



INED 4310

## Occupational Human Relations in CTE

Spring 2018

**Professor Name:** Bart Taylor, M. Ed.

**Office Hours:** by appointment

**E-mail address:** btaylor@shsu.edu

**Class Meeting:** Online, and Monday, 6:00pm – 8:50pm

**Office:**

**Telephone:** 979-492-8872

**Room:** Pirkle 210A

### Required Textbooks/Resources

*The follow textbook will be referenced; however you do not have to purchase this book. Supplemental readings and articles will be provided on ecampus.*

Baltus, Rita K., Ph.D., personal psychology for Life and Work, 3rd Ed., McGraw-Hill Book Co., New York, New York.

### Course Description

This course is designed to aid vocational industrial and health occupations instructors in establishing and maintaining effective relationships with students, co-workers, other school personnel, industry, and persons in community. Principles and skills in working with people will be developed through a study of: advantages of the principles of learning, influences of heredity and environment, basic wants and needs, motivational factors, development of positive attitudes, teacher-student relationship, leadership development, and elements of effective communication. A study of techniques of identifying and arriving at probable solutions on human relations will be emphasized. This course includes a study of techniques of identifying and arriving at probable solutions for providing all students equal access to vocational program offerings.

### Course Structure

This course will be delivered as a hybrid course. A majority of the content will be online through the course management system Blackboard with only a few schedule face to face meetings. You will use your SHSU account to login to the course from the Blackboard login page (<http://shsu.blackboard.edu>). In Blackboard, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and instructor-paced activities using Blackboard and additional internet-based technologies. These will include electronic videos, supplemental readings/viewings, eQuizzes, and eExams.

### Student Responsibilities

In addition to turning in discussions, projects, and assignments by the date specified, students enrolled in INED 4310 are expected to:

- (1) Be prepared for all classes. Read all specified readings by the date indicated in the online course module. Complete all tasks by due date – they will close and be no longer available after the due date. Please do not procrastinate. Technology is **NOT** an excuse unless the campus server has an issue that prevents you from submitting your work. You will need to contact the help desk for a ticket number to submit for consideration. Make sure you are on a stable connection when submitting work!

- (2) Attend all classes; you are not allowed to miss any of the scheduled face to face class meetings. Any unexcused absence will result in one drop in letter grade per absence.
- (3) Participate in discussions and activities both in class and on-line. Exhibit professional behavior at all times with instructor, classmates, and guests.
- (4) Cell phones must be turned off when you enter class. Texting, Facebook, Twitter, and other uses of the cell phone are not permitted during class.
- (5) As with all things in education and life – this syllabus is subject to change – therefore, I reserve the right to make changes to the schedule if need be. You will be notified in writing on ecampus if it is necessary to change the syllabus. (Example: A hurricane - and classes need to be cancelled.)

### **Technical Requirements**

You must have access to a personal computer or a computer in which you have administrative rights so that you may install necessary plugins as the need arises (Java, Applet, etc.). See the Technical Requirements website,

<http://online.shsu.edu/campus/support-desk/index.html#system-requirements>, for full recommendations on system and browser requirements.

- Internet connection (DSL, LAN, or cable connection is desirable to provide uploads of 1 mbps and downloads of 2 mbps)
- Preferred web browser: Mozilla Firefox 13+ or higher
- An active SHSU Student Username and Password
- Webcam and headset (headphone/microphone combo) – Using headphones will eliminate the echoing effect of the microphone during live chat or recording videos.

### **Technical Assistance**

The team at SHSU Online provides technical support for Blackboard through a variety of methods.

Website: Technical Support, <http://online.shsu.edu/campus/support-desk>

Phone: 936-294-2780 or toll free 1-877-759-2232

Email: [blackboard@shsu.edu](mailto:blackboard@shsu.edu) or you can chat with a technician while inside your

Blackboard course. Below are some helpful resources if you wish to explore on your own.

- New students should start with the Online Student Orientation  
<http://distance.shsu.edu/current-students/orientation.html>
- A list of other helpful services can be found on the Student Resources page  
<http://distance.shsu.edu/current-students/resources.html>
- Blackboard Learn™ provides a variety of video tutorials at Student Videos  
[https://help.blackboard.com/en-us/Learn/Reference/Blackboard\\_Learn\\_Videos/Student\\_Videos](https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos/Student_Videos)

**Course Objectives:**

Students involved in this course will be expected to achieve the following objectives:

- 1) Practice meaningful human relations in identifying and arriving at offerings.
- 2) Recognize the philosophy that everyone, regardless of personal factors, has worth as a human being.
- 3) Identify personality traits and characteristics that affect human behavior.
- 4) Develop awareness of perception as a controlling influence on behavior.
- 5) Give examples of distorted perceptions some people have of others.
- 6) Describe some of the more common needs and raise some particular questions of why people behave as they do.
- 7) Recognize the importance of organizations in meeting individual and group goals and identify behavior patterns of people within the organization.
- 8) Discuss emotions, their effect upon the body and behavior and the difficulties associated with living with problems.
- 9) Clarify value judgments and interpret influences values have on people's lives.
- 10) Recognize the importance of understanding the nature, origins, and functions of the self-concept and its influence on human behavior.
- 11) Develop a strong self-concept and strive for personality improvement.
- 12) Recognize life situations which represent a threat to adjustment and identify individual differences in adjustment.
- 13) Prepare for dealing effectively with usual life problems and accept the behavior of others who are reacting in their own individual way to threats in life situations.
- 14) Remove barriers to communications which result in misunderstanding, lack of motivation, insecurity, conflict and inability to make effective decisions.
- 15) Recognize differences in beliefs and attitudes among students with special needs and establish effective helping relationships.
- 16) Point out some of the difficulties that might arise in the form of conflicting personalities.
- 17) Identify effective ways to deal with personality conflicts.
- 18) Practice techniques of problem solving.
- 19) Identify leadership qualities and develop strategies and techniques essential to effective leadership roles.
- 20) Practice meaningful human relations through experience where people reach out to others with genuine care and understanding.

**Essential Elements:**

Students shall have opportunities to:

- a) Understand first impressions of others and interpret the judgments, both valid and invalid, that result from making first impressions.
- b) Understand the awareness of perception as a controlling influence on behavior.
- c) Understand the philosophy that everyone, regardless of personal factors, has worth as a human being.
- d) Identify personality traits and characteristics that affect human behavior.
- e) Understand some of the more common needs of why people behave as they do.
- f) Discuss emotions, their effect upon body and behavior, and the difficulties associated with living with problems.
- g) Understand value judgments and interpret influences values have on people's lives.
- h) Understand the role attitudes play in our lives and ways to improve or change undesirable attitudes.

- i) Understand the effects of prejudice on human behavior and identify ways to overcome prejudices and stereotyping of individuals.
- j) Understand sex-stereotyped assumptions, attitudes, and expectation.
- k) Understand cultural differences that exist in our society.
- l) Understand the importance of understanding the nature, origin and functions of the self-concept and its influence on human behavior.
- m) Understand life situations which represent a threat to adjustment and identify individual differences in adjustment.
- n) Understand the importance of stress as a controlling influence in our lives.
- o) Identify effective ways to deal with personality conflicts.
- p) Develop an awareness of the potentialities that lie within people and how to establish relationships that will be effective and rewarding.
- q) Identify characteristics of disadvantaged youth and develop strategies to meet their needs.
- r) Recognize that handicapped people have rights and are entitled to experience a useful, productive life in our society.
- s) Define the purpose of communications, interpret the process and recognize ways that people communicate.
- t) Understand the hazards of giving verbal instructions and how to identify ways to minimize misunderstandings.
- u) Understand the importance of listening and understanding other's opinions as a means of improving communications and human understanding.
- v) Understand the ways individuals use organizations as instruments to achieve personal goals and at the same time contribute services to the organization needed to achieve group goals.
- w) Understand the definition of management and identify approaches to the management process.
- x) Understand behavior patterns that cause undesirable actions.
- y) Identify leadership qualities and how to develop strategies and techniques essential for effective leadership roles.
- z) List individual differences of students.
- aa) List and explain environmental factors affecting human behavior.
- bb) List and explain hereditary factors affecting human behavior.
- cc) List principles of effective leadership.
- dd) Identify the styles of communications.
- ee) Understand equal access process.
- ff) Understand the effective relationship development with special needs students.
- gg) Understand how to earn the confidence and respect of students.
- hh) Understand how to effectively motivate students.
- ii) Demonstrate the ability to communicate effectively with class members.
- jj) Demonstrate a knowledge of how to evaluate a student's background and environment.
- kk) Understand how to work with other teachers and counselors to help students with individual problems.
- ll) Understand the use of student and parent conferences to help meet student needs.

**Required Assignments and Grading:**

Please make an appointment to discuss the results of any assignment, class activity, or course concern in the privacy of my office. I do not give extra bonus points, round up, or give extra credit assignments for this course. *I do not accept late work under any circumstances.* Work not submitted on time will result in a grade of zero for that particular assignment. Technology issues are not an excuse for late work.

Your grade for this course will be determined by your involvement and work products as a result of the following activities:

1. Philosophical Orientation Paper	100 points
2. Module Reflections	50 points
3. Online Assignments & Discussions	250 points
4. Midterm Exam	50 points
5. Second Exam	50 points
<b>Total</b>	<b>500 Points</b>

Final Grade (Based on a total of 700 possible points)

**A= 450 – 500 points**

**D= 300 – 349 points**

**B= 400 – 449 points**

**F= 000 – 299 points**

**C= 350 – 399 points**

Unless otherwise stated, all submitted work is to be on double-spaced typed pages. The pages are to be in Times Roman 12 pt. font in black ink only with 1" margins.

**Rubrics will be posted on eCampus for all assignments****Technical Issues:**

Students are responsible for ensuring that they have and can use the computer technology needed for this course. The instructor is not responsible for technical problems; each student must take care of his/her computer problems through the sources available. If assignments come in past the deadline, the grade will be adjusted accordingly.

**Technical Problems are NOT an excuse for missing assignments. It is your responsibility to get them in by the deadline any way you can. Open access labs are found throughout the campus.**

You must have a high speed internet connection or access to one (at a library, for example) in order to be successful online students. If you are having problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the Help Desk.

## Tentative Calendar – Spring 2017

**Important Note:** Although this is a 3 credit hour course, and is scheduled to meet face to face, this course will primarily be taught online. Attendance in the 3-4 scheduled meetings is mandatory. Students should make sure to schedule sufficient time to complete all out of class assignments.

*\*\* Course syllabus is subject to change at the discretion of the professor\*\**

## TENTATIVE COURSE OUTLINE

Day	Readings	In Class Topic(s)	Assignment(s) Due
<b>Monday Jan 22</b>	Syllabus	Course Introduction & Overview	
<b>Modules and Assignments</b>			
Day	Readings	In Class Topic(s)	Assignment(s) Due
<b>Module 1</b>	As assigned on ecampus	Psychology in our changing world. A. Why study Psychology B. Why look to the future C. Life in a global community D. The world of communications E. Lifelong education F. Threats to our environment G. What about energy H. How are we changing I. Quality of life	Introductory post
<b>Module 2</b>	As assigned on ecampus	Self concept and personality A. Self concept B. Self esteem C. Personality 1. Traits 2. Types D. How did you get to be you 1. Heredity 2. Environment 3. Self-development 4. Sexuality E. Self and personality 1. ID 2. Ego 3. Superego F. Personality change	TBD
<b>Module 3</b>	As assigned on ecampus	Motives and values A. Behavior is complex 1. Cause and effect 2. Conflicts a. Types of conflicts B. Human behavior theories	TBD

		<ol style="list-style-type: none"> <li>1. Psychoanalytic</li> <li>2. Humanistic</li> <li>3. X and X theory</li> </ol> <p>C. Types of motives</p> <ol style="list-style-type: none"> <li>1. Physiological</li> <li>2. Maslow Hierarchy</li> <li>3. Self actualizing</li> </ol> <p>D. Motivating</p> <ol style="list-style-type: none"> <li>1. Others</li> <li>2. Self</li> <li>3. Control or influence</li> </ol> <p>E. Values</p> <ol style="list-style-type: none"> <li>1. Clarifying values</li> <li>2. Kinds of values</li> <li>3. Influences on values</li> </ol>	
<b>Module 4</b>	As assigned on ecampus	<p>Senses and perception</p> <p>A. Level of awareness</p> <p>B. Increasing awareness</p> <p>C. Types of senses</p> <ol style="list-style-type: none"> <li>1. Sight</li> <li>2. Hearing</li> <li>3. Touch</li> <li>4. Taste</li> <li>5. Smell</li> </ol> <p>D. Factors that effect perception</p> <ol style="list-style-type: none"> <li>1. Physical abilities</li> <li>2. Environment</li> <li>3. Past</li> <li>4. Set needs</li> </ol> <p>E. Principles of perception</p> <ol style="list-style-type: none"> <li>1. Constancy</li> <li>2. Figure</li> <li>3. Fatality</li> <li>4. Camouflage</li> <li>5. Closure</li> <li>6. Conditioning</li> <li>7. Illusions</li> </ol> <p>F. Parapsychology</p>	<b>TBD</b>
<b>Module 5</b>	As assigned on ecampus	<p>Emotions</p> <p>A. Development of emotions</p> <p>B. Classification of emotions</p> <p>C. Effects of emotions</p> <p>D. Types of emotions</p> <ol style="list-style-type: none"> <li>1. Fear</li> <li>2. Phobias</li> <li>3. Anger</li> <li>4. Love</li> <li>5. Hate</li> <li>6. Envy</li> <li>7. Jealousy</li> <li>8. Guilt</li> <li>9. Grief</li> </ol>	<b>TBD</b>

		E. Emotions and living	
<b>Module 6</b>	As assigned on ecampus	Attitudes <ul style="list-style-type: none"> <li>A. Influences on attitudes               <ul style="list-style-type: none"> <li>1. Family</li> <li>2. Peers</li> <li>3. Role models</li> <li>4. Experiences</li> <li>5. Culture</li> </ul> </li> <li>B. Attitudes and behavior</li> <li>C. Positive and negative attitudes               <ul style="list-style-type: none"> <li>1. Pessimists or optimists</li> <li>2. Prejudice</li> <li>3. Discrimination</li> </ul> </li> <li>D. Work related attitudes               <ul style="list-style-type: none"> <li>1. Loyalty</li> <li>2. Willingness to work</li> <li>3. Willingness to learn</li> <li>4. Work with others</li> </ul> </li> <li>E. Changing attitudes               <ul style="list-style-type: none"> <li>1. Personality</li> <li>2. Behavior</li> <li>3. Outside influences</li> </ul> </li> <li>F. What is your attitude</li> </ul>	TBD
<b>Module 7</b>	As assigned on ecampus	Thinking and problem solving <ul style="list-style-type: none"> <li>A. The brain               <ul style="list-style-type: none"> <li>1. Brain types</li> <li>2. Development of brain</li> </ul> </li> <li>B. Intelligence               <ul style="list-style-type: none"> <li>1. IQ</li> </ul> </li> <li>C. Learning and memory</li> <li>D. Contributions to memory               <ul style="list-style-type: none"> <li>1. Motivation</li> <li>2. Attention</li> <li>3. Association</li> <li>4. Repetition</li> <li>5. Common sense</li> </ul> </li> <li>E. Creative thinkers               <ul style="list-style-type: none"> <li>1. Questioning</li> <li>2. Self confident</li> <li>3. Flexibility</li> <li>4. Persistence</li> <li>5. Brainstorming</li> <li>6. Quality circles</li> </ul> </li> </ul>	TBD
<b>Module 8</b>	As assigned on ecampus	Stress <ul style="list-style-type: none"> <li>A. Major adjustments in life               <ul style="list-style-type: none"> <li>1. Early experiences</li> <li>2. Adolescence</li> <li>3. Independent living</li> <li>4. Marriage</li> <li>5. Illness</li> </ul> </li> <li>B. Job related               <ul style="list-style-type: none"> <li>1. New employee</li> </ul> </li> </ul>	TBD



		<ul style="list-style-type: none"> <li>2. Working hours</li> <li>3. Job change</li> <li>4. Unemployment</li> <li>5. Retirement</li> <li>C. Death and dying               <ul style="list-style-type: none"> <li>1. Acceptance</li> <li>2. Loss of a loved one</li> </ul> </li> <li>D. Copying mechanisms               <ul style="list-style-type: none"> <li>1. Day dreaming</li> <li>2. Rationalization</li> <li>3. Regression</li> <li>4. Fixation</li> <li>5. Displacement</li> <li>6. Projection</li> <li>7. Repression</li> <li>8. Denial</li> <li>9. Identification</li> <li>10. Compensation</li> </ul> </li> </ul>	
<b>Module 9</b>	As assigned on ecampus	<p>Exceptional persons</p> <ul style="list-style-type: none"> <li>A. Disability/handicap/gifted               <ul style="list-style-type: none"> <li>1. Gifted/talented</li> <li>2. Mental retardation</li> <li>3. Physical disabilities</li> <li>4. Emotional disorders</li> <li>5. Social culturally disadvantages</li> <li>6. Visual</li> <li>7. Speech</li> </ul> </li> <li>B. Families of children</li> <li>C. Education of exceptional persons               <ul style="list-style-type: none"> <li>1. Public law 94-142</li> <li>2. Job opportunities</li> <li>3. Social attitudes</li> <li>4. Quality of life</li> </ul> </li> </ul>	TBD
<b>Module 10</b>	As assigned on ecampus	<p>Leaderships</p> <ul style="list-style-type: none"> <li>A. Influencing the Behavior of Others</li> <li>B. Relation of Values of Leaderships               <ul style="list-style-type: none"> <li>1. Status leaders</li> <li>2. Leaders must serve needs</li> </ul> </li> <li>C. Relation of Values to Followership</li> <li>D. Bringing the Leaders and Followers Together</li> <li>E. Qualities of a Good Leader</li> <li>F. Importance of Leadership</li> <li>G. Finding and Developing Leaders</li> </ul>	TBD
<b>Module 11</b>	As assigned on ecampus	<p>Understanding Our Society</p> <ul style="list-style-type: none"> <li>A. How Society is Organized into Groups and Classes               <ul style="list-style-type: none"> <li>1. Primary group</li> <li>2. Secondary group</li> </ul> </li> <li>B. Neighborhoods</li> <li>C. Classes in America               <ul style="list-style-type: none"> <li>1. Upper class</li> <li>2. Middle class</li> </ul> </li> </ul>	TBD

		3. Working class 4. Lower class D. Sex Stereotyping E. Social Mobility 1. Natural abilities 2. Talents F. How Social Distinctions Affect Attitudes G. Psychological Considerations in a Democracy 1. Conformity 2. Non-conformity H. Youth Delinquency and Discontent 1. Lack of meaningful programs 2. Lack of sufficient job opportunity 3. Lack of significant role in society I. Minority Groups J. Social Attitudes, Government and Politics	
--	--	--	--

**\*\*All dates, topics, and assignments are subject to change with notice from Mr. Taylor\*\***

#### **Statement on Plagiarism**

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

#### **Attendance Policy**

Department attendance policy will be strictly enforced. Attendance is taken each day.

Department of Agricultural Sciences Attendance Policy

1. Regular and punctual attendance is expected of each student in the Department of Agricultural Sciences at Sam Houston State University.
2. Each faculty member will keep a written record of student attendance.
3. If a student misses four or more classes, the student's grade will be reduced by one letter grade. Additional penalties may be assessed at the discretion of the instructor.
4. Three unexcused or unjustified tardiness or early departures are considered as one absence.
5. Excused absences must be documented by the student with a letter of confirmation from the sponsoring student organization, professor or doctor. Exemptions will include participation in departmental activities when prior approval is attained from the Department Chair.
6. No exams or assignments will be given at alternative times unless arrangements are made with the professor/instructor before the scheduled activity occurs.

#### **Social media policy**

When students choose to join or engage with social networking groups, they do so as future educators and as such assume the responsibility for monitoring content and addressing inappropriate behavior or activity on these

networks. This includes acting to protect the safety of minors online, peers, and district personnel. Any concerns should be immediately brought to the attention of any faculty member at SHSU.

### **Code of Conduct**

As a member of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of Sam Houston State University live by principles that require all members to be conscientious, respectful, and honest. Students should also understand that honest conduct reaches far beyond just academic honesty. You will find that your overall success in distance education courses can come from building a strong rapport with your classmates and instructor. This starts with demonstrating netiquette (online etiquette) by respecting others' opinions, perspectives, and values through all the course communication.

### **Required Policies at SHSU**

The following are mandatory policies and procedures practiced by Sam Houston State University and can also be found at <http://www.shsu.edu/syllabus>

### **Academic Dishonesty**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Treat the online assessment as you would a face to face exam. You may only use resources that your instructor specifically says are allowable. If there are none listed, then that means you must study and only use your own knowledge gained. Specifically, this means no use of text material, web search, cell phone, assistance from a friend, etc. If, upon review of the video and audio, and a student is caught engaging in an academic dishonest activity they will be given a zero (0) on the eQuiz/eExam/assignment of the associated activity and subject to dismissal and/or F in the course and subject to disciplinary actions from the University.

Accusations of academic dishonesty, proceedings, and subsequent disciplinary actions are addressed in The Texas State University System, Board of Regents policy on Academic Honesty, Chapter VI, Subsection 5.3, "Academic Honesty" and in the University's Academic Policy Statement 810213.

### **Student Absences on Religious Holy Days Policy**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examination, for the observance of a religious holy day, including travel for the purpose. Section 51.911(a)(2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University Policy 861001 provide the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe a religious holy day shall present to each instructor involved a written statement concerning the religious holy day. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. This policy is fully addressed in Academic Policy Statement 861001.

### **Students with Disabilities Policy**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that

might affect their academic performance are expected to visit with the Services for Students with Disabilities office located in the Lee Drain North Annex and can be contacted by phone at 936-294-3412 (Voice), 936-294-3786 (TDD), or via email at [disability@shsu.edu](mailto:disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. This policy is fully addressed in Academic Policy Statement 811006.