

EDCI 521 *Self Care and Renewal of Teachers*
Eastern Mennonite University
Friday 6-9 PM and Saturday 8:30 AM to 3:30 PM
January 28/29, February 25/26, March 18/19, April 15/16, May 6/7, 2011

Credit Hours: Three (3)

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Course Description:

This course is designed to enhance self-awareness, care of self, and positive involvement with others as a basis for effective teaching. The 13 Components of Emotional Intelligence serve as a significant frame of reference for achieving this goal.

The course includes reading and reflection on personal development, writing about your life journey, using an inventory to discover personality types, using an inventory to deal constructively with conflict, practicing spiritual disciplines, writing a reflection paper, and developing a personal growth plan. The course provides time and space for students to focus on their formational journey as they examine the narrative of their life experience. Spiritual disciplines will be based on a variety of biblical material or other sacred texts. Students from non-Jewish or non-Christian traditions are welcome to work with texts and writings from their own faith traditions.

EMU Conceptual Framework

The EMU Teacher Education Program has chosen the theme “*Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

- **Scholarship (S):** to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.
- **Inquiry (I):** to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.
- **Professional Knowledge (PK):** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to

learning, setting high expectations and implementing appropriate instructional and assessment practices.

- **Communication (C):** to develop communication strategies (verbal, nonverbal, technological) which support collaboration and resourcefulness to empower self and others.
- **Caring (Ca):** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.
- **Leadership (L):** to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes

1. Students will reflect on their experience of being formed within community, noticing experiences in childhood, adolescence, and adulthood, identifying stories of positive significance as well as those of struggle or pain. (I, PK, C)
2. Students will share their story and emerging insights into their life with their classmates and in this way experience support and discernment. (I, C, Ca)
3. Students will listen receptively to the life stories of classmates and will grow in their experience of serving as a “mirror” for each other. They will become aware of their listening skills and of their ability to pose meaningful questions, offer feedback, affirm strengths, and encourage attention in areas where growth is needed. (I, C, Ca)
4. Students will become more aware of their personality characteristics, preferences, and gifts and consider the significance for their vocation as educators and for their future. (S, I, PK, L)
5. Students will have personal time for reflection and meditation as they examine formative experiences in their life journey. This will include the practice of daily spiritual disciplines tailored to the students’ respective faith traditions. (I, C, PK)
6. Students will identify primary areas of personal growth for the development of their vocation and discover ways of pursuing that growth during the coming years. (S, PK, L)

Course Format

The class will meet on five Friday evenings and Saturday mornings and afternoons beginning January 28 and ending May 7, 2011. Sessions will include lecture, story-telling, class discussion, and group interaction, and videos.

In preparing for the monthly class sessions, students will do weekly assignments which will include the practice of spiritual disciplines and writing one’s own story, giving attention to stages of personal development. The effectiveness of the course will depend greatly upon students’ readings and reflections and on sharing their life with other students.

Course Requirements

1. Attendance: Students are to attend all classes except for unusual and emergency circumstances. In case of absence, the student is responsible for the material presented in class and to do additional assignments as agreed upon with the teacher. Students should not be absent from class without having notified the teacher prior to class.

2. Writing your life journey in stages of personal development. Each paper is to be approximately six to eight pages in length (double space, 12 point) and submitted to the teacher at the conclusion of each Saturday class or sent as a WORD document before the class session.

3. Participating in group sharing. Sharing your own story and listening nonjudgementally to the stories of others is essential. These narratives may include content that is confidential and must be treated as such. If you have any question about what or what not to share from your own life experience, please see your teacher.

4. Filling out the Myers Briggs Type Indicator and Gifts Inventory. Copies will be distributed at a designated class session to be completed and returned by the next session.

5. Practicing spiritual disciplines. Attention will be given to spiritual practices. You are expected to devote approximately 15 minutes four days each week for meditation and reflection and to submit a *Spiritual Journey Report* at the beginning of each Friday session. You may submit this as a hard copy or send as a WORD document.

6. Writing a final reflection paper, 10 to 12 pages, double spaced (Due May 14, 2011). This may be submitted as hard copy or sent as a WORD document. Draw from the following:

- a. Life Journey. Relate significant events in your life story. Include the communities in which you have lived and how they have contributed to the formation of the person you are today. Be in dialogue with your readings, and identify how they have enriched your awareness and understanding of yourself and of your development.
- b. Personality Profile. Reflect on how the basic features of your *Myers Briggs Type Indicator* have influenced your
 1. relationship with others
 2. approach as an educator
 4. religious experience
 5. social interactions.
- c. Gifts. Reflect on results of the *Spiritual Gifts Inventory* and indicate how your gifts help inform your sense of who you are and your work as an educator.
- d. Growth Goals. Drawing on the *13 Components of Emotional Intelligence* and *Myers Briggs Type Indicator* profile, identify key formational and educational goals you plan to work on during the next five years.

7. Required Reading

- Goleman, Daniel. *Emotional intelligence : Why it can matter more than IQ*, Bantam, 2006 (as assigned)
- Thompson, Marjorie I. *Soul feast: An invitation to the Christian spiritual life*, Westminster John Knox Press, 2005

7. Collateral Reading (Due last day of class, May 7, 2011). To get an “A” for the course, a minimum of 350 pages of collateral reading is necessary. Reading report will include date, title of book or article, and number of pages. Grading scale for collateral reading is as follows:

A 400 pages A- 350 pages B+ 300 pages B 250 pages

Collateral reading options (Students are encouraged to add to the list at discretion of teacher)

- Augsburg, David. *Dissident discipleship: a spirituality of self-surrender, love of God, and love of neighbor*. Brazos Press.
- Bondi, Roberta. *Memories of God: Theological reflections on a life*, Abingdon Press
- Casey, Michael. *Sacred Reading: The art of Lectio Divina*, Liguori/Triumph
- Cloud, Henry and John Townsend. *How people grow: What the Bible reveals about personal growth*. Zondervan.
- Dawn, Marva J. *Keeping the Sabbath Holy*, Eerdmans.*
- Dawn, Marva J. *Unfettered hope*, Westminster.*
- Erikson, Erik H. *The life cycle completed: A review*. Norton
- Hollinger, Dennis P. *Head, heart and hands*, InterVarsity Press
- Kalas, J. Ellsworth. *If experience is such a good teacher, why do I keep repeating the course?* Dimensions.*
- Keating, Charles J. *Who we are is how we pray*, Twenty-Third Publications
- Kushner, Harold S. *How good do we have to be? A new understanding of guilt and forgiveness*. Little, Brown and Company.*
- Long, Thomas G. *Testimony: Talking ourselves into being a Christian*. Jossey-Bass.*
- Moore, James. *Noah built his ark in the sunshine*. Dimensions.*
- Norris, Kathleen. *Quotidian mysteries: Laundry, liturgy, and “women’s work,”* Paulist Press,
- Nouwen, Henri J.M. *The wounded healer*, Image Books
- Nouwen, Henri J.M. *Lifesigns: Intimacy, fecundity*, Image Books
- Palmer, Parker, J. *To know as we are known: Education as a spiritual journey*, Harper
- St. Teresa of Avila. *The interior castle*, Riverhead Books
- Snyder, Lee. *At Powerline and Diamond Hill, unexpected intersections of life and work*, DreamSeeker Books
- Willard, Dallas. *Renovation of the heart: putting on the character of Chris*. Navpres.

*Parish Resource Center

Evaluation

- 25% Attending and participating in class, completing assignments on time.
- 25% Reading
- 20% Spiritual exercises and monthly Journey Reports
- 30% Reflection paper

Academic Honesty

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed with the M.Ed. director and provost’s office.

Special Accommodations Statement

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Use of Graduate Level Writing standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references.

Candidates citing reference in Power Point references are also expected to use APA style.

Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Appendix A: Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	<i>A excellent</i>	<i>B competent</i>	<i>C below expectations</i>	<u>Comments</u>
Content (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions	
Conventions (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation	
Style (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read	
The weighting of each of the four areas is dependent on the specific written assignment and the teacher's preference.				<u>Grade</u>