
Independent Study Online Course Syllabus

Course Number: EDUC 917
Course Title: Teaching With Your Strengths

Online Distance Learning

Instructor: Carol Anne McGuire Phone number: (205) 259-6753 Email: fresnomcguire@gmail.com Other Contact Information: (714) 997-8502 (FAX)	Units: 3 Grade Level: Pre-K-14
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Course Description

Welcome to “Teaching With Your Strengths” at Fresno Pacific University! StrengthsFinder is an innovative program from the Gallup Organization that zeros individuals in on their strengths rather than weaknesses. It is a strengths development program designed to give people the opportunity to develop strengths by building on their greatest talents! This course will help develop teacher leaders by exploring what they do well, and then finding ways to apply those talents authentically and productively.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials)

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with login instructions, within one week of registration.

Getting Help:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Required texts and course materials

StrengthsFinder 2.0 by: Tom Rath

**Note: This book must be bought NEW. You must buy this book new in order to be able to complete the online StrengthsFinder assessment, which is a course requirement.

Available on Amazon at: http://www.amazon.com/StrengthsFinder-2-0-Tom-Rath/dp/159562015X/ref=pd_bxgy_b_text_y

Teach with Your Strengths: How Great Teachers Inspire Their Students by: Rosanne Liesveld

*Note: This book can be bought used, as you will be using the code found in StrengthsFinder 2.0

Available on Amazon at: <http://www.amazon.com/Teach-Your-Strengths-Teachers-Students/dp/1595620060>

Draw On Your Strengths by: Carol Anne McGuire

Available on Amazon at: http://www.amazon.com/Draw-Your-Strengths-Carol-McGuire/dp/0997024615/ref=sr_1_1?s=books&ie=UTF8&qid=1453576186&sr=1-1&keywords=draw+on+your+strengths

Other Course Materials/Technology

Laptop, online connection, and/or video chat capabilities (optional)

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Student Learning Objectives (SLOs)

Student will be able to:	Standards Addressed *	CE program SLOs
1. Describe and reflect on the unique, but different, talents of successful teachers.	NETS*T 5: Engage in professional growth and leadership	CE-3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
2. Identify knowledge and skill beneficial to transforming their talents into strengths.	NETS*T 5: Engage in professional growth and leadership	CE-2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
3. Define, describe and integrate how their themes of talent and 5 signature strengths work together.	<p>Proposition 4: Teachers think systematically about their practice and learn from experience</p> <p>NETS*T 5: Engage in professional growth and leadership</p>	<p>CE-1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</p> <p>CE-2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</p>

<p>4. Compare and contrast themes of talent, including those other than their own.</p>	<p>Proposition 4: Teachers think systematically about their practice and learn from experience</p> <p>Proposition 5: Teachers are members of learning communities.</p>	<p>CE-1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</p> <p>CE-2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</p>
<p>5. Identify and demonstrate new ways in which the teacher's talents can help them achieve success in their classroom.</p>	<p>Proposition 4: Teachers think systematically about their practice and learn from experience</p>	<p>CE-1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</p>
<p>6. Reflect the role their talents and strengths play in making them their own best educator and learner.</p>	<p>Proposition 4: Teachers think systematically about their practice and learn from experience</p> <p>NETS*T 5: Engage in professional growth and leadership</p>	<p>CE-3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</p>
<p>7. Identify how one could manage classroom conflicts by utilizing knowledge of their talents and strengths and the talents and strengths of others.</p>	<p>Proposition 5: Teachers are members of learning communities.</p> <p>NETS*T 3: Model digital age work and learning</p> <p>NETS*T 4: Promote and model digital citizenship and responsibility</p>	<p>CE-6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</p>

(* Please refer to the section on Standards Addressed in This Course)

Standards Addressed in This Course:

http://www.nbpts.org/the_standards/the_five_core_propositio - National Teaching Standards, Five Core Propositions

Proposition 4: Teachers think systematically about their practice and learn from experience

Proposition 5: Teachers are members of learning communities.

ISTE Standards:

NETS*T 3: Model digital age work and learning

NETS*T 4: Promote and model digital citizenship and responsibility

NETS*T 5: Engage in professional growth and leadership

Topics, Assignments and Activities

Orientation – Course Goals and Objectives	Orientation Assignment - Introduction (upload) Class Introductions (update profile, forum intro)
Module 1 – Successful Teachers: Connecting Past and Present	Module 1 - Teaching With Your Strengths Ch 1-2 - Trombone Player Wanted – Part 1 - Journal- “Your Best Teacher” - “What I Do Best”
Module 2 – Identifying Strength Vocabulary and Terminology	Module 2 – Read Teaching With Your Strengths Ch 3 - Read StrengthsFinder: Part 1 - Developing a Strengths Vocabulary - Trombone Player- Part 2 - Writing Challenge - Journal- Strength Weakness Cards - Five Clues to Talent - Strength Vocabulary Quiz

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<p>Module 3– Discover Your Strengths</p>	<p>Module 3</p> <ul style="list-style-type: none"> - Read Teaching With Your Strengths - Ch. 3 - StrengthsFinder Online Assessment - Read StrengthsFinder: Part 2 - Forum: Sharing Your Strengths - Forum: Love/Loath - How I Use My Strengths - Reflection paper: Top 5 Themes - Talk About Themes - Verifying My Themes - Reflect on Verifying My Themes- paper - Themes Digital Project - Great Wall of Talent
<p>Module 4 – Using Your Strengths in the Classroom</p>	<p>Module 4</p> <ul style="list-style-type: none"> - Read Teaching With Your Strengths: Chapter 5 - Building Awareness - Movie Moments - Teach With Your Strengths - Lesson Plan - Educator Activity Book - Lesson Plan - Connecting the Themes - Be a Super Hero - Understanding Your Student’s Needs
<p>Module 5 – Practical Application for Difficult Situations, Handling difficult situations by using your strengths, and understanding the strengths of others.</p>	<p>Module 5</p> <ul style="list-style-type: none"> - Barrier Labels - Complementary Partners - 5-5-5-1 Working with students - The Best of Me - The Power, Joy, Beauty and Hope - Best Tips

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Independent Study Policies, Drops, Submit Request for Final Course Grade, and Transcript requests are available on the Center for Professional Development web site at

<http://ce.fresno.edu/cpd>. (Please note that web site login will be required. Login username will **NOT** be the same as your Moodle login.)

Grading Policies and Rubrics for Assignments

- Students must earn a minimum of 80% to received credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
 - o The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - o Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - o All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Rubric: Reflection Paper			
	3 – Superior (90-100%)	2 – Proficient (80-89%)	1 - Partially Proficient (Below 80%)
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are supported.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments.
Structure	Writing is clear, succinct, well organized with excellent sentence/paragraph con-	Writing is mostly clear, concise, well organized with good sentence/paragraph construc-	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. It contains notice-

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	struction, and reflects graduate level expectations in spelling and grammar (no more than 3 errors).	tion, acceptable with very few mistakes in grammar and spelling (no more than 5 errors).	able mistakes in grammar and spelling (more than 5 errors).
Written assignments and papers need to follow APA formatting (1" margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper, and date.)			
Journal Rubric			
	3 - Superior	2 - Proficient	1 - Partially Proficient
Organization	Writing is clear, succinct, and reflects graduate level expectations.	Writing is acceptable with very few mistakes in grammar and spelling.	Journal contains noticeable mistakes in grammar and spelling.
Feelings and Thoughts	Feelings and thoughts are revealed in all of the entries.	Feelings and thoughts are revealed in most entries.	The feelings and thoughts are not revealed.

Digital Project Rubric			
	3 - Superior	2 - Proficient	1 - Partially Proficient
Overall Content	Creativity and original content enhance the purpose of the piece in an innovative way.	Creative elements are included, but don't enhance the content and/or purpose of the piece. Creative elements may distract from the content or purpose.	Creativity is lacking and doesn't enhance the content and/or purpose of the piece. Creative elements may distract from the content or purpose.
Technical- Digital Enhancements or Effects	Digital enhancements are planned and purposeful, adding impact to the storyline or focus.	Any digital enhancements that are used combine smoothly and effectively with the video.	Digital enhancements accompany video/audio, but there is little sign of reinforcement. Some tendency toward randomness with effects.
Copyright	Citations give proper credit. Every photo, graphic or sound file is either original or permission for its use by the owner is documented.	Citations are given, sources of multimedia are identified, but permission to reproduce is missing.	Citations are given, but some multimedia sources are not identified with references, and permission to reproduce is missing.
Online Text Rubric			
	3 - Superior	2 - Proficient	1 - Partially Proficient
Completeness	Addresses all elements of the discussion activity.	Addresses most elements of the discussion activity.	Addresses some elements of the discussion activity.
Quality of Response	Demonstrates an excellent understanding of the question/s through well-reasoned and thoughtful reflections; response is factually correct and substantive.	Demonstrates a good understanding of the question/s through well-reasoned and thoughtful reflections; response is factually correct but lacks full development and a clear connection to the topic.	Demonstrates limited understanding of question/s; response includes basic examples but lacks substantive information and connections to the topic.
Forum Rubric			
	3 - Superior	2 - Proficient	1 - Partially Proficient

Organization	Writing is clear, succinct, and reflects graduate level expectations.	Writing is acceptable with very few mistakes in grammar and spelling.	Journal contains noticeable mistakes in grammar and spelling.
Feelings and Thoughts	Feelings and thoughts are revealed in all of the entries.	Feelings and thoughts are revealed in most entries.	The feelings and thoughts are not revealed.
Comments to Others	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Comments encourage further discussions.	Elaborates on postings with some further comments or observations.	No responses to other posts have been made or posts shallow contributions to discussion (i.e. "I agree" or "Great idea!") without further elaboration; does not enrich or further discussion.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.

Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

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