George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Complete the Coordination Form on page 2 if changes in this course will affect other units. If no other units are affected, simply indicate “None” on the form. After approval by the appropriate GSE program faculty and GSE Program Development and Evaluation Team (PDET), the Associate Dean for Outreach and Program Development will forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures will be brought to the Graduate Council Meeting.

Please indicate:  ____ NEW  ____ MODIFY  ____ DELETE

Local Unit: Graduate School of Education  Graduate Council Approval Date:

Course Abbreviation: EDCE  Course Number: 600

Full Course Title: “Philosophical and Theoretical Perspectives on Character Education”

Abbreviated Course Title (24 characters max.): Phil/Theo Persp Char Ed

Credit hours: 3  Program of Record: M.Ed.

Repeattable for Credit?  ____ D=Yes, not within same term  Up to ___ hours

____ T=Yes, within the same term  Up to ___ hours

____ N=Cannot be repeated for credit

Grade Type:  ____ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)


Activity Code (please indicate):  ____ Lecture (LEC)  ____ Lab (LAB)  ____ Recitation (RCT)

____ Studio (STU)  ____ Internship (INT)  ____ Independent Study (IND)

Catalog Credit Format  3 : 3 : 0  Course Level: GF(500-600)  ____ x__ GA(700+)

Maximum Enrollment: 20  For NEW courses, first term to be offered: Fall 2004

Prerequisite or corequisite: Admission to the character education program.

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses: Analyzes and evaluates theories and models of character education that fit with different philosophical perspectives on education. Comparative analyses will take place related to character education in the U.S. and other countries.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by: Mary M. Williams email: mwilliat@gmu.edu

Department/Program: Mary M. Williams Date: 11/2/03

College Committee: Joan Isenberg Date: 12/02/03

Graduate Council Representative: Core Course
GEORGE MASON UNIVERSITY  
Course Coordination Form  
Graduate School of Education  

EDCE 600 “Philosophical and Theoretical Perspectives on Character Education”

Approval from other units: None

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval. Submit a signed form or attach a copy of the email approval.

<table>
<thead>
<tr>
<th>Unit: none</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
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Graduate Council approval: ____________________________________________ Date: __________

Graduate Council representative: __________________________________________ Date: __________

Provost Office representative: ___________________________________________ Date: __________

Character Education Program  Core Course
George Mason University
Graduate School of Education
“Philosophical and Theoretical Perspectives on Character Education”
EDCE 600 – PROPOSED
Fall 2004

Instructor: Professors Mary Williams or Lloyd Duck
Office Hours:* announced in class
Telephone: Prof. Williams 703-993-2133; Duck 703-993-2047
*Virtual office (24hrs) e-mail: mwilliat@gmu.edu or lduck@gmu.edu

COURSE DESCRIPTION:
Prerequisite or corequisite: Admission to the character education program.

Theories and models of character education that fit with different philosophical perspectives on education will be analyzed and evaluated. Comparative analyses will take place related to character education in the U.S. and other countries.

STUDENT OUTCOMES
At the end of this course students will be able to:

1. write a research paper and presentation that includes selected theories and philosophies that support character education to defend how character education fits into the larger school reform movement.
2. participate in a debate and forum related to the multiple perspectives, theories, philosophies that underpin the historical development of character education in the U.S..
3. analyze and evaluate character education practices through a comparative reflection on their personal philosophical perspective and its relationship to international perspectives on character education.

RELATIONSHIP TO PROGRAM GOALS
The goal of the character education program is to prepare educators to be character education resource specialists at the school, district, and state levels. EDCE 600 is the first of three courses in the EDCE core. EDCE 600 is aligned with the NBPTS five core propositions, which provide the guiding principles for what teachers should know and be able to do:

I. Teachers are committed to students and their learning.
II. Teachers know the subject they teach and how to teach those subjects to students.
III. Teachers are responsible for managing and monitoring student learning.
IV. Teachers think systematically about their practice and learn from experience.
V. Teachers are members of learning communities.

EDCE 600 provides the theoretical and philosophical perspectives of character education in the U.S. and internationally. Using a historical lens, students in this course examine, analyze, and evaluate models and theories that ultimately result in the design and defense of a personal philosophical perspective on character education, which serve as a foundation for the other courses in the program.

REQUIRED TEXTS

**RELATED RESOURCES**
Character Education Partnership Resources and Discussion online at [www.character.org](http://www.character.org)

**SUPPLEMENTAL READINGS--**

**SECONDARY READINGS (recommended):**

**NATURE OF COURSE DELIVERY**
EDUC 600 is totally web-based using distance learning. Through the whole class and small group discussion boards students will analyze case studies, conduct small and large group activities, role plays, discussions, reviews of the literature, and post reflections which will enable them to take an ethical perspective as they review history, examine philosophies, and apply theory to practice.
To meet course objectives, the delivery of this course is accomplished through a combination of experiential learning activities designed to help meet the needs of all learners and learning styles. These include:
- *Readings and reflections*;
- *Presentations* (i.e., mini-presentations assisted by Power Point);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Blackboard* web-based course management and portal system at [http://blackboard.gmu.edu](http://blackboard.gmu.edu)

**STUDENTS WITH SPECIAL NEEDS**
Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation. This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please contact the Disability Resource Center for required documentation: (703-993-2474) or [http://www.gmu.edu/student/drc/](http://www.gmu.edu/student/drc/).
COURSE REQUIREMENTS

1. Participation (15%)
This class requires full attendance and active and thoughtful preparation and involvement in activities and discussions. For this course to have professional meaning and to gain ethical perspectives everyone will gain from the ideas generated collectively. Being an active participant leads to increased learning. Students are responsible for reading texts prior to class, getting assignments in on time and catching up if absent. On-line Discussion at www.character.org will enable students to ask questions, communicate with others around the U.S. and in other countries, and share ideas related to philosophical issues in character education. On-line Participation Rating Form is attached.

2. Case Analyses (20%)
The case analyses serve as a means for students to demonstrate an understanding of the intersection of theory/philosophy with practice. Cases allow students to examine multiple perspectives on problems and issues related to character education. Case studies give students a chance to practice approaches an ethically principled educator would use to solve problems. A case analysis includes:
   a) A problem statement (1 paragraph) that describes what the student thinks the educator’s responsibility is in the case -- that is, how the educator contributes to the problem; what role the educator is playing that is (potentially) putting students at risk, etc. Students will demonstrate an understanding of the theories/philosophies of character education by adding direct quotes from readings to support their perspective on the problem.
   b) Students will discuss online with working teams to fully analyze problems and theories, and evaluate solutions using a risk/benefit analysis.
   c) An action plan- After discussion students will write a brief action plan. This ‘action plan’ must be designed to solve the problem and be based upon specific approaches the authors of the texts feel will help the student(s) most in the long term. Students must use direct quotes in the action plan. See Paper Evaluation Rubric attached.

3. Papers/Presentations (35%)
   A. Philosophy of character education (20%). Students will prepare a reflective paper on their philosophy of character education, which will be presented to the class and submitted for a grade (see Paper Evaluation Rubric attached). The philosophy paper and presentation must:
      (a) Describe and defend a personal philosophy of education, and include the student’s perspective on character education. Students must relate this to character education theory, history, and philosophy:
      (b) Include character education as it relates to classroom instruction, school-wide programs, community-based services, or partnerships.
      (c) The student must demonstrate aptitude in the discipline by including direct quotes from a few of the course readings.
      Example: write a philosophical treatise on morals, values, and ethics in education - take a stand - and write as if it was going to be published on the back page of Ed week, or the NY Times Education Section.
   B. Book Review (15%). Students are required to complete a review of a book approved by the instructor. The book review cannot be on either of the two required course textbooks (see Book Review RATING FORM attached). Students will prepare an executive summary of the book, a written paper (5 pages), and host a discussion of book review based.

4. Term Paper (30%)
Students are required to practice reflection by writing a term paper (20 pages) that makes connections between course readings and their understanding of central theories/philosophies that have had an impact on character education historically based upon a topic or issue (instructor approval required). The term paper must include...
direct quotes from both course textbooks (see Paper Evaluation Rubric attached). Feedback will be provided on the student’s level of integration and analysis related to course topics and readings. The student must host a conference-like presentation.

**EVALUATION**
Evaluation rubrics for this course are attached.

**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C</td>
<td>75-80</td>
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<tr>
<td>F</td>
<td>74 and below</td>
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**HONOR CODE**
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu).
Topics/Readings for weekly class sessions: EDCE 600

Week 1: “A Peak at History” Overview
- Definitions character education, values, virtues, morals, ethics
- A Peak at historical sequence
- Building a rationale: "The Case for Character Education"
Read the first 2 chapters in McClellan, the first 2 chapters in DeRoche & Williams, and the Vessels chapter.

Week 2: Theoretical Perspectives
- Review character education theories
Read chapters 3-4 in McClellan, the chapter 3 in DeRoche & Williams

Week 3: Continuation of Theories of Character Education
- Establish the need - build a case for character education
- Comparative review of theories of character education
- Overview of acceptable CE books for report
Read the remainder of McClellan and Ryan & Cooper chapter

Week 4: Philosophies of Character Education in the U.S.
- Video “See Dick and Jane Lie, Cheat and Steal”
- Overview of philosophical perspectives on character education
- Metaphor for character education

Week 5: Build a case + grow a philosophy + find a theory that fits
- Overview of Report of the National Commission on Character Education
- Comparative review of philosophical and theoretical perspectives on character education
- Finding a ‘fit’ with a philosophy on character education
Read the remainder of DeRoche and Williams

Week 6: International Perspectives, Theories, Philosophies of Character Education
- Overview of International Perspectives on character education
- ON-Line Discussion www.character.org

Week 7: On-Line Group Discussion of case study at http://blackboard.gmu.edu
Case: Michael Watson
Readings: refer to all, focus on: McClellan, Ryan & Cooper (chapter), and DeRoche & Williams
DUE: the issue/topic for your research paper

Week 8: “Perspectives on Practice”
- Discuss philosophical and theoretical perspectives on character education and their relationship with practice.
- Post your executive summary of the book online & post your questions to lead discussion of the book that you reviewed. Each student will facilitate your own discussion with your teammates.

Week 9: On-Line Group Discussion of case study at http://blackboard.gmu.edu
Case: Brenda Forester
Readings: refer to all, focus on: McClellan, Ryan & Cooper (chapter), and DeRoche & Williams

Week 10: Personal Philosophy of Character Education & Comparative Analysis
- Post your personal philosophy statement related to character education, post your questions for discussion, and facilitate the discussion with your teammates.

Character Education Program Core Course
Week 11 & 12: Preparation of Theory-Based Term Papers
- Conduct reviews of the research, research on theories and philosophies of character education related to your chosen issue/topic. Post your first draft and revisions of your term paper each week in the appropriate forum designated for your drafts of term papers.

Week 13: Forum on Character Education
- Prepare and participate in the class forum on character education
- ON-Line Discussion www.character.org

Week 14: Putting it all Together: Presentations of Topics/Issues in Character Education
- Course reflections and evaluation
- Term Paper* Due

*You must submit your philosophy paper and final term paper electronically on the course website. The philosophy paper is the major performance based assessment for this course. It is recommended that you keep a copy of the ‘philosophy paper’ and final ‘term paper’ to include in your program portfolio.
Paper EVALUATION Rubric

The following rubric will be used to evaluate written papers. All course papers will be graded on the three level rubric below:

1. Papers, which meet the demands of the assignment, will be graded with a B+ or B. These papers will include at least the following:

   --The paper is received on time;
   --Opinions, comments, and observations are offered in depth;
   --Each entry relates clearly and directly to the readings (with direct quotes);
   --Each entry demonstrates an understanding between discussions and course readings; and
   --An attempt is made at reflection/transfer.

2. Papers, which go beyond the demands of the assignment, will be graded with an A+, A, or A-. These papers will include all of the requirements for a B or B+. In addition, A papers:

   --Go beyond relating to the readings and demonstrate insightful understandings;
   --Provide strong, precise, and thoughtfully selected support for assertions;
   --Offer opinions and comments that are particularly perceptive, while also being supported by specific details and direct quotes from the readings;
   --Synthesize observation notes in order to identify and reflect on issues of importance as described in our course objectives;
   --Link earlier readings [from this course and other courses] and current readings to your experiences and reflections.

3. Papers, which do not meet the demands of the assignment, will be graded with a B-, C, or F. It is likely that these papers will:

   --Arrive late; or
   --Contain insufficient details; or
   --Not be clear or understandable; or
   --Not use direct quotes from readings or not relate to the readings in an appropriate and/or thoughtful way, or misrepresent them; or
   --Contain no evidence of reflection, synthesis, and/or transfer; or
   --Contain only opinion, with no descriptive details or supporting quotes.
PARTICIPATION RATING FORM
EDCE 600

Name: _______________________________________

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<th>Sum #1</th>
<th>Sum #2</th>
<th>Total</th>
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**ATTENDANCE/PARTICIPATION (50%)**

- timeliness of participation
- level of engagement
- consistency
- participates regularly
- maintains discussion
- responds to all teammates
- ability to work collaboratively

**QUALITY OF DISCUSSION (50%)**

Comments:
- are relevant
- continue discussion
- offer new input
- show flexibility/openness
- are thought provoking
- synthesize
- have consistent rationale
- use current/previous theories

* The aspect (in capital letters) will be rated
  - 3 - Above average
  - 2 - Average
  - 1 – Poor
  - 0 – Not present

Feedback:
Objective: To engage learners thoughtfully and meaningfully with current writings in the field of character education theory and philosophy and to apply their emergent analyses and recommendations to practice.

The Book Review engages students in a thoughtful process that will help them become critical consumers of the character education literature, and will bring current course readings in the field together with educational practice. The book review requires that students formulate thoughts as they critique the text and connect the critique to their philosophy. The book review should be approximately 5 pages. Students should reflect on what the reading means to them as a character educator, how they relate to the ideas of the authors, and how and why they can or cannot apply these ideas to their philosophy. The book review should be comprised of three parts:

1) description,
2) analysis, application, and interpretation, and
3) reflection on the text and its meaning to the philosophy of character education and the student’s role as a character education specialist.

Procedures and Criteria for Assessment to guide the book review:

1) Description: (10 points) Describes the book in around a paragraph in length. This tells briefly what the book is about.

2) Analysis, Application, and Interpretation: (50 points) The student applies his/her knowledge to comment on the content and processes discussed in the book. It concerns the student’s interpretation of the material based on experiences and philosophical perspective. This section tells how or why. In this section, critically reflect on at least one book, using correct APA style. Cite references within the text and include a References page at the end of your critique.

3) Reflection: (40 points) The student will connect the content of the book to their professional role. Students will reflect on the reading by synthesizing the material and evaluating their description and analysis, stating what this means to them as a character educator. Students should describe what they would/might do similarly or differently, and why, to relate to practice. Or, they may want to talk about what was learned through the reading that will help them in developing their particular philosophy. This section personalizes the description, analysis, and interpretation to the individual.

Grading: A+ = 97-100; A = 93-96; A- = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 75-79; F = < 75
Case Response Outline

Name:_________________________
Case Study:____________________ Date:______________

BEFORE CLASS:
Problem Statement from your perspective (different from the teacher's perspective):

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Theory - direct quote(s) to support the problem statement:

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Action Plan with Research/Theory (direct quotes) for support:

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EDCE 600
Procedures for course assignments:

Read through and be familiar with the entire syllabus, so that you understand the course parameters and assignments.
Assignments: see assignments posted online for due – dates for all papers/presentations

For Case analyses:
(a) Read the case study assigned. As you read the case look for problems related to learning/teaching/leadership. Identify a problem that you feel captures what the educator is not doing well, or not doing well, that negatively effects some, or all, of the students. [Write this problem statement on the case outline sheet in the space provided]. Be prepared to post your problem statement online.
(b) Read McClellan and DeRoche & Williams and look for quotes that will support your perspective on the problem in the case study. [Write a quote or two on the case outline sheet, in the space provided using the method of documentation demonstrated by the instructor].
(c) Discuss the case online – in the group discussion area, using the questions posed by the course instructor to guide the discussion.
(d) You will complete the action plan after discussing the questions about the case online. So, do not complete the ‘action plan’ section before discussion begins.

You will participate in the on-going international discussion related to ‘character education” by going to the Character Education Partnership’s (CEP) website: www.character.org and posting a question that reflects your philosophy / theory / perspective on character education. Feel free to respond to other people’s questions as well.

You will search the Internet for readings related to theory or philosophy of character education or moral education and/or values in education and send the urls to the course instructor for posting on the ‘external links’ page.

Think about & prepare a paper (review) on a book related to a theory or philosophical perspective on character education. You must get instructor approval for your review. Prepare to post your paper on the course website and present your review to the class (you will need at least three questions prepared to lead discussion).

Think about and prepare a paper on your philosophy of character education in terms of educating the whole child (cognitive, affective, moral, behavioral). Also, think about your own character and how you learned values and ethics. Prepare to post your paper on the course website and present your philosophy to the class (you will need at least three questions prepared to lead discussion).

Think about a topic or issue for your term paper so the course instructor can approve it by the mid-term of the course. You will need to plan time to investigate topics during out-of-class time and may work with one other classmate on the term paper and presentation.