

**Course Title:** Character Development, Part I: Community and Cultural Change

**Instructor:** Clifton Taulbert

**Length:** 15 hours

**Part A:**

**Course Description:** Cultural changes in the family structure, the shifting role of parents, and the glorification of violence, drugs, and gang activity in popular culture have all contributed to changes in the behavior dynamics that impact schools, classrooms, and teachers. Educators will learn how to use the concept of “character” to create caring relationships among students and identify ways to reduce peer cruelty, bullying, and undo peer pressure. This session also focuses on the need to build adult teams (internally and externally) to implement and sustain a “character” focus that takes into consideration the federal, state, and local mandates of 21<sup>st</sup> Century educators. The role of teachers and their influence on students will be explored as well as the role that parents play in character development. This course can be taken alone or with Character Development Part 2, Part 3, and Part 4 for additional course credits.

**Objectives:**

Knowledge –at the end of this course, participants will understand

- The effects of an unstable home and learning environment on character,
- The need for character development programs in schools,
- The teacher’s roll in the process of fostering student character, and
- The need to engage parents and community in the character development of children.

2. Skills –after this course, participants will be able to apply

- Strategies to develop and implement classroom activities that promote character development,
- Strategies to analyze and critique classroom curriculum to incorporate character development,
- Strategies to develop a plan for morally disciplining students, and
- Strategies to develop character through conflict and problem solving.

3. Dispositions – participants will appreciate out of this

- The role and influence of teachers on character,
- The avenues to create a moral community in the classroom,
- The impact of increased parental involvement, and
- The “affective” dimension and its impact on learning.

**Units:**

1. Character: An Initiative with Far-Reaching Consequences
2. Why the Character Focus? A Society in Change
3. The Cultural Shift: Impact upon the Classroom
4. The Role of the Teacher in the Midst of Change
5. The Role of the “Affective” Dimension of the Learning Process
6. Character Education on Campus
7. The Federal Government in Schools
8. The Power of Community: Building and Sustaining

**Presenter Overview:**

Clifton Taulbert, a Pulitzer nominated author and the President and Founder of the Building Community Institute, speaks throughout the world on the critical issue of building community and developing a set of emotionally satisfying relationships within all the places of our living and creating an environment branded by Respect, Affirmation, and Inclusion. He is also the author of the internationally acclaimed book, *Eight Habits of the Heart*, a book that provides the framework on which to build, maintain, and sustain a powerful, effective, and caring Community.

**Methods of Instruction:**

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

**All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.**

**Percentage of Course Credit**

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

**KDS Rubric for GA courses (passing requirements: 60 points):**

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

<b>Component</b>	<b>Unsatisfactory (10 points)</b>	<b>Basic (20 points)</b>	<b>Proficient (30 points)</b>	<b>Distinguished (40 points)</b>
<b>Critical thinking post-work</b>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
<b>And</b>	0-40% correct	60% correct	80% correct	100% correct
<b>Short answer quizzes</b>	<u>Short answer quiz:</u>  -Participant included no content from the course in his or her responses	<u>Short answer quiz:</u>  -Participant included some content from the course, usually appropriate, in his or her responses	<u>Short answer quiz:</u>  -Participant included appropriate content from the course in his or her responses	<u>Short answer quiz:</u>  -Participant provided rich detail from the content of the course in his or her responses

	-Participant did not address the questions posed	-Participant answered the questions directly, not always fully	-Participant made thoughtful comments in direct response to the questions	-Participant made his or her responses to the questions personally meaningful
<b>Final</b>	<p><b>Unsatisfactory (30 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that</p>	<p><b>Basic (40 points)</b></p> <p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence</p>	<p><b>Proficient (50 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan</p>	<p><b>Distinguished (60 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of</p>

	the learner comprehends the course content	that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	shows evidence of understanding of the course content in its objectives, activities, and/or assessments	course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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