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: ____x____ NEW    _____ MODIFY    _____ DELETE

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

Course Abbreviation: EDCE    Course Number: 603

Full Course Title: Global and Ethical Perspectives on Teaching Diverse Learners

Abbreviated Course Title (24 characters max.): Glob & Eth Persp on Tch

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

Repeatable 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: ____x__ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Activity Code (please indicate): ____x__ Lecture (LEC)    ____ Lab (LAB)    ____ Recitation (RCT)
                                ____ Studio (STU)    ____ Internship (INT)    ____ Independent Study (IND)

Catalog Credit Format    Course Level: GF(500-600) ____x__ GA(700+)

Maximum Enrollment: 20    For NEW courses, first term to be offered: Spring 2005

Prerequisites 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 ethical and moral dimensions of classroom interactions using a developmental framework and a foundation of democratic principles. Evaluates school politics and policies will provide an overview of prevailing ethical points of view.

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: ______________________________ Date: __________________
EDCE 603 Global and Ethical Perspectives on Teaching Diverse Learners

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.

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Graduate Council approval: ___________________________________________ Date: ____________

Graduate Council representative: ________________________________________ Date: __________

Provost Office representative: __________________________________________ Date: __________
Instructor: Professors Mary Williams or David Wangaard  
Office Hours:* announced in class  
Telephone: Prof. Williams 703-993-2133; Wangaard 203-783-4439  
*Virtual office (24hrs) e-mail: mwilliat@gmu.edu or dwangaard@ethicsed.org

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

Students will explore ethical and moral dimensions of classroom interactions using a developmental framework and a foundation of democratic principles. Analysis of school politics and policies will provide an overview of prevailing ethical points of view.

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

1. design and conduct an action research study of teaching strategies that support character education in schools to demonstrate an understanding of how character education fits into the larger school reform movement.
2. write a case study, which will push the envelope beyond classroom boundaries and move course participation beyond advocacy to action.
3. analyze a number of case studies that require application of a wide-range of teaching strategies for character education and connect to multicultural and diversity practices.
4. apply a teaching framework to a classroom level character education program to further the development of a personal perspective on character education.

RELATIONSHIP TO PROGRAM GOALS  
The goal of the program is to prepare educators to be character education resource specialists at the school, district, and state levels. EDCE 603 is one of the specialization courses in the EDCE program. EDCE 603 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 603 provides students with an opportunity to conduct an in-depth analysis into the ethical dimensions of teaching. An understanding of global aspects of character education create an awareness of how ethical issues fit into the larger scheme of school reform.

REQUIRED TEXTS

**RELATED RESOURCES**

‘Character Education Partnership’ Resources and Discussion online at [www.character.org](http://www.character.org)

Authors you will become familiar with during this course are: Cornel West, Peggy McIntosh, Lisa Delpit, James Banks, Amy Gutmann, Kenneth Strike, Deborah Meier, Ted Sizer, John Goodlad, Ernest Boyer, Dillan, Katheryn Au, Lawrence Kohlberg, Carol Gilligan, Kevin Ryan, Tom Sizer, Robert Starratt, Thomas Sergiovanni, Nel Noddings, James Leming, Robert Coles, Rushworth Kidder & Pat Born.

**SECONDARY READINGS (recommended):**

AASA (September, 1996). Ethics and leadership. *School administrator.*


**NATURE OF COURSE DELIVERY**

EDCE 603 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 on teaching 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 case analyses**;
- **Presentations** (i.e., mini-presentations assisted by Power Point);
- **Discussions and Socratic seminars** (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)

In EDCE 603 personal and societal moral values and beliefs will be examined, ethical beliefs and practices will be analyzed, and the impact of modeling on the moral behavior of students will be studied. An action plan mini-project will require course participants to prepare a strategic plan for a classroom/school/district/agency.

**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

Students will explore the ethical and moral dimensions of classroom interactions that constitute the “classroom community.” The course models theory-to-practice applications using a developmental framework and a foundation of democratic principles. This course emphasizes the critical importance of moral knowing, feeling and doing in the character development of children. An examination of democratic principles and civic competencies/skills will enable students to shift from an emphasis on the personal to the global. Analysis of school politics and policies will provide an overview of prevailing ethical points of view and practices. The course will attend to multiple perspectives in 'voice' and 'equity' and as they relate to the teaching of diverse learners (e.g., culture, ability, language, gender).

1. **Participation (30%)**

This class is designed as a seminar and interactive by nature. This class requires full attendance and active and thoughtful preparation through involvement in activities and discussions. Professionalism consists of attendance, preparedness, and initiative. For this course to have professional meaning and to gain ethical perspectives everyone must gain from the ideas generated collectively. Being an active participant will lead to increased learning. Students are responsible for reading texts prior to class, getting assignments in on time and catching up if absent. Participation includes the national discussion at www.character.org [see Participation Rating Form attached]. Participation includes online discussion (discussion teams will be created after our first class session) and an action research project in a local school or agency.

2. **Case Analyses (40%)**

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.

Weekly case analyses (problem statement and action plan combined) will be assessed and graded according to the criteria contained in the paper evaluation rubric. The lowest case grade will be dropped in the average.

3. **Character Education Action Research Project and Case Study (30%)**

The character education action research project will consist of a series of observations and discussions with students and teachers. The investigation will allow students to envision how character education strategies, techniques, and methods effect student learning. Each student will write a case study based on the action plan (guidelines for writing a case study are included in the packet of readings). The case study will have as its foundation 'voice' and 'equity' related to teaching diverse learners. Students will prepare three or four questions to lead a discussion of their case during one of the last three meetings. The questions will lead class members through an analysis of the case and facilitate the creation of an action plan that matches up with the research and theories studied throughout the semester.
Students will POST their case study (5 page max) and questions for analysis the day before it is assigned to present. The written case will be combined with moderation of discussion (80% + 20%) to calculate the grade for this project (the Paper Evaluation Rubric will be used to assess this project).

**EVALUATION**

Evaluation rubrics for this course are attached. The assessment of the action research case study will use a combination of the paper evaluation rubric and the criteria for developing a case study.

**Grading Scale:**

- A+ = 97-100
- A = 94-96
- A- = 91-93
- B+ = 87-90
- B = 84-86
- B- = 81-83
- C = 75-80
- F = 74 and below

**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 603

Week 1: Course Overview / Case-Based Pedagogy / Experiential Learning / Action Research
- Experiential Learning: Action Research; Ward & Wolf
- Survey: Kolb Learning Styles Test; Guild
- Case Analysis: Laura Conway
  - Questions:
    - What does Laura think the problems are?
    - What do you think the problems in the case are?
    - What is the ethical thing for Laura to do in response to reading Mike's bio?
    - What are the benefits/risks of these ideas?

Week 2: Overview of Moral Development and Civic Competencies
- Reading: D&W 1-2; DeVries in W&S; Profiles; Pepper
- Survey: Moral Values (VIP)
- Case Analysis: Carol Brown
  - Questions:
    - What is Carol's problem?
    - What should Carol have done?
    - What is the ethical thing for Carol to do now? (benefits/risks)

Week 3: Ethical Decision Making / Ethical Principles / Leadership / School Climate
- Reading: D&W 2; Berkowitz in W&S; Strike; Fullinwider; Berman
- Cultural Identity Profile
- Case Analysis: David Burton
  - Questions:
    - What are the ethical principles at stake here?
    - What is the ethical thing for David to do?

Week 4: Mutual Respect / Classroom Community Building / Ethical Questioning
- Reading: DeRoche in W&S; Williams; McIntosh; Dillan; Meier; Shine; Kidder & Born
- Socratic Seminar; "...Covenant"
- Case Analysis: Ken Kelly
  - Questions:
    - Why are Ken's lessons unsuccessful?
    - Why do Sybil's lessons work?
    - How can Ken teach content and character to students?

Week 5: Curriculum [formal, hidden, null] / Ethical Issues / Action Research Update
- ON-line discussion at www.character.org
- Reading: D&W 3-5; Lickona in W&S; Kornet; Rasmussen; Poplin & Weeres
- DUE: an update on the progress for the action research
- Case Analysis: Scott Donovan
  - Questions:
    - What explains the plagiarism?
    - Is there anything Scott could have done to prevent the plagiarism?
    - What should Scott do about the students who plagiarized? about his lesson?

Week 6: Democratic Principles / Educational Policies / Families / Grading Policies
- Reading: Freitas in W&S; Banks; Loury; Gerzon; Thompson
- Case Analysis: Leigh Scott
Week 7: Learning Communities / The Hard to Teach / Inclusion
- Reading: Watson in W&S; Raynes, et.al; Schumm & Vaughn; Curriculum Adaptations
- Case Analysis: Joan Martin, et al
  - Questions:
    - What advice would you give Joan as to the position she should take?
    - ... Marilyn? ... Warren?
    - What is the ethical thing for Joan to do in her class to enhance the possibilities of success for Donald? What should Marilyn do?

Week 8: Inclusivity and Diversity / Testing
- Reading: D&W 5; Delpit; Kohn*; Abdal-Haqq
- Case Analysis: Elaine Adams
  - Questions:
    - Did Ms. Green go too far in helping her students?
    - What is Ms. Green's perspective on the problem?
    - What is the ethical thing for Elaine to do?

Week 9: Voice and Equity Issues / Gender Issues / Parents
- ON-line discussion at www.character.org
- Reading: Sapon-Shevin; Tomlinson; AAUW Report; Beato
- Case Analysis: Diane News
  - Questions:
    - What are the district's selection criteria for the G & T program?
    - What are Diane's selection criteria for the G & T program?
    - Who should Diane pick? Why?

Week 10: Effective Teaching Strategies & Teaching Standards for Character Education / Ethical Practices
- Reading: D&W Primer; Cole & Schlechty
- Case Analysis: Mary Ewing
  - Questions:
    - What are the problems from Mary's perspective? What has she tried?
    - What are the problems from your perspective?
    - As an ethically principled teacher what should Mary do to resolve the problems?
    - ... in the content area? and with students personal and social skills?

Week 11: Leadership in Character Education / Curriculum / Materials
- Prepare DRAFT of CASE STUDY for peer review
- Reading: ASCD Curriculum Update (sp'95); Bias-Free Texts; Rainbow Curriculum; "Anonymous"
- Special Speakers: TBA [Nel Noddings, Kevin Ryan, Tom Lickona]
- ON-Line Discussion www.character.org

Week 12: Putting it all Together: Presentations of ‘Action Research Case Studies’ in and online peer discussions.
- Reading: Edelman; Taylor
- Present 'Case Study' (1/3 the class) [Groups TBA]
Week 13: Putting it all Together: Presentations of ‘Action Research Case Studies’ in and online peer discussions.
- Reading: Randolph
- Present: Case Study’ (1/3 the class) [Groups TBA]
  - Procedures - POST Case Study & Questions + Facilitate Discussion On-line

Week 14: Putting it all Together: Presentations of ‘Action Research Case Studies’ in and online peer discussions.
- Course reflections and evaluation
- Present: Case Study’ (1/3 the class) [Groups TBA]
  - Procedures - POST Case Study & Questions + Facilitate Discussion On-line
DUE: Final Copies of all case studies must be posted on the course website in the appropriate forum.

*You must submit all papers electronically on the course website. The action plan ‘case study’ is the major performance-based assessment for this course. It is recommended that you keep a copy of the action plan ‘case study’ 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 entries:

   --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.

Character Education Program  Specialization Course
**PARTICIPATION RATING FORM**

**EDCE 603**

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**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:
EDCE 603
Procedures for course assignments:

Go to the course website at http://blackboard.gmu.edu
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
Due Dates will be posted in the course calendar.

You will be asked to 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 understanding of effective teaching for character education. Feel free to respond to other people’s questions as well.

You will analyze a case study each week related to classroom/school level character education strategies, techniques, and methods, and ethical practices.

You will conduct an investigative action plan related to observations at your school site regarding the course topics and teaching standards for character education. You will prepare a ‘case study’ after investigation of a variety of character education methods and techniques. You will post your case study on the course website and discuss your findings with the class (you will need to have at least three questions prepared to lead a discussion).