

Course Syllabus

Course Title: Character Education, Part 1: Community and Cultural Change

Course Grader: Robin Bromley

Email: Courseadministrator@kdsi.org

Grader Bio:

Robin Bromley earned a Master of Philosophy degree and a Master's degree in English literature at Columbia University and her Bachelor of Arts degree from New York University. After nearly two decades in publishing and writing, she is currently teaching at LaGuardia Community College and Kean University. She has also taught at NYU and CUNY and served as assistant director of composition at Columbia College.

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. Negative social behaviors in classrooms and schools affect students' ability to learn. To help educators create a positive moral community, this course introduces historical and modern concepts of character and considers how to foreground those concepts for students' learning sake. Participants will study how to identify character issues in their own classrooms and how to mobilize resources from parents and community members. Integrating character education into the core curriculum through problem-solving and conflict-resolution activities will help educators focus on the notion of character with their students as they improve relationships in their communities within and beyond the school.

Course Objective/Goals:

- Knowledge –at the end of this course, participants will understand
 - a. The effects of an unstable home and learning environment on character,
 - b. The need for character development programs in schools,
 - c. The teacher's roll in the process of fostering student character, and
 - d. The need to engage parents and community in the character development of children.
- Skills –after this course, participants will be able to apply
 - e. Strategies to develop and implement classroom activities that promote character development,
 - f. Strategies to analyze and critique classroom curriculum to incorporate character development,
 - g. Strategies to develop a plan for morally disciplining students, and
 - h. Strategies to develop character through conflict and problem solving.
- Dispositions – participants will appreciate out of this
 - i. The role and influence of teachers on character,
 - j. The avenues to create a moral community in the classroom,
 - k. The impact of increased parental involvement, and
 - l. The “affective” dimension and its impact on learning.

Course Outline:

Eight Sections Students Will Be Focusing On by Clifton Taulbert:

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

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
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Quizzes	<u>(6 points)</u> <u>Quizzes:</u> 0-40% correct	<u>(9 points)</u> <u>Quizzes:</u> 60% correct	<u>(12 points)</u> <u>Quizzes:</u> 80% correct	<u>(15 points)</u> <u>Quizzes:</u> 100% correct
Reflection questions	<u>(10 points)</u> <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>(15 points)</u> <u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>(20 points)</u> <u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>(25 points)</u> <u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)



	<p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</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>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</p>
	<p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</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>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation 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><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</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><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</p>

	the learner comprehends the course content	-The lesson plan does not show enough evidence 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	of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

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

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

[Taulbert, Clifton L. *Once Upon a Time When We Were Colored*. Tulsa, Oklahoma: Council Oaks Books, 1989.](#)

[Taulbert, Clifton L *The Last Train North* Tulsa, Okla. : Council Oak Books, c1992. 205 p. : ill. ; 19 cmby](#)

Taulbert, Clifton L. [Eight Habits of the Heart for Educators \(2006\) C. L. Taulbert \(2006\) Thousand Oaks CA, Corwin Press.](#)

Taulbert, [Clifton L. Watching Our Crops Come In](#) New York, N.Y. : Viking, 1997. 157 p. : ill. ; 21 cm.

[Taulbert, Clifton L The Journey Home: A Father's Gift to His Son. Tulsa, OK: Council Oak Books, 2002.](#)

Stephens, Claire Gatrell. *Picture This: Using Picture Story Books for Character Education in the Classroom*. Westport, CT: Libraries Unlimited, 2004.

Mannix, Darlene. *Character-Building Activities for Kids: Ready-to-Use Character Education Lessons and Activities for the Elementary Grades*. Paramus: Center for Applied Research in Education, 2002.