Fall 9-1-2007

C&I 407E.02: Ethics and Policy Issues

Jean A. Luckowski
University of Montana - Missoula, jean.luckowski@mso.umt.edu

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Let us know how access to this document benefits you.

Recommended Citation
https://scholarworks.umt.edu/syllabi/11011

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Instructor
Jean Luckowski, 243-5054, Jean.Luckowski@mso.umt.edu
Office: ED 303, Hours: Monday 2-4 PM, Tuesday/Thursday 9:30-11:00 AM, and by arrangement

Course Purpose
This applied ethics course helps pre-service teachers prepare to act in a professionally appropriate manner in a school setting. We will study American public schooling and the ethical behavior of teachers within historical, political, and sociological contexts. Major policy topics include governance, finance, equity, and law.

Required Readings, in the UC Bookstore
- Course Pack

Course Objectives
Upon completion of the course, if you have been an active participant, you should be able to:

- Demonstrate a commitment to the obligations of the teaching profession;
- State the ethical responsibilities and apply the ethical standards of practice of the teaching profession;
- Demonstrate entry-level knowledge of the governance, financing, and legal principles of American education;
- Explain the fundamental operation and purpose of American education within its political and historical frameworks; and
- Show entry-level knowledge of the issues of class, race, gender, and culture as they relate to equality of educational opportunity.

Instructional Notes
Lecture, case study, and discussion are the primary means of instruction used in this class. The success of our work, particularly our discussion, depends on your reading assigned materials in reparation for class. I try to be aware of the special needs of individuals as well as the needs of the group. Let me know of any accommodation you may require.

Graduate Students
The Graduate School assumes that graduate students are taking this course for graduate credit. Please see me to discuss the graduate project required for graduate credit. If you do not want graduate credit, see Ann Guiditta in the Graduate School immediately to make the necessary changes in your registration.
**Course Requirements**

- **Attendance.** Twenty points possible. I keep track of who is on time and fully engaged in class.

- **Participation Log.** Twenty points possible. Groups will maintain a group discussion log composed of topics, ideas, questions, problems, areas of agreement/disagreement, and conclusions identified during the semester and submitted at the end of the term. This is an experiment so feel free to make suggestions as we go along.

- **Two tests.** The tests are intended to evaluate understanding of major concepts presented and discussed in class. I expect careful reading of assignments but the two tests will focus on what we do in class. The format will include multiple choice, identification of key concepts, true/false correct the false statement, and short answer. Each test will count a maximum of 50 points. The first test is scheduled for **October 5.** The second test is not comprehensive but is scheduled during final exam week:
  
  **Section 1: December 13, 8:00 AM**
  **Section 2: December 10, 8:00 AM**

- **Case Analysis.** I will provide a detailed outline of how to complete this assignment which will count a maximum of 60 points. The case analysis is due, by 5:00 PM, according to the following schedule:

  **November 14, Section 2**
  **November 19, Section 1**

  I accept late papers but with one letter grade deducted for each day late.

---

**Grading**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation log</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two tests</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case analysis</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>200 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Course Schedule**

August 27 – August 31: purposes and history of American education


September 3: Labor Day holiday, no class

September 5 –September 24: politics, governance, and finance


September 26 – October 3: demographics and sociological issues


October 5: Test 1

October 8 – November 9: professional ethics. October 18: MEA/MFT conference, no class.


November 12: Veteran’s Day holiday, no class

November 14: Case analysis, Section 2 due

November 19: Case analysis, Section 1 due

November 14 – December 7: legal issues

Essex. Pocket Guide. (see Legal Issues Overview handout)

November 21 and 23: Thanksgiving Holiday, no class

December 10: Section 2 test, 8:00 – 10:00 AM

December 13: Section 1 test, 8:00 – 10:00 AM