



Course Syllabus

Course Title: Character Education, Part II: Positive Role Models and Proactive Educators

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:

Students are impressionable. They emulate both positive and negative behaviors that they see; therefore, observing positive role models in action at school, at home, or in the community can impact students' behavior, learning, and academic success. This course encourages participants to create an environment conducive to learning by helping students take personal responsibility for their actions and by creating a positive moral climate for solving conflicts. Participants study not only how to become role models themselves, but how to invite the participation of family and community into the modeling of good character and the creation of a school-wide character education program that leverages involvement from businesses, faith communities, parents, and coaches. Participants explore both their own and their students' roles as leaders as they pursue the "eight habits of the heart": a nurturing attitude, responsibility, dependability, friendship, brotherhood, high expectations, courage, and hope.

Course Objective/Goals:

1. Knowledge –at the end of this course, participants will understand
 - a. How to assess the character traits that are demonstrated by students, staff, and school organizations,
 - b. How to identify the impacts of an unstable home and learning environment and be able to identify the warning signs of at risk students,
 - c. How to begin the process for building a school-wide education program, and
 - d. The importance of building friendships and having a sense of belonging.
2. Skills –after this course, participants will apply
 - a. Strategies to develop and implement classroom activities that promote character development,
 - b. Strategies for soliciting business, members of faith community, and social organizations for turning negative behavior into positive behavior,
 - c. Strategies for engaging parents in promoting the character education of their children, and



- d. Strategies for developing character through conflict and problem solving.
3. Dispositions – participants will appreciate
 - a. The importance of community and parental role models for building character,
 - b. The relationship between coaches and their players and its impact on developing character traits,
 - c. Community involvement and its impact on moral development in schools, and
 - d. The role of leadership in creating the desired “community” to impact student behavior and learning.

Course Outline:

Eight Sections Students Will Be Focusing On by Clifton Taulbert:

1. Building Partnerships - Beyond the School
2. The Athletic Coach - A Character Development Asset
3. Adult Behaviors Matter - Your People Will Do What They See You Do
4. Empowering Your Intent - Personal Leadership
5. Empowering Your Intent - Timeless Habits 1
6. Empowering Your Intent - Timeless Habits 2
7. Empowering Your Intent - Timeless Habits 3
8. The Proactive Educator - Knowledgeable and Committed

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



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- 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
Quizzes	(6 points) <u>Quizzes:</u> 0-40% correct	(9 points) <u>Quizzes:</u> 60% correct	(12 points) <u>Quizzes:</u> 80% correct	(15 points) <u>Quizzes:</u> 100% correct
Reflection questions	(10 points) <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	(15 points) <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	(20 points) <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	(25 points) <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</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</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</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</p>



	assessments—that the learner comprehends the course content	quotes -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	-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	shows evidence 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. Building Partnerships - Beyond the School
2. The Athletic Coach - A Character Development Asset
3. Adult Behaviors Matter - Your People Will Do What They See You Do
4. Empowering Your Intent - Personal Leadership
5. Empowering Your Intent - Timeless Habits 1
6. Empowering Your Intent - Timeless Habits 2
7. Empowering Your Intent - Timeless Habits 3
8. The Proactive Educator - Knowledgeable and Committed

Recommended Reading:

Bibliography:

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



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[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 cm](#)

[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.