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

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Spring 2003 – C&I 407E Ethics and Policy Issues

- Section 1: TR 8:10-9:30
- Section 2: TR 12:40-2:00

Professor Jean Luckowski

Office: Ed 303 (243-5054) – jean.luckowski@mso.umt.edu

Office hours: TR 9:30 –11:00 a.m.; T 2-4 p.m.; F 8-10 a.m.; 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 issues include governance, equity, law, and purposes of public schooling.

Required Readings:

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

Materials as assigned, on reserve in the Mansfield Library and in the Teacher Resource Center (Ed 110), and provided in class.

Course Objectives:

Following this course, 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;
- Identify the operation and purpose of American education within its political and historical frameworks; and
- Show understanding 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 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. 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 by the end of the second week to discuss the graduate project required for graduate credit. If you do not want graduate credit, see Laura Riddle in 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. Total points possible: 28.
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 6**. The second exam is scheduled during finals week: **Section 1: Wednesday, May 14, 8:00-10:00 a.m.; Section 2: Tuesday, May 13, 8:00-10:00 a.m.** 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 and have the opportunity to revise the first of those assignments. Please double-space 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 that 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. **Policy Issue Report.** Choose a current controversial policy issue from a list I will provide. Study the issue by conducting modest research and write a brief report (two pages maximum) following an outline I will provide. The report should cite two resources beyond our text and include a description of the selected issue and its current status; an explanation of how it affects teachers and other education interest groups; and a statement of the major arguments for and against this policy issue. Criteria for evaluation are ability to state, explain, and analyze the policy issue; write clearly; and use a style manual correctly. This assignment is due **February 27** and will count a maximum of 40 points.
4. **Case Analysis.** In this two-part assignment you will select and analyze a case study of a teacher's actions. I will provide a detailed worksheet for the completion of this assignment.

Part 1 will include your initial response to the case at hand; a statement of the ethical question(s) this teacher faces; an explanation of how students' interests are involved; an explanation of the roles and interests of the adults involved; and identification of the practical context in which the case occurs. Part 1 is due **April 8** 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. Limit Part 1 to three pages.

Part 2 will include your analysis of the teacher's actions based on the profession's expectations and on moral theory and a summary statement of your own guiding principles or virtues related to future professional ethical decision making. Part 2 is due **April 22** 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. Limit Part 2 to three pages.

Summary of course requirements:

Attendance	28 points
Two Exams	80 “
Policy Issue Report	40 “
Case Analysis-2 parts	<u>80 “</u>
	228 points total

Grading scale:

A = 205 – 228 points
B = 182 – 204 “
C = 160 – 181 “
D = 137 – 159 “

Sequence of Topics, Reading Assignments and Evaluation:

- Part 1:**
- Topics:** Finance, governance, purposes, and related policy issues
Readings: Spring, Chap 1, 8, 9, and pp. 287-289
 On reserve (electronic reserve password: Luckowski),
 Finance and Governance
- Topics:** Students and families: equality of opportunity and diversity
Readings: Spring, Chapters Chap 4, 5, 6, and 7
- Evaluation:** Exam 1 and Policy Issue Report
- Part 2:**
- Topics:** Professional ethics: principles; codes of ethics; case study
Readings: Spring, Chapters 2 & 3
 On reserve, Applied Ethics
- Topics:** Legal principles and issues
Reading: Spring, Chap 11
- Evaluation:** Case analysis (Parts 1 and 2) and Exam 2