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C&I 407E.03: Ethics and Policy Issues

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C&I 407 Ethics and Policy Issues

Section 3: T/R 1-2:30

Fall 2008

Knowledge is generated for the purpose of maintaining the relationships that strengthen and protect the health and well-being of individuals and of the collective in the cosmic universe ~ Sikapinaki

Instructor

Lisa Blank, 243-5304, lisa.blank@umontana.edu

Office: ED 307, Hours: As posted or by appt.

Course Purpose

This course is intended to help you prepare for the ethical and legal responsibilities of teaching. We will study American public schooling and the ethical behavior of teachers within historical, political, and legal frameworks. Major policy topics include purpose of schooling, local vs. centralized governance, financing of public education, and equality of educational opportunity.

Required Readings

- Assigned readings available on Blackboard.
- Essex, Nathan L. A Teacher's Pocket Guide to School Law. Boston: Pearson Education Inc., 2006.
- Bastien, B. (2004). Blackfoot ways of knowing. Calgary: University of Calgary Press.

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;
- Have a command of the basic skills of ethical reasoning and familiarity with the most important ethical concepts that apply in a school setting;
- 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 the quality of your preparation for each class. With this in mind, I expect everyone to be on-time to class, participate appropriately in discussion and activities, and read assigned material in preparation for each 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

Please see me after the first class session to discuss the graduate project required for graduate credit.

Course Requirements

- **Attendance.** This is a course in which all students are expected to be active participants. Your attendance and participation are highly valued. I will take roll each class session and give one point for each full class attended. Your participation will involve discussion, reading the assigned materials, and developing short presentations assigned either to individual students or small groups.
- **Synthesis Groups.** During the semester, you will be asked to join with two other students, different each time, in focused discussion of the assigned readings and questions I ask. At the end of each day's discussion, your group will submit a written synthesis. Group synthesis responses should list the members' names and date and include ideas, questions, problems, areas of agreement/disagreement, conclusions, and answers to questions raised.
- **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 tests will focus on what we do in class.
- **Case Analysis.** This assignment asks you to analyze an ethical case study. I will provide a detailed guide for completion of this assignment.
- **Identity, Diversity, and Social Justice Exploration:** This assignment has several parts: 1) Culture Chest; 2) Multicultural Map; 3) Written Narrative; 4) Taking Action to Address Personal and Social Change. The assignment is designed to help us begin to understand each other's important social and cultural identities and to generate a dialogue among ourselves about the meanings of our cultural and social identities. A detailed assignment outline will be provided in class.

Grading Policy

<u>Assignment</u>	<u>Value</u>
Attendance	10 %
Synthesis Groups	15 %
Case Analysis	15 %
Identity, Diversity, & Social Justice	20 %
Two Tests	40 %

A	95-100
A-	92-94
B+	90-91
B	87-89
B-	84-86
C+	81-83
C	78-80
C-	76-77
D	68-75
F	Below 68

Course Schedule

August 25 – September 18: purposes, history, politics, local and state governance

September 1: Labor Day holiday, no class

Armstrong, David G., Kenneth T. Henson and Tom V. Savage. "Historical Influences." In Teaching Today: An Introduction to Education. Upper Saddle River, New Jersey: Pearson, 2005.

Essex, Nathan L. Excerpt from A Teacher's Pocket Guide to School Law. Boston: Pearson Education Inc., 2006, 1-12.

Webb, L. Dean, Arlene Metha and K. Forbis Jordan. "Governance and Financing of Elementary and Secondary Schools." In Foundations of American Education. Upper Saddle River, New Jersey: Pearson, 2007.

September 23: Test 1

September 25 – October 23: federal governance; finance; demographics & sociological issues

Replacement Spring readings: TBA

Webb, L. Dean, Arlene Metha and K. Forbis Jordan. "Governance and Financing of Elementary and Secondary Schools." In Foundations of American Education. Upper Saddle River, New Jersey: Pearson, 2007.

Bastien, B. (2004). Blackfoot ways of knowing. Calgary: University of Calgary Press.

October 23: Identity, Diversity, and Social Justice Exploration due

October 28 – November 13: professional ethics.

October 17: MEA/MFT conference in Missoula, no class

November 4: Election Day, no class

November 11: Veterans Holiday, no class

Keller, Bess. "Schools Seek to Channel Parent Involvement." Education Week, April 2, 2008, http://www.edweek.org/ew/articles/2008/04/02/31parents_ep.h27.html(accessed April 10, 2008).

Luckowski, Jean. Unpublished "Case Studies on Professional Ethics." Missoula: University of Montana, 2008.

Strike, Kenneth A. and Jonas F. Soltis. "What This Book is About." In The Ethics of Teaching 4th ed., 1-17. New York: Teachers College Press, 2004.

May, William F. "Professional Virtue and Self-regulation." In Ethical Issues in Professional Life. ed. Joan C. Callahan. New York: Oxford University Press, 1988.

Luckowski, Jean A. "A Virtue-Centered Approach to Ethics Education." Journal of Teacher Education 48 (September-October 1997): 264-270.

Montana Certification Standards and Practices Advisory Council. "Professional Educators of Montana Code of Ethics." Helena, 1995.

National Education Association. "Code of Ethics of the Education Profession." In The Ethics of Teaching, 4th ed. Kenneth A. Strike and Jonas F. Soltis. New York: Teachers College Press, 1998.

November 17: Case analysis due

November 18 – December 4: legal issues

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

November 26-28: Thanksgiving Holiday, no classes

December 11: Test 2, 3:20-5:20 PM.