

9-2002

## C&I 407E.01: Ethics and Policy Issues

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**C&I 407E - Ethics and Policy Issues, Section 1**

Fall 2002

Professor: Audrey Peterson

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Office hours: M 4 PM; W 9 AM and 4 PM; R 2 PM; F 9 AM; also by appointment

Course Purpose:

This applied ethics course helps pre-service teachers prepare to act in an ethically and professionally appropriate manner in a school setting. We will consider the role-related responsibilities of teachers in the context of the purposes of schooling, the governance of education, and current policy and professional issues. These issues include the relationship between race, class, and gender and educational achievement, equity, law, and rights and responsibilities of teachers and students.

As an Upper Division Writing Expectation course for pre-service teachers, this course also emphasizes the professional importance of writing clearly and accurately. It is assumed that you have passed the Upper Division Writing Proficiency Assessment prior to enrolling. If you haven't, you must do so this semester as part of the requirements for this course.

Required Readings:

Spring, J. (2002). *American Education* (10th ed.). New York: McGraw-Hill Inc.

Colton, L. (2000). *Counting Coup: A True Story of Basketball and Honor on the Little Big Horn*. New York: Warner Books, Inc.

Materials on reserve as specified

Course Objectives:

As a result of this course, you will have:

- Considered the role-related responsibilities of the teaching profession and applied ethical standards of practice in the context of:
  - the operation and purposes of American education within its political and historical frameworks;
  - the governance, financing, and legal principles of American education;
  - selected education policy issues affecting practice;
  - the issues of class, race, gender, and culture in the public school classroom, with particular attention to American Indian issues; and
- Demonstrated a considered personal commitment to the obligations of the teaching profession.

Instructional Notes:

Case study, group discussion, video tape and lecture 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 prompt to class, participate appropriately in discussion and activities, and read assigned material in preparation for each class. Please feel welcome to discuss with me early drafts of assignments; also, please let me know of any special accommodations you may require.

Graduate Students:

The Graduate School assumes that you are taking C&I 407 for graduate credit. Please see me by the end of the second week to discuss the required graduate project. If you don't want graduate credit for this course, contact the Graduate School immediately to make the necessary changes in your registration.

Course Requirements and Evaluation Criteria:

1. **Attendance.** I value your full participation in class. I take roll each class session and you earn one point for each full class session attended. Attendance will count 27 points.
2. **Two exams.** The exams are intended to evaluate your understanding of major concepts presented in class. The format may include multiple choice, identification of terms, true/false correct the false statement, and short essay. The first exam is tentatively scheduled for **March 14**. The second exam is scheduled during final week on **Monday, May 13, 1:10 – 3:10**. Each exam will count a maximum of 40 points.
3. **Systematic Ethical Analysis.** In this two-part assignment you select and analyze a case study involving a teacher's actions. A worksheet will be provided for completion of this assignment; however, Part 1 will include your conceptualization of the issue, the moral agents, the stakeholders and the context for the ethical question(s) this teacher faces; and Part 2 will provide your analysis of the teacher's actions based on professional expectations and moral permissibility, and a statement of your own guiding principles or virtues related to future professional ethical decision-making.

Part 1 is **due in class Oct 21** and must be completed thoroughly enough to move on to Part 2. Criteria for evaluation include ability to Part 2 is **due November 6**. Criteria for evaluation are evidence of ability to identify and explain the elements requested, coherence of ethical reasoning, and clear, accurate writing.

4. **Policy Issue: Cultural Aspects of Teaching and Learning:** This assignment is based on the book *Counting Coup: A True Story of Basketball and Honor on the Little Big Horn*, which you should have read by mid-November. You will write a brief analysis (three pages maximum) based on the article on reserve, "Diversity Within Unity." The report will incorporate your response to the book, based on the issues of diversity and unity described in the article, and will include your assessment of the role-related responsibilities of teachers toward those issues for Native American students. Criteria for evaluation are ability to define, explain, and apply the principles discussed, to interpret those in the context of Native American culture as portrayed in the book, and to write clearly and accurately. A more detailed assignment and assessment sheet will be provided; this assignment is due **December 2** and will count a maximum of 40 points.

Summary of course requirements:

Attendance	27 points
Two exams	80 points
Book analysis	40 points
Case analysis -two parts	<u>80 points</u>
	227 points total

Grading Scale:

A = 204 - 227 points

B = 182 - 203 "

C = 159 - 181 "

D = 136 - 158 "

Graduate Student Grading Scale\*

A = 240 - 267

B = 214 - 239

C = 187 - 213

D = 160 - 186

\* Graduate students will do an additional 40-point project, moving the total possible points to 267.

Sequence of Topics, Reading Assignments and Evaluation:

Section 1: Topics: Purposes of education, governance, finance, and related policy issues

Readings: Spring, Chapters 1, 8, 9, and pp. 287-289

Topics: Professional ethics: application of principles and codes of ethics to case studies

Readings: Spring, Chapters 2 & 3; reserve readings in applied ethics

Evaluation: Exam 1 and Case Analysis, parts 1 and 2

Section 2: Topics: Students and families

Readings: Spring, Chapters 4,5,6,7; Colton, *Counting Coup*

Topics: Legal principles and issues

Reading: Spring, Chapter 11

Evaluation: Exam 2 and Book Analysis