

In-Service Education
COURSE SYLLABUS

SOCS 5210.01
COURSE NUMBER AND SECTION

Dennis Butts
INSTRUCTOR

Character Ed: Building Respect & Responsibility
COURSE TITLE

Summer, 2004
TERM

WEBG
SITE

1
CREDIT HOURS

1. Course Description:

(Provide details of student focus, rationale, scope, and prerequisites)

This course represents a comprehensive process of character and values education. While drawing on traditional approaches, the program utilizes current information to help students internalize values that lead to attitudes and beliefs that result in accepting responsibility and positive behavior.

Students will explore roles and dimensions of character education, will learn specific processes for use in the classroom, and will learn how to train peer leaders to assist in encouraging responsibility and respect.

2. Learning Outcomes: (Goals, objectives, course outcomes, etc.)

1. Each student will have knowledge of the theory and research on character, moral, and values.
2. Each student will understand the need for a comprehensive school, home, and community approach.
3. Each student will learn how values support positive character and moral development
4. Each student will learn specific processes for building character, morality, and values.
5. Each student will understand the relationship of integrity to behavior and processes to enhance student integrity and self-responsibility.
6. Each student will learn to integrate intellectual and emotional approaches to character development.
7. Each student will explore the process of role models and their effect on behavior.
8. Each student will understand a three-level approach to teaching academic subject matter.
9. Each student will know how to train peer leaders to assist in developing the character and values of other students.
10. Each student will make a presentation to the class based on the information learned in the class.

3. Schedule of required readings, class preparations and assignments, lectures, etc.

MEETING 1:

Goal: The participants will have an understanding of theories of character, morality, and values education and related research.

The participants will:

- Learn Kohlberg's model of moral development
- Explore an overview of values education
- Understand a comprehensive theory of character moral, and values development an related research
- Learn specific processes to enhance character and values development

MEETING 2:

Goal: The participants will learn specific strategies and processes to enhance character, morality, and values.

The participants will:

- Continue to learn the processes as listed above
- Know strategies to develop responsibility to self and others.
- Learn the relationship between self-concept and integrity
- Experiment with processes to develop student integrity and responsibility

Goal: The participants will learn importance of modeling for the development of character and values.

The participants will:

- Know the importance of peer models in the development of student character and values
- Learn how to develop a cadre of positive role models.
- Learn the use of circle talks for student character, moral, and values development.

Goal: the participants will learn to integrate values, character, and moral development into their existing curriculum.

The participants will:

- Explore a three-level teaching model.
- Learn the process of developing a values journal
- Develop a school-wide acknowledgement program for character development.

Goal: The participants will demonstrate their knowledge through developing a presentation to be given to the class.

The participants will:

- Develop a process to be presented to the class

4. Resources: (list and indicate how they are to be used)

Canfield, Jack and Siccone, Frank. 101 Ways to Develop Student Self-esteem and Responsibility. Volumes 1 & 2. Boston: Allyn & Bacon, 1993.

Kirschenbaum, Howard. 100 Ways To Enhance Values And Morality In Schools And Youth Settings. Boston: Allyn & Bacon, 1995.

Myrick, Robert and Erney, Tom. Caring And Sharing: Becoming A Peer Facilitator. Minneapolis: Educational Media Corp., 1984.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of assignments.

- a) Class presentation – Each student shall make a presentation to the class based on the knowledge gained in the class.
- b) Participation (Participation is not sufficient to determine a large percentage of the grade) Each student will be encouraged to participate in small groups and with the class.

NOTE: This syllabus is subject to change at the discretion of the instructor.
Therefore, regular attendance is required.

