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

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C&I 407 Ethics and Policy Issues

Section 2: MW 11:10-12:30 pm

Section 3: TTh 12:40-2:00 pm

Autumn 2002

Professor Jean Luckowski

Office: Ed 303 (243-5054) -- jal@selway.umt.edu

Office hours: MWF 8:00-9:00 am; TTh 2:00-4:00 pm; and by arrangement

Course Purpose:

This applied ethics course for pre-service teachers helps you prepare to act in an ethically appropriate manner in a school setting. We will also study American public schooling within its historical, political, and sociological contexts. Major policy issues include governance, equity, law, and purposes of public schooling. This course satisfies general education requirements of an upper-division ethics course and writing course.

Required Readings:

In the bookstore:

1) C&I 407E FacPac

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

Course Objectives:

Following this course, you should be able to:

- Demonstrate a strengthened commitment to the obligations of the teaching profession;
- Understand the ethical responsibilities and apply the ethical standards of practice of the teaching profession;
- Demonstrate awareness of the governance, financing, and legal principles of American education;
- Identify the operation and purpose of American education within its political and historical frameworks;
- Analyze and interpret selected education policy as it affects practice; and
- Show understanding of the issues of class, race, gender, and culture in the public school classroom.

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 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. I try to be aware of the special needs of individuals as well as the needs of the group. If you require some accommodation, I encourage you to discuss that with me.

Graduate Students: see me about completing graduate increment for this course.

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. Total maximum points: 27.
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 a take-home exam. Section 2 due date: September 30. Section 3 due date: September 26. The second exam is scheduled during final exam week, as follows: Section 2: Tuesday December 17, 8:00 am; Section 3: Wednesday, December 18, 10:00 am. Each exam will count a maximum of 40 points.

Written assignments:

C&I 407 is an upper-division writing course. In keeping with general education requirements, you will complete three formal writing assignments during the semester and you will have an opportunity to revise the first of those assignments. Please double-space each assignment and use a 12-point font and letter-quality printer. Use your student ID number rather than your name. A cover page is not necessary. Assignments are due by 5:00 p.m., but I accept late assignments with one letter grade deducted for each day late. I determine grades by my judgment of each assignment against the criteria indicated for each assignment. Excellent work earns a point value between 90-100%; good work, 80-89%; and acceptable work, 70-79%. I return for revision writing assignments judged less than acceptable.

3. **Culture Interview Report.** For this assignment, first read carefully the article in the FacPac, "Diversity Within Unity: Essential Principles For Teaching and Learning in a Multicultural Society." Note questions about diversity and unity that come to mind as you read the article. From these, organize a list of respectful but interesting questions about culture and use them to conduct an interview with one person (must be 18 years or older) who is of a different race, ethnicity, social class, religion, nationality, region, or political perspective than you.

Analyze your interview responses and write a summary report. Begin by introducing your interviewee, using a pseudonym. Be sure to indicate the cultural similarities and differences between you and your interviewee. Comment on any differences between what you expected and what you heard. Connect your interview with at least two of the "essential principles" outlined in the Banks article and conclude by explaining how what you learned in your interview will affect your own future teaching.

Limit your report to four pages and attach as an appendix the list of questions you asked in the interview. Keep in mind that the selection of interviewee and the questions asked can make a difference in the quality of the report you write. Criteria for evaluation are evidence of understanding the dimensions of culture, thoughtful analysis following the outline set out above, and clear writing within the four-page limit. The report will count a maximum of 40 points. You may revise and resubmit this assignment, or keep the initial grade. Section 2 due date: October 16. Section 3 due date: October 15.

4. **Case Analysis.** In this two-part assignment you will analyze one of the ethical case studies in the FacPac that we do not discuss in class. You will complete the case analysis in two parts, following an outline that I will provide.

Part 1 will include a statement of the ethical question(s) this teacher faces; your initial thoughts regarding what the teacher in this case should do; an explanation of how students' interests are involved (i.e., their age, maturity, and educational needs); an explanation of the roles and interests of the adults involved; and the identification of the practical considerations (i.e., some aspect of the situation that a teacher is expected to know about or anticipate). Section 2 due date: November 4. Section 3 due date: November 7.

Part 2 will include an analysis of the profession's expectations in this case are (i.e., an application of the Code of Ethics); a statement supporting or challenging the actions of the teacher in this case, based on the use of one of the theories of ethical action; and a summary statement of your own guiding principles or virtues related both to the case analyzed here and to your own future professional ethical decision making. Section 2 due date: November 25. Section 3 due date: November 21.

Limit each part of the case analysis to three pages and will count a maximum of 40 points. Criteria for evaluation are ability to identify and explain the elements requested, reason coherently, and write clearly within the three-page limit.

<u>Summary of course requirements:</u>		<u>Grading scale:</u>	
Attendance	27 points	A = 204 - 227	points
Two Exams	80 "	B = 182 - 203	"
Culture Interview Report	40 "	C = 159 - 181	"
Case Analysis-2 parts	<u>80 "</u>	D = 136 - 158	"
	227 points		

Sequence of Topics, Reading Assignments and Evaluation:

Part 1: **Topics:** Purposes, governance, finance, and related policy issues
Readings: Spring, Chap 1, 8, 9, and pp. 287-289
 FacPac: finance.

Topics: Students and families
Readings: Spring, Chapters Chap 4, 5, 6, and 7
 FacPac: multicultural education
Evaluation: Take-home exam and Culture Interview Report

Part 2: **Topics:** Professional ethics: principles; codes of ethics; case study
Readings: Spring, Chapters 2 & 3
 FacPac: applied ethics

Topics: Legal principles and issues
Reading: Spring, Chap 11
Evaluation: Case analysis (Parts 1 and 2) and In-class exam

C&I 407 FacPac Readings:

On school finance:

Excerpts from the Missoulian

On culture:

Banks, James A. and others. "Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society." Phi Delta Kappan 83 (November 2001): 196-203.

On applied ethics:

Fenstermacher, Gary D. "Some Moral Considerations on Teaching as a Profession." In The Moral Dimensions of Teaching, eds. John I. Goodlad, Roger Soder, and Kenneth A. Sirotnik, 130-151. San Francisco: Jossey-Bass, 1990.

Sockett, Hugh. "The Moral Core of Professionalism in Teaching." In The Moral Base for Teacher Professionalism, 1-17. New York: Teachers College Press, 1993.

Weston, Anthony. "Some Traditional Ethical Theories." In A 21st Century Ethical Toolbox, 83-102. New York: Oxford University Press, 2001.

May, William F. "Professional Virtue and Self-regulation." In Ethical Issues in Professional Life, ed. Joan C. Callahan, 408-11. 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.

Luckowski, Jean. Unpublished "Case studies on Professional Ethics." Missoula: University of Montana, 2002.

Callahan, Joan C. ed. "Sample Codes of Professional Ethics." In Ethical Issues in Professional Life, 451-454, 459-460. New York: Oxford University Press, 1988.

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, 2d ed. Kenneth A. Strike and Jonas F. Soltis, ix-xi. New York: Teachers College Press, 1992.