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

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Peterson, Audrey, "C&I 407E.03: Ethics and Policy Issues" (2003). *Syllabi*. 3668.

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C&I 407E - Ethics and Policy Issues, Section 3

Spring 2003

Professor: Audrey Peterson

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Office hours: M9AM, 4 PM; W 4 PM; R 11 AM; F 9-11AM; 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 and the governance of education, as well as 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 as assigned on reserve and on-line

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;
- demonstrated a considered personal commitment to the obligations of the teaching profession; and
- accomplished the above through both synchronous and asynchronous participation, face to face and on line.

Instructional Notes:

Case study, group discussion, video tape and lecture are the primary means of instruction used in this class. Some of these activities will occur on-line. The success of our work, particularly our discussion, depends on the quality of your preparation. 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.

Course Requirements and Evaluation Criteria:

1. **Course participation: 25%.** A successful learning community relies on involved members who assume responsibility both for their own learning and their contributions to others' learning. Participation activities will include homework and activities in class and on Blackboard.
2. **Quizzes and Exams: 20%.** The quizzes and exams are intended to evaluate your understanding of major concepts presented in class and will occur periodically throughout the semester. They may include multiple choice, identification of terms, true/false correct the false statement, and short essay in on-line, in-class and take-home formats. The final exam is scheduled during final week on **Monday, May 12, 3:20 - 5:20.**
3. **Systematic Ethical Analysis: 40%.** In this two-part assignment you select and analyze a case study involving a teacher's actions. 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 as well as a statement of your own guiding principles or virtues related to future professional ethical decision-making. A detailed worksheet will be provided for completion of this assignment.

Part 1 is **due in class March 17** and must be completed and/or revised thoroughly enough to move on to Part 2. The revision of Part 1 along with Part 2 is **due April 9**. 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: 15%.** 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 April 1. You will write a brief analysis (three pages maximum) using principles from the article on reserve, "Diversity Within Unity." The report will incorporate your response to the book, and will include your assessment of the role-related responsibilities of teachers toward the issues involved 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 **April 30**.
5. **Graduate Increment: additional 10%.** The Graduate School assumes that graduate students are taking C&I 407 for graduate credit. Please see me by the end of the second week to discuss the graduate project required for graduate credit. If you don't want graduate credit for this course, contact the Graduate School immediately to make the necessary changes in your registration.

Summary of course requirements:

Grading Scale

Participation	25%	A	90 - 100%
Quizzes and exams	20%	B	80-89%
Case analysis -two parts	40%	C	70-79%
Book analysis	15%	D	60 - 69%

*Graduate project: additional 10%.

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: Quizzes and Case Analysis, parts 1 and 2

Section 2: Topics: Students and families

Readings: Spring, Chapters 4,5,6,7; Colton, *Counting Coup*; Banks et. al., "Diversity Within Unity" (on reserve)

Topics: Legal principles and issues

Reading: Spring, Chapter 11

Evaluation: Quizzes, Book Analysis, and Final Exam