



Fayetteville State University
School of Education
Department of Educational Leadership
Fayetteville, NC.

I. Locator Information

Semester: Fall 2009

EDAM 651 Humanistic Dimensions and Diversity

Semester Hours of Credit: 3

Class Meets: T 6 - 8:50 PM, Room TBD

Instructor: Dr. Frank Keane

Office location: BU 315 Phone 672-1274

Office Hours: T&R 3-6PM or by appointment.

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II. Course Description

The examination of the factors relating to human behavior within an organization, is the focus of this course. The student examines organizations within the context of human characteristics and behaviors, and engages in discussions and activities designed to build effective leadership skills in addressing organizational issues relating to: group dynamics; team building; decision making; and empowerment of teachers; parents and community. This course also includes a discussion of relevant issues from educational psychology, social psychology and human growth and development. A field based clinical experiences is required. The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in PK-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The School of Education's conceptual framework encompasses five curricular strands: Content, Knowledge, Learning Theories, Learning Climate Dispositions and Methodology, all of which when taken together make up the core outcome drivers of the teacher education experience. The five process drivers: Assessment, Diversity Collaboration Technology and Reflection, provide focus and direction to the curricular strands that underpin the education programs of Fayetteville State University. The schools conceptual framework adheres to all of the North Carolina regulatory agencies as well as the Professional and Learned Societies Guidelines. This course EDAM 651 is built upon the concept of Content, Knowledge, Learning Theories, Learning Climate, Dispositions and

Methodology. Each of the five drives is supported by class assignments and learning activities, as well as class discussions and readings. In each course a culminating research paper binds together the elements of the conceptual framework and the process drivers,

III. Textbooks*

Aronson, Elliot. *The Social Animal* 10th Edition, New York, Worth Publishing. 2007.

Owens, Robert. *Organizational Behavior in Education* 8th Edition, Allyn and Bacon. Boston, Mass. 2006.

* Please acquire the most current addition.

IV. Objectives

--Knowing how to write instructional objectives (e.g., criterion-referenced, general, and/or specific objectives for individuals or for specific lessons)

--Knowing how to diagnose student achievement and needs by gathering and interpreting relevant information.

--Knowing how to identify, obtain, and develop available resources: human, physical, and material.

--Designing appropriate instructional activities (e.g., selecting instructional strategies, grouping students for instruction, selecting/developing instructional materials, planning evaluation, selecting evaluation instruments, -establishing achievement/performance standards).

--Knowing how to communicate expectations/limits.

--Knowing how to encourage appropriate behavior and discourage/extinguish inappropriate behavior.

--Knowing how to monitor classroom management, including personnel effectiveness. basic principles of psychology and apply them in schools

--Knowing how to assess instructional effectiveness by both formal and informal means (summative evaluation).

--Knowing how to use data from records of student achievement and instructional effectiveness to modify and refine subsequent instruction.

--Recognizing the extra classroom influences on children, including developmental patterns, differing rates of maturation, and the physical, social, and emotional

environment of the home and community (e.g., peer relationships, parental influences, activities outside of school).

V. Competencies the student should:

1.2.2 State the rationale for providing the least restrictive placement for special needs group.

1.3.2 Describe the implications of research on student achievement in relation to instructional practice and teaching effectiveness.

2.1.1 Identify cognitive processes that affect pupil Performance in achieving instructional objectives.

2.1.2 Identify motivational techniques that influence pupil performance in achieving instructional objectives.

2.1.3 Describe multi-cultural implications to be considered in planning instruction.

3.6 Demonstrate motivational techniques appropriate to student needs and instructional objectives.

4.1.1 Utilize the findings of systematic classroom observation systems to analyze pupil behavior.

4.1.3 Identify various techniques for student behavior management.

4.1.4 Establish group structures appropriate to pupil learning needs and objectives.

VI. Evaluation Criteria

a.* Research Paper (typed) Topic approval required. (due 1 DEC.) 50%

Mid Term Exam (13 Oct) 15%

Final Exam (8 DEC) 15%

Class Participation 10% Attendance expected

Clinical Experience(30SEP) 10%

b. University Grading scale:

92-100	A
83-91	B
73-82	C
<72	F

For additional information regarding University Academic Policy consult the FSU Graduate Catalog.

VII. Course outline(tentative). Each class requires readings from the text books which will be assigned weekly.

Week 1 Course Introduction: Social Psychology and Learning Organizations.

Week 2 Psychology and Learning Science (Cognitive Processes)

Week 3 Behaviorism

Week 4 Conformity, Social Cognition and Learning

Week 5 Motivation, Intelligence and learning

Week 6 Social Theory: Culture, Education, and Schooling

Week 7 Research Class.

Week 8 13 OCT mid-term.

Week 9 Personality, Human Behavior in Organizations

Week 10 Human Behavior in Organizations.

Week 11 Self-Justification, Aggression and Prejudice

Week 12 Moral Development and Values.

Week 13 Principle centered learning, living and leading.

Week 14 Team building in your school and community

Week 15 General Discussion

Week 16 Final Examination 8 DEC

*Paper requires approval of instructor. When selecting a topic think of what is of interest to you. What makes you happy, and what will be of real interest to you? There will be more on this - much more!!! The paper must use APA format, be typed, and have a research orientation. Don't panic yet! Paper is due 1 DEC.

VIII. Course Requirements

This is Graduate School and each of you is responsible for all course content. Class attendance is both encouraged and expected. Readings will be assigned each week for the next class. In some case library work will be necessary.

Selected Texts have been placed in the library on reserve to facilitate your research. You must read all of *The Social Animal*. The Owens text will be a good reference as we begin to look at topics which impact upon the school as an organization. Exams will be given on and the papers are due on the assigned dates. Each student is requested to make an individual appointment for a conference during the month of November. Each student must write research paper. The following topic areas are recommended: Aggression, Motivation, Leadership, Social Influence, or a topic of your choice. In any case, prior approval must be obtained by the end of class on 22 Sep. Recording devices are not permitted in class.

Each student must complete a clinical experience. You must attend the Fayetteville International Festival on 25,26or27 September and write a three page summary of what you have observed. This paper is due on the 29SEP. The focus should be: What can we learn from and about each other through observation? Additionally, students will participate in an interview of two people of a differing gender and ethnicity. The focus of this interview will be; What is going on in our schools and what can be done about it? This interview write up is due on the 13th of October. The individuals interviewed must be leaders from business, community, church, school or the military.

IX. Teaching Strategy

This course will be a lecture / discussion format with emphasis placed upon students being actively engaged in the total learning process. Students will be asked divergent questions and encouraged to explore beyond the boundaries of the text and class discussions.

References

American Psychological Association Publication Manual.

Third Edition, APA. Washington, DC. 2004

Aronson E., Wilson T. and Akert R. Social Psychology The Heart and The Mind Harper Collins, New York. 1994.

Frankl, Viktor. Man's Search for Meaning. New York, Simon and Schuster. 1984

Levine D., and Havighurst R., Society and Education Eighth Ed. Allyn and Bacon, Boston, Mass.1992.

Pai Y., Cultural Foundations of Education Merrill, Macmillan Publishing, New York. 1995.