Southern Wesleyan University
School of Education

"Educators who demonstrate scholarship within a Christian ethic of care"

ETHICS IN EDUCATION
EDUC 3183
Spring 2013

Teaching is a moral act founded on an Ethic of Care. At the root of this principle is the idea that all teaching is based on trusting relationships. Teachers have relationships with their students, their students' families, and communities, and their colleagues. In relationships based on trust, we act in the best interest of everyone concerned (Kroll, et al, 2005).

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Class time:	**10:50 – 12:05 Tuesday/Thursday**
Location:	**Newby Education Building Rm 122A**
Office hours:	**As posted**

Course Description:

Ethics of Teaching is a professional education course that introduces teacher candidates, pursuing initial certification, to issues that will require decisions that will have ethical implications. Students will explore the magnitude of the responsibility that confronts teachers as they conduct their business of interacting with young people on a daily basis. Many decisions that teachers are called upon to make are based on moral principles and ethical theories that define their character, their values, and their choices. From an examination of the main theoretical issues in ethics, teacher candidates will examine, from an ethical point of view, moral problems that teachers frequently encounter in the educational context: academic dishonesty; the right to privacy ; discrimination; academic integrity; and diversity, to mention a few. Further, teacher candidates will examine the foundations of care ethics which is at the core of the School of Education's conceptual framework.

EDUC 3183 meets the philosophy requirement in the General Education sequence.

Rationale:

Teachers in public schools are frequently called upon to make personal and social choices. The actions that result from these choices find their basis in each teacher's educational values and conception of justice. Teachers must have a basis for justifying ethical choices. Educational policies are often influenced by links to Classical and contemporary ethical thinking. In addition, Judo-Christian insights influence the values that many teachers hold and the moral decision they make. This course will examine a variety of ethical frameworks and models of moral decision making. Some of the issues that will be addressed in the course include, but are not limited to: liability, due process, search and seizure, discrimination, church/state conflicts, modes of discipline, curriculum issues, free speech, sexual discrimination, issues involving the education of

disadvantaged, and education of exceptional children. The course will frame its content within the School of Education's Conceptual Framework which is defined in the mission statement, *Educators who demonstrate scholarship within a Christian ethic of care*.

The objective and subsequent outcome for this course are aligned with Southern Wesleyan University Learning Outcomes, South Carolina State Standards (ADEPT) and Interstate New Teacher Assessment and Support Consortium (INTASC) Principles.

Your instructor has chosen to use two texts that will be used to cover many of the topics that will be addressed in this course. Although there will be suggested readings for each class, students should space their reading so that it does not accumulate at the latter phase of the course. The textual material will be supplemented with material from class lectures. Notes from the class presentations will be distributed to students in digital format on Canvas. Students will be responsible for material covered in the texts as well as that presented by the instructor or in peer presentations.

Prerequisites:

Teacher candidates must have been admitted to Lock I of the Teacher Education Program.

Relationship to Conceptual Framework:

The underlying theme of the Unit is integrated with this course by outlining the theoretical and philosophical foundation for the dispositions that are reflected in the mission statement: *a Christian ethic of care*. Moral purpose keeps teachers close to the needs of children, their learners'families, their colleagues, and the community-at-large. This moral purpose helps shape caring teachers who exhibit qualities of character that reflect sensitivity to others and who display "attitudes and behaviors concerning individual differences and the inclusion of various types of learners" (Salend 2001). The term "Christian" in the context of ethic of care means Christ-likeness. Christ-like teachers are caring and intuitive, as well as empathetic and nurturing. They are models of integrity who show respect and equity toward others while demonstrating a positive attitude and work ethic. To this end, the School of Education has appended the INTASC Principles and added Principle 11 to support its disposition, the demonstration of a *Christian ethic of care.*

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for Teacher Candidates.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how Teacher Candidates differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage Teacher Candidates ' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (Teacher Candidates, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support Teacher Candidates ' learning and well-being.

Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (Southern Wesleyan University)

Assisting Developing, and Evaluating Professional Teaching (ADEPT) – State standards for evaluating professional teaching competence.

Performance Standard	1	Long Range Planning
Performance Standard	2	Short-Range Planning of Instruction
Performance Standard	3	Short-Range Planning, Developing and Use of Assessement
Performance Standard	4	Establishing and Maintaining High Expectations for Learners
Performance Standard	5	Using Instructional Strategies to Facilitate Learning
Performance Standard	6	Providing Content for Learners
Performance Standard	7	Monitoring and Enhancing Learning
Performance Standard	8	Maintaining and Environment That Promotes Learning
Performance Standard	9	Managing the Classroom
Performance Standard	10	Fulfilling Professional Responsibilities Beyond the Classroom

RESPONSE TO DISPOSITIONS

- **The teacher candidate demonstrates and ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.

- **The teacher candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassion and interactions with learners.

- **The teacher candidate demonstrates and ethic of care towards colleagues** by compassionate and respectful interactions with colleagues.

- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

These dispositions frame the foundation of EDUC 5183: *Ethics in Education*

ACCOMMODATIONS

If teacher candidates have a disability that interferes with their learning, test-taking, or completing assignments outlined in the syllabus, contact should be made with Mrs. Carol Sinnamon, Director of Counseling and Health Services (644-5133). She will help secure the right documentation, know what accommodations are appropriate, and authorize teacher candidates' instructors to accommodate their disabilities. She will disclose the information the Teacher candidates request only to those whom they, the Teacher candidates, identify. Neither she nor the teachers can provide accommodations unless it is specifically request these each semester. Documentation must meet the guidelines of the Americans with Disabilities Act (ADA). We want Teacher candidates to have equal opportunity to learn and have fair assessment of the learning. Teacher candidates' abilities, skills and efforts should determine their success or failure, not their disability.

TECHNOLOGY INTEGRATION

In EDUC 3183 the following technologies are integrated into the instruction for the purpose of demonstrating to teacher candidates how PowerPoint, the Internet, audio CDs, video DVDs, VHS clips, and on-line information exchange can be incorporated into the curriculum. Teacher candidates are in turn encouraged to use available technology in their class presentations. Teacher candidates are also expected reflect on the ethical issues that arise when technology is used to enhance classroom practice.

CULTURALLY RESPONSIVE TEACHING

Due to the nature of EDUC 3183 a substantial focus of the course will be related to the moral and ethical issues related to the displays of attitudes and behaviors toward various types of learners. Teacher candidates are also expected to exemplify integrity in their relationships with their peers. In their courses, in their practicums and in their clinicals, teacher candidates develop a sense of responsibility to treat all learners equally regardless of race, color, creed, sex, national origin, sexual orientation, and maintain confidentiality of learners' records.

MATERIALS INVENTORY

TEXTBOOKS

1. Noddings, N. (2002). *Educating moral people: A caring alternative to character education.* New York: Teachers College Press.

2. Strike, K. & Soltis, J. (2009). *The ethics of teaching*, 5th ed. New York: Teachers College Press.

SUPPLEMENTAL TEXTS

1.   Arthur, J. (1999). *Morality and moral controversies*. 5th ed. Upper Saddle
             River, NJ: Prentice Hall.

2.   Audi, Robert (1997). *Moral knowledge and ethical character*. New York:
             Oxford University Press.

3.   Baptiste, N., Reys, L. (2008). Understanding ethics in early care and education (2nd ed.).
             Upper Saddle River, NJ: Pearson.

4.   Blackburn, Simon (2002). Being good: An introduction to ethics. Oxford:
             Oxford University Press

5.   Bostock, David (2002). *Aristotle's ethics*. Oxford: Oxford University press.

6.   Brown, Cynthia (2002). *Refusing racism: White allies and the struggle for civil
             rights.* New York, NY: Columbia College Press.

7.   Captain, W. (2000). *The ethical navigator*. Lanham, MD: University Press of
             America.

8,   Chamberlain, Paul (1996). *Can we be good without God?: A conversation
             about truth, morality, culture and a few other things that matter*. Downers Grove,
             Ill: InterVarsity Press.

9.   Chambliss, J. (1987). *Educational theory as theory of conduct: From Aristotle
             to Dewey.* Albany, NY: State University of New York.

10.   Clavel, J. (1964). *The Children's Story: But not just for children*. New York,
             NY: Dell Publishing

11.   Cohen, Stephen (2004). The nature of moral reasoning: *The framework and
             activities of ethical deliberation, argument, and decision-making.* South
             Melbourne, Vic., Australia: Oxford University Press

12.   Feldman, Fred (1997). *Utilitarianism, hedonism, and desert: Essays in moral
             philosophy.* Cambridge, U.K: Cambridge University Press.

13.   Fitzgibbons, R. E. (1981). *Making educational decisions: An introduction for
             philosophy of education.* New York, NY: Harcourt Brace Jovanovich

14.   Fraenkel, J. (1977). *How to teach about values: An analytic approach*.
             Englewood Cliffs, NJ: Prentice-Hall.

15.   Garnett, P. (1988). Investigating morals and values in today's society. Carthage, IL:
             Good Apple.

16.   Gert, Bernard. *Common morality: Deciding what to do*. New York: Oxford
             University Press, (2004).

17.   Hamm, C. (1989). Philosophical issues in education and introduction. New
             York, NY: Falmer Press.

18.   Holmes, A. (1991). *Shaping character: Moral education in the Christian
             College*. Grand Rapids, MI: William B. Eerdmans Publishing.

19. Howe, K. & Miramontes, O. (1992). *The ethics of special education*. New York: Teachers College Press.

20. Katz, M., Noddings, N., and Strike, K. (Eds.) (1999). *Justice and caring: The search for common ground in education.* New York: Teacher College Press.

21. Kroll, L. Cossey, R., Donahue, D., Galguera, T., LaBoskey, V., Richert, A., and

22. Tucher, P. (2005). *Teaching as principled practice: Managing complexity for social justice.* Thousand Oaks, CA: Sage.

23. MacIntyre, Alasdair C. (1999). *Dependent rational animals: Why human beings need the virtues.* Chicago: Open Court.

24. Moore, G. E. (2005). *Principia ethica*. New York, NY: Barnes and Noble Books.

25. Nash, Robert (2002*). "Real world" ethics: Frameworks for educators and human services professionals*. New York, NY: Columbia College Press.

26. Olen, J. & Barry, V. (1992). *Applying ethics*. Belmont. CA: Wadsworth.

27. Pugach, M.C. (2006). *Because teaching matters*. Hoboken, NJ: John Wiley & Sons

28. Rae, Scott B. (2000). *Moral choices: An introduction to ethics*. 2nd ed. Grand Rapids, MI: Zondervan.

29. Robinson, D. & Garratt, C. (2004). *Introducing ethics*. Singapore: TienWah Press.

30. Shapirio, J., and Gross, S. (2008). *Ethical leadership in turbulent times:(Re)solving moral delimmas.* New York: Lawrence Erlaum Associates.

31. Singer, Peter (2000). *Writings on an ethical life*. 1st ed. New York: Ecco Press.

32. Stalcup, Brenda (2000). *Ethics*. San Diego, CA: Greenhaven Press.

33. Wilson, James Q. (1997). *The Moral sense*.1st Free Press pbk. ed. New York: Free Press.

ARTICLES

1. Alexander, Hanan A. (2005). Education in ideology. *Journal of Moral Education, 34,* 1-18.

2. Dennings, Jaques S., Edward A Wynne (1998). Keeping in character: a time-tested solution. *Phi Delta Kappan, 79*, 439-444, 448

3. Bills, Liz, Chris Husbands (2005). Values education in the mathematics classroom: subject values, educational values and one teacher's articulation of her practice. *Cambridge Journal of Education, 35*, 7-18.

4. Bryan, Laura (2005). Once upon a time: a grimm approach to character education. *Journal of Social Studies Research, 29*, 3-6

5. Carr, David (2005). On the contribution of literature and the arts to the educational cultivation of moral virtue, feeling and emotion. *Journal of Moral Education, 34*, 137-151.

6. Cohen, Perrin, Melissa McDaniels, Donna M. Qualters (2005). AIR model: a teaching tool for cultivating reflective ethical inquiry. *College Teaching, 53*, 120

7. Commons, Michael L. (1992). Institutional atmosphere, individual development, and the higher moral stages.

8. Durm, Mark W., Shane Pitts (1993). Heinz dilemma? Let the subject choose!. *Psychological Reports, 73*

9. Etzioni, Amitai (1998). How not to discuss character education. *Phi Delta Kappan, 79*, 446-448.

10. Ferrero, David J. (2005). Pathways to reform: start with values. *Educational Leadership, 62*, 8

11. Gassin, Elizabeth A., Robert D. Enright, Jeanette A. Knutson (2005). Bringing peace to the central city: forgiveness education in Milwaukee. *Theory Into Practice, 44*, 319-328.

12. Gilness, Jane (2003). How to integrate character education into the curriculum. *Phi Delta Kappan, 85*, 243-245.

13. Glanzer, Perry L. (1998). The character to seek justice: showing fairness to diverse visions of character education. *Phi Delta Kappan, 79*, 434-436, 438, 448

14. Glover, Rebecca J., Connie Steele (1990). Applying neopiagetian theory to the moral reasoning process. *Psychological Reports, 66*

15. Iwasa, Nobumichi (1992). Postconventional reasoning and moral education in Japan. *Journal of Moral Education, 21*, 3-16

16. Johansson, Eva (2005). Children's integrity—a marginalized right. *International Journal of Early Childhood, 37*, 109-124.

17. Keefer, Matthew Wilks (1993). Gilligans's moral orientation hypothesis: strategies of justification and practical deliberation.

18. Kohn, Alfie (1998). Adventures in ethics versus behavior control: a reply to my critics. *Phi Delta Kappan, 79*, 455-460.

19. Kohn, Alfie (1997). How not to teach values: a critical look at character education. *Phi Delta Kappan, 78*, 428-439.

20. Lasley, Thomas J., II (1997). The missing ingredient in character education. *Phi Delta Kappan, 78*, 654-655.

21. Lewis, Catherine, and others (1995). Beyond the pendulum: creating challenging and caring schools. *Phi Delta Kappan, 76*, 547-554.

22. Lickona, Thomas (1999). Religion and character education. *Phi Delta Kappan, 81*, 21-24.

23. McGinnis, Jane Berndt (1986). Moral and spiritual development in the adolescent.

24. Pratt, Annis (2005). How I taught values. *Feminist Teacher: A Journal of the Practices, Theories, and Scholarship of Feminist Teaching, 16*, 1-19

25. Rose, Lowell C., Alec M. Gallup (2001). The 32nd annual phi delta kappa/gallup poll of the public's attitudes towards the public school. *Phi Delta Kappan, September 2000,* 41-59.

26. Royal, Chadwick W., Stanley B. Baker (2005). Effects of a deliberate moral education program on parents of elementary school students. *Journal of Moral Education, 34*, 215-230.

27. Sanger, Matthew, Richard Osguthorpe (2005). Making sense of approaches to moral education. *Journal of Moral Education, 34*, 57-71

28. Sizer, Theodore R. Nancy Faust Sizer (1999). *Phi Delta Kappan, 81*, 184-190.

29. Stables, Andrew (2005). Multiculturalism and moral education: individual positioning, dialogue and cultural practice. *Journal of Moral Education, 34*, 185-197.

30. _____. *Standards of conduct for South Carolina Educators*. Columbia, SC: Division of Education Quality & Leadership.

31. Taranto, Maria A. (1985). Is Kohlberg really piagetian?

32. Wright, Elliott A. (1999). Religion in American education: a historical view. *Phi Delta Kappan, 81*, 17-20.

SOFTWARE

1. DVD/Video *The Emperors Club*

WEBSITES

1. http://www.naeyc.org/about/positions/PSETH05.asp (Code of Ethic of NAEYC)

2. http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/Professional Standards/EthicsPracticeStandards/default.htm (Code of Ethics for CEC)

3. http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm (New York State Teachers)

4. http://www.naset.org/2444.0.html (Special Education Teachers)

5. http://www.nea.org/aboutnea/code.html (National Education Association)

COURSE OBJECTIVES

Upon completion of this course, you will be able to:

1. Demonstrate an understanding of the issues and the concepts of moral reasoning. (INTASC Principle #11[SWU])

2. Recognize the major contributors to a philosophy of moral development.

3. Describe the main principles of philosophical ethical theory.

4. Explore alternative methods of making ethical decisions. (INTASC Principle #10, #11 (SWU)

5. Analyze the underlying philosophical assumptions in educational practice (INTASC Principle #10, #11 (SWU)

6. Examine from an ethical perspective moral problems that confronts educators (INTASC Principle #10, #11 (SWU)

7. Examine moral educational theories that govern practice in contemporary education (INTASC Principle #10, #11 (SWU)

8. Recognize the role that professional codes of ethics play in influencing how educators respond to moral problems (INTASC Principle #10, #11 (SWU)

9. Examine how moral people respond to an ethic of care. (INTASC Principle #11[SWU])

10. Explore ways that Judeo-Christian principles influence moral decisions. (INTASC Principle #11[SWU])

11. Demonstrate the ability to think independently in analyzing current educational issues and to support views with well-reasoned arguments based on prevailing practice or ideology. (INTASC Principle #10, #11 (SWU)

12. Interpret case studies involving moral problems, from an ethical point of view. (INTASC Principle #11[SWU])

13. Demonstrate the ability to read, think, and write clearly in a philosophical way that shows evidence of analytical skills.

14. Interpret the professional code of conduct that guides educators' moral behavior in the State of South Carolina (INTASC Principle #10, #11 (SWU)

COURSE OUTCOMES

You are expected to achieve the following outcomes in this course:

1.   Demonstrate an understanding of the various philosophical approaches to ethical decision making and their impact on moral conduct.

2.   Point out the relationship between ethics and education and how major thinkers rationalize the basis of their moral decisions; be able to compare and contrast their positions (INTASC Principle #10, #11 (SWU)

3.   Analyze how teachers' personal belief systems could impact choices made regarding curriculum, their interaction with students and their parents, classroom management strategies, issues of diversity, as well as other aspects of teaching. (INTASC Principle #10, #11 (SWU)

4.   Support a course of action reflecting moral behavior.

5.   Illustrate how an individual's ethical conduct would be reflected in the School of Education's mission statement, *Educators who demonstrate scholarship within a Christian ethic of care*. (INTASC Principle #10, #11 (SWU)

6.   Demonstrate the ability to use philosophical discourse to support well-reasoned arguments related to a current educational issue (INTASC Principle #10, #11 (SWU)

ATTENDANCE POLICIES

1.   Teacher candidates who do not have cuts must attend all classes unless it is an excused absence.
2.   Attendance will be taken by a sign-in roll sheet.
3.   Absences beyond a total of 4 must be excused within one week from the date missed. Teacher candidates are responsible for all material that is missed as the result of an absence from class. Teacher candidates should get all missed notes and assignments from a classmate. A student will be responsible all material missed as a result of an absence.
4.   Three tardies equal one absence.
5.   Seven absences, excused or unexcused, will result in a no credit for the course. (see current catalogue page 18.
6.   **Unexcused absences will be factored into the final grade for the course**.

LATE WORK

No late work will be accepted unless it has been approved by the professor before the class in which the assignment is due. Assignments due on the date of an excused absence must be submitted either before the due date or be submitted by a designated classmate on the due date.

ACADEMIC INTEGRITY

Refer to pages 13-14 in the current edition of the University catalogue.

ASSESSMENT CRITERIA (based on 4 point scale)

Evaluation Criteria	Value	Possible	Actual
Test scores	20%	.8	____
Reflective assignments	15%	.6	____
Video/DVD response	15%	.6	____
Presentation of a case	15%	.6	____
Response to article	10%	.4	____
Contribution to class discussion	10%	.4	____
Final	15%	.6	____
Course Grade	100%	4.0	Final

ASSIGNMENT OVERVIEW

- Reflective Assignmentsl – From time to time the professor will assign a topic for reflection on issues that come up in class. Students will told when the assignment is posted on Canvas and when the response will be posted. (INTASC Principle #9)

- Collaborative group assignments – Students work collaboratively in study groups. Group assignments will be related to assigned reading and class discussion. The assignments could take the form of case studies, the analysis of a set of circumstances requiring a choice of action reflecting an ethical position. (INTASC Principle #6, #10)

- An applied ethics presentation. Students will prepare and present a project related to a specific ethical problem, a topic assigned by the professor, or a portion of the reading for the course. (INTASC Principle #9)

- Respond to one of the articles from the reading list in a three to five page reflective analysis. Students may select an article of their choosing which is based on some aspect of the course, however, the article must be approved initially by the professor.
- (INTASC Principle #9, #10, #11 (SWU)

- Three Quizzes. There will be three quizzes assigned during the semester. The quizzes will be based on material covered in class discussion, the assigned reading, supplementary activities assigned as independent study. (INTASC Principle #1)

- There will be a written final for the course based on students' comprehension of the material covered in the course. The final may be written during the final class session or assigned as an individual out-of-class assignment. The nature of the final will be at the discretion of the professor.

- Video/DVD review. Study groups will view and respond to one of the video/DVDs in terms of the ethical issue raised and the implications arising from decisions made by the main character(s) in the scenario (INTASC Principle #9, #10, #11 (SWU)).

- Class discussion of issues related to ethical/moral questions particularly as they influence decision in the school setting will form a substantial portion of the in-class time. In order for these discussions it is critical that all students actively participate in the discussions. (INTASC Principle #6, #9, #10, #11 (SWU)).

NOTE: The responses to the article and the DVD (The Emperor's Club) must be submitted digitally to fwoodworth@swu.edu

CLASS SCHEDULE

Class	Date	Topics
1	**01/15**	Course overview and preview of syllabus and the course requirements. Review of the texts and how they will serve as a resource to the course. Supplemental materials for the course.
2	**01/17**	Defining ethics and where one finds it in the context of philosophical discoursed. Grounding ethics in philosophy and religion. The major branches of philosophy.
3	**01/22**	What ethics is and what ethics is. Why ethics is important to us. Why ethics for educators or other professional groups?
4	**01/24**	Christian ethics and personal ethics. The problems with ethics? What makes a claim an ethical claim?
5	**01/29**	Spiritual Emphasis Chapel – No Class
6	**01/31**	Relationship between morality and ethics. The sources our moral values?
7	**02/05**	Relationship between morality and religion
8	**02/07**	Distinguishing between morals, values, and character.
9	**02/12**	Distinguishing between moral thinking and legal thinking
10	**02/14**	Relativism and absolutism in terms of moral reasoning
11	**02/19**	Grounding of ethics in historical thought; the Greeks
12	**02/21**	Emergence of Christian influence on ethical thinking: Early Christian Theologians: Saint Augustine and Thomas Aquainas. Relationship between Christian moral conduct and ethics.
13	**02/26**	Influence of Hellenistic Ethics: the Cynics; the Stoics; the Epicureans. The Renaissance Period and the rise of Humanism.
14	**02/28**	Insights into ethics offered by Machiavelli (*The Prince*); Thomas Hobbs (Social Contract) ; Jeremy Bentham and John Stuart Mill (Utilitarianism); David Hume,and Immanuel Kant (The Law of Moral Duty). Jean-JacquesRousseau and Karl Marx.

SPRING BREAK – MARCH 4 - 8

15	**03/12**	Utilitarianism as an ethical theory arising out of the principle of "utility" The influence of Bentham and Mill on utilitarianism as the basis for making moral choices.
16	**03/14**	The elements of ethics analysis (see appendix)

MARCH 19 SERVICE LEARNING PROJECT – NO SCHEDULED CLASS

17	**03/21**	Distinguish between ethical claims and factual claim
18	**03/26**	Explore alternative methods of making ethical theory
19	**03/28**	Contrast how teachers might think and act in situations where ethical principles are a factor (case study)
20	**04/02**	Contrast how teachers might conduct themselves when influenced by consequentialist or non-consequentialist theories of moral conduct.
21	**04/04**	Reflective equilibrium, an alternative influence in making moral decisions
22	**04/09**	How teachers' belief systems could impact the resolution of moral dilemmas in the classroom.
23	**04/11**	How moral problems confront educators in contemporary society.
24	**04/16**	How ethics enters into decision made regarding curriculum, classroom management, interaction with parents, issues of diversity, issues surrounding the educational services to special populations, and discussion and/or practice of one's religion.
25	**04/18**	Professional codes of ethics: why for educators?
26	**04/23**	Standards of professional conduct established by the State of South Carolina for educators; the NEA;. What are the standards of conduct of SC educators?
27	**04/25**	Explain how care theory is rooted in virtue ethics
28	**04/30**	Relate care theory to moral practices in education The mission of the school of Education Is there a difference between ethic of care and a "Christian ethic of care"?
29	**05/02**	How does and ethic of care impact how educators care for themselves, their learners, their colleagues and the community at large A rationale for an ethic of care as a morally defensible mission for schools in the 21st century.

COURSE FINAL TBA.

ASSIGNED READINGS: The following readings should be completed on or before the following dates.

Class	Date	Assigned Reading
#3	01/22	Strike and Soltis Chapter 1
#4	01/24	Noddings Chapter 1
#6	01/31	Noddings Chapter 2
#8	02/07	Noddings Chapter 3
#9	02/12	Noddings Chapter 4
#10	02/14	Noddings Chapter 6
#11	02/19	Noddings Chapter 6
#13	02/26	Noddings Chapter 7
#15	03/12	Noddings Chapter 8
#17	03/21	Noddings Chapter 9
#18	03/26	Strike and Soltis Chapter 2
#19	03/28	Strike and Soltis Chapter 3
#21	04/04	Strike and Soltis Chapter 4
#23	04/11	Strike and Soltis Chapter 5
#24	04/16	Strike and Soltis Chapter 6
#26	04/23	Noddings Chapter 10
#27	04/25	Noddings Chapter 11

GROUP PRESENTATIONS – Groups and dates will be announced later

Punishment and Due Process	The Case of Mr. Fuse	Chapter 2, page 24
	The Case of Nancy Smith	Chapter 2, page 33
Intellectual Freedom	The Case of Mr. Lane	Chapter 3, page 38
	The Case of John Corey	Chapter 3, page 49
Equal Opportunity and Democratic Community	The Case of Teshan Williams	Chapter 4, page 55
	The Case of Ms. Cleaver	Chapter 4, page 57
	The Case of Dmitri Karpov	Chapter 4, page 77
Diversity: Multiculturalism and Religion	The Case of Paul Huxley	Chapter 5, page 82
	A Christmas Quarrel	Chapter 5, page 103

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Class Participation

Criterion	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
Contribution to Class Discussion	Sits passively and contributes little to discussion or significantly monopolizes the discussion without adding to the over all discussion.	Rarely contributes to class discussion or sometimes monopolizes the discussion without adding significantly to the over all discussion.	Makes numerous valuable contributions to discussion without monopolizing the discussion.	Makes many value contributions to the discussions and provides exceptional insights.	
Leadership Responsibillities	Does not contribute and interferes with the groups' achievement of the class objectives.	Infrequent or inappropriate class behavior or occasionally distracts form the overall objectives of the group.	Exhibits appropriate classroom behavior and provides significant direction to the group activities or discussion.	Provides significant direction to the class discussions and is looked to by class members for direction in discussion or group activities.	
Written Assignments	Assignments are seldom turned in on time.	Assignments are generally turned in on time with few exceptions.	Assignments are turned in on time with no exceptions.	Written assignments are exemplary and are submitted on time.	
Involvement in Class	Is not able to identify or understand issues in the cases studies discussed.	Identifies and understands some of the issues in the case studies discussed.	Appropriate, well thought out comments about the case under discussion. Is able to identify the key elements of the cases and contributes to the discussion in a meaningful way.	Excellent insights provided, often going beyond the assigned materials for information. The contribution to the class discussion is focused and clearly defines the issues.	
				Final (Sum/4)	

EDUC 3183 Ethics in Education

Rubric for Scoring Article Reviews

Criterion	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
Overview	narrative does not provide adequate information to inform the reader that the article focuses on an ethical issue or the article.	narrative provides sufficient information to inform the reader that the article focuses on an ethical issue.	narrative provides an informative summary that informs the reader that the main idea of the article focuses on an ethical issue.	narrative provides an informative summary that explains to the reader that the main idea of the article focuses on an important ethical issue; the reader can make an informed decision regarding the utility of the article information in its application to ethics in education.	
Review	narrative does not develop the main ideas of the article in a manner that indicates that the teacher candidate has knowledge or understanding of the topic; the information is off-topic or inaccurate	narrative demonstrates that the teacher candidate has some knowledge and understanding of the topic; includes satisfactory development of some ideas presented in he article with some supporting facts or examples	narrative includes an analysis that indicates the teacher candidate has a good understanding of the topic; includes important ideas with examples from the article that provide support of these ideas	narrative includes an analysis that indicates the teacher candidate is extremely knowledgeable about the ideas presented in the article; includes a discussion of important ideas with examples from the article that provide evidence of an understanding of the important relationships among the article's main ideas	
Application	narrative does not provide any insight as to how the information in the article could be applied to education in general.	narrative provides some application as to how the information in the could be related to education or classroom practice.	narrative provides insightful application as to how the article information could be used in the teacher candidate's ethical practice in the classroom setting; there is some reference to the article information and its relation to the teacher candidate's perception of teaching.	narrative provides insightful application as to how the article information could be used in the teacher candidate's professional responsibilities; there are specific issues raised in the article that the teacher candidate can applies to his/her perception of teaching.; there is insight as to how issue(s) raised in the article would impact a disposition of a "Christian ethic of care" in the teacher candidate's classroom.	
				FINAL (Sum/3)	

EDUC 3183 Ethics in Education

Movie Case Study – The Emperor's Club

Criterion	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
Identification of the Main Issue/Problem	Identifies and understand ethical issue that forms the basis of the movie the *Emperor's Club* on a superficial basis only.	Indentifies and understand some of the issues presented in the movie.	Identifies and understands most of the main issues presented in the movie.	Identifies and understand all the main ethical issues in the movie.	
Analysis of the Issues	Incomploete analysis of the ethical issues presented in the movie	Superficial analysis of some of the issues prsented in the movie	Thorough analysis of most of the issues.	Insightful and thorough analysis of all the ethical issues presented in the movie.	
Comments on Effective Solutions /Strategies	There is little or no action suggested for the main character or inappropriate solution to all the issues presented in the movie.	Superficial and /or inappropriate soluations to some of the ethical issues in the case of the teacher.	Approproiate, well thoughtout comments about solutions, or proposals for solutions to most of the ethical issues in the movie.	Well documented, reasoned and philosophically appropriate comments on solutions, or proposals for solutions, to all ethical issues presented in the movie.	
Links to Course Reading and Additional Research	Incomplete research and linkage to the reading and class discussions.	Limited research and documented links to the readings or class discussions.	Good research and documented links to the reading for the course or class discussions.	Excellent research into the issues with clearly documented links to the readings, class discussion and outside reading.	
				Final (Sum/4)	

EDUC 3183 Ethics in Education
Group Presentation

Criterion	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Scores
Organization of the Presentation	The class presentation was unstructed with frequent diversions. Little continuity to topic as members of the group presented.	The presentation was somewhat structured but too much time was spent on unimportant material. The material was presented in a somewhat disjointed fashion.	The presentation was for the most part structured and presented in a logical sequence.	The presentation was well-structured and presented in a logical sequence to enhance listener understanding.	
Comprehensionsibility of Presentation	The material was presented in a manner that caused confusion among the listeners. There was not a clear understanding of the material presented.	Somewhat clear but much of the presentation left the listeners confused or uninformed.	The presentation was for the most part clear although certain areas left the listeners confused.	The presentation was clear and easily understood.	
Knowledge of Subject	There were inaccuracies in the material presented. Lack of clear understanding of the material presented.	Showed some understanding of the topic but there was little depth.	The material presented we mostly accurate and certain areas clearly showed depth of thought.	The material was presented in accurately and there was a depth of understanding that added to listener understanding.	
Use and Variety of Sources	Relied on textual from the course and failed to look for additional information. Sources used were undocumented and/or unreliable.	Some sources were of high quality and added to the presentation. However, there little variety and many of the sources were undocumented.	Most sources were of high quality and were documented. Some sources were questionable. There was variety in the number of sources used.	Sources were of high quality and varied. Choice of sources added substantially to the topic of discussion.	
Persuasion/ Context	Unsupported and unconvincing arguments. Did not answer the question or add anything to the overall topic under discussion.	Some answers to questions posed by the listeners were sufficiently but certain main area was not addressed.	Responses to listener questions were accurate and for the most part the topic was address. However, som minor area were not sufficiently covered.	Convincingly presented the material. The listeners were swayed by the quality of the material and the manner in which it was presented.	
Presentation Enhancements	Read notes and failed to ehnance the presentation with any for technology, charts, etc.	The presentation was supported with a limited number of audio or visual aides to enhance the presentation.	There was an attempt to make the presentation more appealing with the use of technology and other presentation strategies.	Used technology and other materials in a manner that added meaningfully to the presentation.	
				FINAL (Sum/6)	