skills; Critical Thinking and Problem Solving Skills; Communication and Collaboration Skills</b> )
<b>Technology</b> – select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment	<b>Information, Media and Technology Skills</b> – preparing to live in a technology and media driven environment marked by access to abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale ( <b>Information Literacy; Media Literacy; Information, Communications, and Technology Literacy</b> )
<b>3 Foundation Skills</b>	
<b>Basic Skills</b> – reading, writing, arithmetic and mathematics, speaking and listening	
<b>Thinking Skills</b> – the ability to learn, to reason, to think creatively, to make decisions, and to solve problems	

<b>Personal Qualities</b> – individual responsibility, self-esteem and self-management, sociability, and integrity	<b>Life and Career Skills</b> – skills for navigating the complex life and work environments in the globally competitive information age and developing adequate life and career skills (Flexibility & Adaptability; Initiative & Self-Direction; Social & Cross-Cultural Skills; Productivity & Accountability; Leadership & Responsibility)
--	---

**STUDENT LEARNING OUTCOMES** (correlated to competencies):

1. Students will exhibit continuing growth in the development interpersonal skills (C2, F3).
2. Students will demonstrate understanding of learning and innovation skills (E2)
3. Students will define key concepts presented in the course, i.e., self-concept, perceptions, motivation, values, emotions, and attitudes (F3).
4. Students will develop and utilize critical thinking and problem solving skills (F2, E2)
5. Students will recognize and understand the unique challenges inherent in the diversity of the workplace (C3).

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

1. discussion boards (outcomes 1, 2, 3, 4, 5)
2. short assignments (outcome 3)
3. presentation (outcomes 1, 3,)
4. reading quizzes (outcomes 2, 3, 4, 5)
5. exams (outcomes 1, 2, 3, 4, 5,)

**ATTENDANCE POLICY:**

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of E for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor’s Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland’s attendance policy. Attendance for this online course will be documented by the student’s participation in class discussion boards and submission of assignments. Attendance will be determined by the student’s participation in course activity—not the last log in.

**METHODS OF INSTRUCTION:** The delivery system for the course will consist of internet supported instruction utilizing the Blackboard platform. Independent study and reading are essential to this course. Instructional methods may include, but will not be limited to, the following: lecture, independent study, small group interactions, presentations, and quizzes.

**EVALUATION: University Grading System:**

<b>EVALUATION: University Grading System (see Catalog)</b>	A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. *A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the <u>I</u> is converted to the grade of <u>E</u> . An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.
A 90-100 Cr for Credit	
B 80-89 NCR No Credit	
C 70-70 I Incomplete*	
D 60-69 W for withdrawal	
F below 60 WP Withdrawal Passing	
WF Withdrawal Failing	
X No grade given	
IP In Progress	

**COURSE GRADING CRITERIA:** All assignments are due as noted on course outline unless otherwise announced in class. All assigned work must be word-processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days unless prior authorization is cleared through contact with Dr. Carr.

Assignment	Possible	Earned
Discussion Boards (10 x 10)	100	
Short assignment	50	
Short assignment	50	
Short assignment	50	
Short assignment	50	

Midterm	200	
Short assignment	50	
Short assignment	50	
Short assignment	50	
PowerPoint Presentation	100	
Short assignment	50	
Final Exam	200	
<b>TOTAL</b>	<b>1000</b>	

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**Plagiarism** - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*" - Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**DISABLED PERSONS:** It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**MEETING DATES AND ASSIGNMENTS Tentative Course Outline\*\*\***

**I reserve the right to amend the tentative course outline as needed during the course.**

<b>CTED 4303 - Virtual Campus-Fall 2008</b>				
<b>Session</b>	<b>Date</b>	<b>Classwork</b>	<b>Reading</b>	<b>Assignments</b>
<b>1</b>	Aug 18-24	<b>Syllabus Basic Instructions Notes</b>	<b>Ch1-PSYC Ch2-Self Concept</b>	<b>DB #1-Get Acquainted Scans Chart</b>
<b>2</b>	Aug 25-31	<b>Notes</b>	<b>Ch3-Motives</b>	<b>DB #2 Short Assignment</b>
<b>3</b>	Sep 1-7	<b>Notes</b>	<b>Ch4-Senses &amp; Perception</b>	<b>DB #3 Short Assignment</b>
<b>4</b>	Sep 8-14	<b>Notes</b>	<b>Ch5-Emotions Ch6-Attitudes</b>	<b>DB #4 Short Assignment</b>
<b>5</b>	Sep 15-21	<b>Notes Midterm</b>	<b>Ch7-Thinking &amp; Problem Solving</b>	<b>DB #5 Midterm</b>
<b>6</b>	Sep 22-28	<b>Notes</b>	<b>Ch8-Communicating Ch9-Human Relations</b>	<b>DB #6 Short Assignment</b>
<b>7</b>	Sep 29-Oct 5	<b>Notes</b>	<b>Ch10-Stress Ch11-Wellness</b>	<b>DB #7 Short Assignment</b>
<b>8</b>	Oct 6-12	<b>Notes</b>	<b>Ch12-Diversity</b>	<b>DB #8 Short Assignment</b>
<b>9</b>	Oct 13-19	<b>Notes</b>	<b>Ch13-Life Span</b>	<b>DB #9 PowerPoint Presentation</b>
<b>10</b>	Oct 20-26	<b>Notes</b>	<b>Ch14-Goals</b>	<b>DB #10 – What did you learn? Short Assignment</b>
<b>11</b>	Oct 27-30	<b>Final Exam</b>		