



# DOMINICAN UNIVERSITY of CALIFORNIA

## Teaching Life's Essentials – Inspiration

**EDUO 9761 1 Graduate-level Credit/Unit**

**Instructor – Kathy Vining**

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## Syllabus

### Course Overview

Welcome to **EDUO 9761 – Teaching Life's Essentials - Inspiration**. This class was created as part of a seven course series entitled **Teaching Life's Essentials**. The other courses in the series are:

- **EDUO 9756 Happiness**
- **EDUO 9757 Compassion**
- **EDUO 9758 Curiosity**
- **EDUO 9759 Resilience**
- **EDUO 9760 Growth Mindset**
- **EDUO 9762 Tolerance**

Isn't it true that great teachers are born not made? We say "not at all". With the guidance of the courses in this series, you can take your teaching to a new level; one that brings the highest degree of satisfaction to yourself and your students. Great teachers are remembered not for the knowledge they impart but for the way they encourage and lift their students' achievement, not just in a subject, but in the important skills of living a fulfilling life. These skills of happiness, of inspiration, compassion, curiosity and resilience are essential for both the learner and the teacher. This course will bring research to inform along with techniques and activities to imbue your delivery of required curriculum with the essence of greatness-both yours and your students'.

The inspiring educator strives to reach all students; the purpose of this course is to help teachers who aspire to inspire to realize that goal.

## Course Objectives

In this course participants will have an opportunity to:

- Read and study inspirational resources.
- Plan to help students in need.
- Plan to recognize all students.
- Determine his/her strengths and best to use them.
- Communicate with other teachers about being an inspirational teacher.

## Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards  
TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT  
LEARNING.

- a) Teachers Call on Multiple Methods to Meet Their Instructional Goals
- b) Teachers Value Student Engagement
- c) Teachers Engage Students in the Learning Process

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

- a) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

## How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

**Submit completed work to the corresponding Module Dropboxes in Moodle**

## Course Module

<b>Module 1: Understanding and Teaching Inspiration</b>		<b>15 hours</b>
<b>Objectives</b>	<b>Participants will:</b> <ol style="list-style-type: none"> <li>1. Read and study inspirational resources.</li> <li>2. Plan to identify and help students in need.</li> <li>3. Determine his/her strengths and best to use them.</li> <li>4. Communicate with other teachers about being an inspirational teacher.</li> </ol>	
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1. State why you became a teacher. Post this response on the Forum.</li> </ol>	
<b>Material</b>	<a href="#">The Heart of a Teacher</a>	
<b>Assignment</b>	<b>View with concentration the video above and then respond to assignment 2.</b> <ol style="list-style-type: none"> <li>2. Tell about a teacher that you will never forget. Post this response on the Forum</li> </ol>	
<b>Material</b>	<a href="#">Story of an Inspirational Teacher</a>	
<b>Assignment</b>	<p>See if you can view the video above without crying.</p> <p>Think back to your time as a student and recall a “<i>Teddy</i>” who attended your school</p> <ol style="list-style-type: none"> <li>3. Describe (without identifying by name) the “<i>Teddy</i>” you recall</li> <li>4. Do you know if your <i>Teddy</i> received any help from a teacher? Explain.</li> <li>5. Do you know what happened to your “<i>Teddy</i>”?</li> </ol>	
<b>Material</b>	<a href="https://www.youtube.com/watch?v=xVlKtl7yd_s">https://www.youtube.com/watch?v=xVlKtl7yd_s</a>	
<b>Assignment</b>	<p>Search your school for a <i>Teddy</i>. Get help if it is needed from other teachers, counselors, administrators or others.</p> <ol style="list-style-type: none"> <li>6. Describe (again without naming) your school’s “<i>Teddy</i>”.</li> </ol> <p>View the video above</p> <ol style="list-style-type: none"> <li>7. Outline a collaborative plan for your school to help “<i>Teddy</i>” reach home plate.</li> </ol>	
<b>Materials</b>	<a href="#">Teach to Your Strengths</a> <a href="#">Inspirational Videos</a>	
<b>Assignment</b>	<p>Access the website above and read the article.</p> <p>Click on the video above. Watch two videos of your choice.</p>	

	<p>Using information from the above article and videos, respond to assignment 8.</p> <p>8. Consider your own strengths and then write out how you are going to use them to inspire your students.</p>
<b>Material</b>	<a href="#">Teachers Change Lives</a>
<b>Assignment</b>	<b>Now we are going to go beyond just your strengths, but first, view the video above.</b>
<b>Material</b>	<a href="https://www.youtube.com/watch?v=rCAwXb9n7EY">https://www.youtube.com/watch?v=rCAwXb9n7EY</a>
<b>Assignment</b>	To reach <u>every</u> student (punk and star) you may have to go beyond what you consider to be your forte to create plans. If you are thinking that you may not have that in you (or even if you're not thinking that) view the video above.
	<p>Now develop a plan to embark on immediately that will encompass all of your skills (strengths and (still to be developed) gifts) to help you reach every student. Remember that even if you falter, just because you finished this race, you will have reached more "Teddys" and others than if you didn't develop the plan.</p> <p><b>9. Write your plan</b></p>
<b>Materials</b>	<a href="#">Be a Mister Jensen</a>
<b>Assignment</b>	<p>Teachers make a tremendous impact in the lives of students by encouraging them, supporting them, and inspiring them. Watch the inspirational video above and then complete assignment 10.</p> <p>Because you have worked hard in implementing your plan in assignment 9, you have reached many students. Just as you are to retire, you receive a letter from one such student telling you how much you have helped him/her and that you will never be forgotten. This letter will be assignment 10.</p> <p>Keep a copy and put it in your desk so you will see it every day and let me know when it comes true.</p>
<b>Materials</b>	<a href="#">A Letter to A Teacher</a>
<b>Assignments</b>	<p>For the conclusion of this class, view the video above and then respond to assignment 11.</p> <p>Having attained statewide a well-deserved reputation as an inspiring teacher, your state teachers' association has asked you to compose a letter to be given to all beginning teachers this coming year. The letter is urging them to reach all students and inspire</p>

	<p>them. If you think that you cannot write like Abe – remember – even if you pulled a muscle – you finish the race!</p> <p>11. Your letter to beginning teachers</p> <p>12. On the Forum, write a reflection about your own reaction to this course.</p> <p>13. On the Forum, post a comment (by clicking ‘reply’) addressing at least one post created by your classmates.</p> <p style="text-align: center;"><b>Submit completed work to the corresponding Module Dropbox and Forum in Moodle</b></p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

**Course Assessment Rubric:**

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work <b>C or below</b>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated.  The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated.  The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.

Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.
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