

EDCC 531 Social and Ethical Issues in Education (3sh)
Master of Arts in Education
Eastern Mennonite University at Lancaster
July 9-13, 2012

This core course is required in all curriculum tracks in the MA in Ed Program.

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Course Description:

This course examines historical, sociological, philosophical, ethical, legal, and multicultural issues in education. The course is designed to further equip you as a decision maker and leader in educational settings. Special attention is given to discussion of how public policy in education is shaped by the community's social and ethical concerns.

Class Meetings:

Day	Time
7/9	8AM-12 noon, 12:30 - 5PM
7/10	8AM-12 noon, 12:30 - 5PM
7/11	8AM-12 noon, 12:30 - 5PM
7/12	8AM-12 noon, 12:30 - 5PM
7/13	8AM-12 noon, 12:30 - 5PM

Assignments are due as noted in class.

EMU Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and others).

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes:

Following each course outcome (in parentheses) is the M.A. in Education program outcome to which it links. Upon completion of the course, you will be able to:

Outcomes of knowledge (content, pedagogical, professional):

1. Examine teaching as a moralistic undertaking. (Scholarship, Inquiry, Caring)
2. Integrate knowledge of moral and legal responsibilities using a multicultural perspective. (Scholarship, Professional Knowledge, Caring)
3. Examine assumptions, purposes and the nature of schooling recognizing the controlling personal and environmental factors involved. (Scholarship, Inquiry, Professional Knowledge, Caring, Leadership)
4. Analyze the social and political context of schooling including parent and community communications. (Scholarship, Communication, Professional Knowledge, Caring)
5. Describe how pluralistic cultural values affect individual moral behavior and ethics. (Scholarship, Professional Knowledge, Caring, Leadership)

Outcomes for skill development:

6. Demonstrate writing and oral speaking proficiencies as evidenced by internal standards for graduate study. (Communication)
7. Demonstrate basic use of technology to access and exchange information and to develop a presentation. (Inquiry, Communication)

Outcomes for dispositions development:

8. Promote yourself as a professional willing to initiate change and impact the lives of students. (Leadership, Caring)
9. Value research and ethical bases for decision making. (Leadership, Inquiry, Caring)

Required Text:

Strike, K. and Soltis, J. (2009) 5th edition. *The ethics of teaching*. New York: Teacher's College. ISBN: 978-0-8077-4081-4

Class Format and Assignments:

The following learning strategies may be used throughout the class session: lecture-discussion, small group work, web-based research, case studies, inquiry-based problem solving, and peer teaching.

Discussion of Assigned Readings

Chapters of the text are assigned and discussed for each class session. Come prepared to share a personal response and /or address questions presented by the instructor.

Participation/engagement in classroom discussions is required.

Case Studies

During the course you will be involved in exploring case studies that present a narrative story posing a dilemma to be solved. Each class session will feature one or more cases. Case studies will involve you in decision making and problem solving tying together both theory and practice. You will be asked to share (anonymously) a real-life case study.

Group Presentation/Topical Assignment

You will participate in a group presentation related to course content (social and/or ethical issues.) The theme/content of the topics must be approved by the instructor.

Attendance and Participation: Attendance and participation in class is expected. Due to the concentrated focus of each class, missing a class could have significantly negative consequences. Any absences not discussed with the instructor prior to the situation may result in a lowering of your grade. Approved absences may require an additional assignment to compensate for the missed classroom learning.

Case Study Leader: You may be assigned a role of leading a discussion on a case study with a small group of your peers at least once during the course.

Text and Article Readings: In preparation for class discussion you will be asked to read assigned chapters and cases from *The Ethics of Teaching*. Additional articles and readings will be assigned by your instructor to supplement the text from time to time.

Written Assignments:

Complete written assignments in 12 point font in Times New Roman or similar style font. APA format should be used. Important note: Final written assignments are expected to be completed at a graduate level. Refer to the EMU graduate handbook for writing rubrics. Explanations in class will provide you with suggestions on how to ensure your paper is submitted at this level. Failure to complete the assignment at the expected level may result in a grade reduction of .5 of the earned grade, i.e., an A may result in an A-.

Requirements:

1. Group presentations of approximately 45 minutes will occur during the last two days of class. These presentations will involve content from class that represent the social aspects and incorporate the ethical paradigms presented in class. Class discussions will establish the appropriate themes. You must determine which ethical dilemma(s), if any, is most appropriate for integration into your presentation. Each group should use a combination of presentation software and activities to engage the class in active participation. The process to select groups and content will be explained in class. A rough outline (verbal explanation) of your presentation must be pre-approved by the instructor. You will be given some class time to prepare this assignment, but outside time will also be required.
2. Complete assigned readings and participate in classroom discussions/activities.

3. Write a brief (2 paragraph), true case study to share anonymously with class. Details will be explained in class and refer to Ethics, pages 141-142, nos. 1,2, &3. When emailing the case study, the subject line should read S&E Case Study.
4. Select any 5 websites related to Ethics in Education. Review each website and select the one you feel is the best. Write a one page review of the website, summarizing the content and explaining how the site can be used in the classroom, school, or perhaps district. In class, you will give a brief synopsis of your selected website. (If several students have selected the same website, you will have a few minutes to discuss the site with one another and then give one synopsis.) A copy (hard or electronic) of your one page review, including URLs of all the sites reviewed should be given to everyone in class on the last day. An electronic copy should be emailed to the instructor. Details on this process will be shared in class.

The following assignments are based upon the Five Core Propositions of the National Board for Professional Teaching Standards. URL and Core Propositions will be explained in class. Select one.

- A. Using students' papers/scores from their classroom, the graduate student will graph and analyze the results, then determine how to modify the instruction to improve students' performance. This assignment is aligned with Core #4 related to thinking systematically about the practice of teaching. The final assignment will contain the graph and a two page analysis, including the plan for improvement.
- B. The student will arrange an opportunity to interview a teacher in a different setting and analyze the difference between the philosophy, working conditions, community culture, etc. A two to three page reflection paper will be submitted.
- C. A book, relevant to the class concepts, may be read and discussed with other students from the class OR an indepth, focused discussion on course content (with instructor's approval) could occur among several students. A two page reflection page will be developed.
- D. Develop an analysis of your school's achievement profile and determine what actions you would recommend on the basis of this profile. The analysis, interpretation, and plan should be submitted within three to five pages.
- E. Explore what is being done in your school/setting and what can be done to enhance parent/teacher interactions or business/school interactions. Develop an annotated reference list of 5 to 8 sources, according to APA format. A one page synopsis will be submitted.
- F. Over the course of approximately 2 weeks, review newspapers, magazines, or websites and look for themes from the course content. Analyze the themes to identify any patterns which may be developing. A two to three page analysis/reflection on the results should be submitted.
- G. The student will arrange a time to observe a colleague and compare/critique how he or she would modify the lesson which has just been observed or identify what positive ideas could be incorporated into his or her teaching. A two to three page analysis, including a summary of the lesson should be submitted.

Evaluation:

Grade of A. Requires satisfactory completion at the proficient level of all activities. Proficient level means that you demonstrate an advanced level of performance in your writing and speaking skills. The content of presentation must be of compelling interest and the organization and style must enhance the outcomes of the course.

Grade of B. Requires satisfactory completion of all activities at an acceptable or adequate level.

Adequate level means that you demonstrate competence in writing and speaking skills.

Grade of C. Requires completion of all activities and may be marked by failure to meet some assignment criteria. Presentation of oral and written forms may be characterized by minimal efforts.

Below C. Failure to meet expectations in the course.

The EMU graduate handbook contains the writing rubric.

Attendance Expectations: As stated in the EMU Graduate Catalog, “Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of six 50-minute periods or four 75 minute periods (300 minutes) in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.”

Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed in the graduate dean’s office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

General Information:

At all times, students will be treated with respect and courtesy. The same consideration will be expected by the instructor and among all students and presenters in the class.

I anticipate/expect all students to be successful. If difficulties, questions, or concerns develop, please speak to me immediately so that we can attempt to resolve the situation.

Please plan to arrive on time and remain until the end of each class. Cell phones and pagers should be turned off during class! Having a phone or pager ring is distracting and simply put – rude. Since the class will have a constructivist approach that requires interaction with peers, please be prepared to share your ideas and thoughts on the various issues in both small and large group settings. Recognizing the impact social networking has on the lives of many of us, the process should be used during appropriate times.

Knowledge Base for Social and Ethical Issues in Education:

The goal of social and ethical foundations is to empower teachers to influence the lives of children and youth. Research in social foundations indicates that teachers possessing a well grounded framework for understanding cultural and community diversity and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction are in fact more effective as social change agents (e.g. Banks, 1995; Gollnick & Chinn, 2002).

Although teachers convey knowledge, they must also respond to challenges of social responsibility as evidenced in the moral, legal, and cultural realms of learning and teaching (Kierstead and Wagner, 1992). The need for teachers to equip students with a meaningful theory of life based on personal integrity and ethical standards is paramount. The study of social foundations examines two key questions: "What makes life worthwhile to an individual?" and "What community structures best serve the interest of the participants?" The study of social foundations is not a theoretical abstraction. It is essentially a moralistic undertaking (Kierstead and Wagner, 1992). It involves the twin pillars of psychological content and historical, sociological and philosophical foundations. It provides teachers with the tools to recognize all the subtleties involved in their everyday work as professionals in the classroom.

Banks, J. (1995). Multicultural education: Historical development, dimensions, and practice. In J.A. Banks & C.A.M. Banks (Eds.), *Handbook of research on multicultural education* (pp. 1-19). New York: Simon & Schuster Macmillan.

Kierstead, F.D. & Wagner, P.A. (1992). *The ethical, legal, and multicultural foundations of teaching*. Madison, Wisconsin: Wm. C. Brown.

Appendix A Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade