

Course Syllabus

Course:	EDZU 9749 Character Education Matters
Credit Hours:	3.0 credits / 45 hours
Instructor:	Amanda Harvey

Course Description

Teaching children to care through Character Education can be incorporated into your existing curriculum! This course is designed to develop a collection of classroom lessons, activities, and strategies that can be used to integrate character traits into everyday instruction. The emphasis will be on how to help your students develop a life-long sense of honesty, decency, and respect for one-self and others through literature and practical classroom activities. Some of the topics that will be discussed will include; values/traits that can be taught, roles of the teacher, teaching values through the curriculum, caring beyond the classroom, cooperative learning, as well as classroom management techniques. By the end of this course you will have a collection of lessons, an extensive literature list, as well as personal activities that can be used to meet the needs in your own classroom. This course is appropriate for educators K-12.

Course Goals

To Know

1. what it means to educate for character.
2. how to incorporate Character Education into daily lessons and activities.
3. what can be accomplished to meet the needs of Character Education in schools and individual classrooms.

To Understand

1. why it is important to promote Character Education to all students.
2. how Character Education already exists in their current curriculum.

and To Be Able To

1. identify current practices within the school and individual classrooms.
2. make connections with existing curriculum.
3. create meaningful and useful lessons/activities that meets individual students needs.

Course Outline

- I. What is Character Education?
 - a. Activity: Identifying and acknowledging reasons for taking Character Education course
 - i. What are the Six Pillars of Character
 - ii. A useful Resource Manual
 - iii. Reading: Character Education History
 - iv. Teaching Character Through Existing Curriculum
 - b. Create usable lesson applicable to own teaching needs using existing curriculum
 - i. Examine 100 Ways to incorporate Character Education
 - c. Using Suggestion List incorporate ways into classroom instruction
 - d. Brainstorm Character Education words that are currently utilized
 - i. Words and Meanings of Character
 - e. Incorporation of character traits and how they will be displayed in classroom/school
- II. Comprehensive Approach to Character Education
 - a. Discussion of reasons why it is necessary to incorporate Character into classroom/school culture
 - i. Fact-finding within your school
 - b. Apply to instruction
 - i. Introduction to Mission Statement
 - c. Create own Mission Statement
 - d. Supportive articles and Newsletters
 - i. Response and Discussion of article
- III. Putdowns and Bullying vs. Kindness
 - a. Handing Putdowns
 - b. 25 Ways to Create a Putdown Free School Environment
 - i. Movies/Books/ Websites to create useful lesson
 - c. Statistics
 - i. Reflection of statistics and making connections
 - d. ABCs of Bullying Prevention by Kenneth Shore
 - i. Agree or Disagree (Izzy Kallman's approach to Bullying)
 - e. Promoting Kindness
 - i. Articles and reflection
 - f. Random Acts of Kindness
 - i. Useful tool Activity
- IV. Principles of Effective Character Education
 - a. 95 Objectives in the Parent Participation Program
 - i. Application to classroom/school
 - b. Parenting Tips for Promoting Character
 - c. Meaningful Responsibility

- V. Classroom Management
 - a. Character-based Discipline
 - b. Components of the ITC Classroom Management Program
 - c. Discipline for Promoting Responsibility and Learning
 - i. Discipline connections in your classroom
 - d. Perseverance/Effort and its importance
 - i. Incorporating perseverance into curriculum
 - e. 101 Ways to Praise Kids

Graduate Final Assignment: Parent Letter

- i. philosophy
- ii. implementation
- iii. character traits
- iv. incorporation of books/movies/websites
- v. ideas and suggestions

Methods of Instruction

Teachers enrolled in this course will read and evaluate countless resources such as; articles, websites, books and movies in order to better understand the importance of incorporating character education into their existing curriculum. They will communicate with other teachers to share success stories and gain insights into best practices in instruction. They will complete assignments that assess their understanding of the importance of classrooms, schools, districts and communities working together to build a solid foundation of character. They will complete thorough analyses of their own classroom/schools, to identify avenues for improving quality instruction, as well as gaining valuable ideas and resources for their classrooms.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete all of the practicum tasks. This includes but is not limited to (1) what is Character Education; (2) Comprehensive Approach; (3) Bullying vs. Kindness; (4) Principles of Effective Character; (5) Classroom Management. Graduate Students also must complete an additional Parent Letter assignment (philosophy, implementation, character traits, incorporation of resources and ideas/suggestions).

In order to earn a B in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete three of the practicum tasks cited above in the Grad assignment.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Activity One: Students will read a description on why and how the course was created and designed. Students will write an introduction about themselves and reasons for taking the course.	1.00
Activity Two: Students will familiarize themselves with the Six Pillars of Character. Each of the Six Pillars will be explained and examples will be given. These core words will be the foundation to build a classroom of character.	1.00
Activity Three: Resource Manual; Students will create a useful tool that can be utilized for years to come. Students will create a three-ring binder divided into sections to store any lessons, ideas, websites, articles and/or assignments created to refer back to. This Resource Manual can also be used as a tool to share ideas with other colleagues, faculty members and/or parents.	5.00
Activity Four: Students will read an article on the History of Character Education and how it is a shared responsibility between home and school. This article can also be found on a useful website that can be used as an additional resource for other important educational topics.	2.00
Activity Five: Student will explore the website www.goodcharacter.com . After reading the article "How to Do Character Education", students will create a thorough lesson where students will implement their current curriculum into creating a useful character education lesson.	2.00
Activity Six: Students will read 100 Ways to Promote Character Education.	0.30
Activity Seven: After the completion of reading 100 Ways to Promote Character Education students will select two suggestions and explain how and why they would use them in their classroom.	1.00
Activity Eight: A "Think Quick" activity will give the students an opportunity to think of as many character words they can think of (being trusted not to cheat) and submit it as soon as their list is completed.	0.30
Activity Nine: Students will read review a list of character Education words and how they can be incorporated into a school wide or classroom program that can be used for an entire school year.	1.00
Activity Ten: After selecting two character words, students will explain how they will be displayed and correlate a picture/chapter book, movie and/or video that can be used to reinforce each character trait. The book/movies that were chosen must explain how the resources fit the needs of the students.	2.00
Activity Eleven: Students will be introduced to the book <u>Educating for Character: How Schools Can Teach respect and Responsibility</u> , written by Thomas Lickona. Students will familiarize themselves with 10 Good Reasons For Character Education.	1.00

Activity Twelve: Out of the "10 Good Reasons for Character Education", students will choose two reasons that strike them as being the most important, reasons why they selected them, and how they can incorporate the reasons into their daily instruction.	2.00
Activity Thirteen: Students will familiarize themselves on Mission Statements from a business point of view by reading an article from www.entrepreneur.com .	1.00
Activity Fourteen: A classroom Mission Statement will be provided as a sample to the students and its importance will be explained. Students will then be expected to create one with their students and/or on their own that can be utilized in their classroom.	2.00
Activity Fifteen: Students will explore the website: The Center for the 4th and 5th R's. Students will read several newsletters and select an article that inspires them. They will write a response that tells the article that was selected, why it was influential, how they can utilize it, and any ideas/suggestions that can be added.	2.00
Activity Sixteen: Students will read multiple articles on Putdown Programs and suggestions on how to deal with Putdowns. Students will explore websites and make personal connections to what is needed in their current placement.	2.00
Activity Seventeen: 25 Ways to Create a Putdowns-free School Environment will be provided for the students to peruse.	0.30
Activity Eighteen: Students will find two books/movies, and/or websites that could be used to encourage No Putdowns. Students will come up with one lesson that can be incorporated into their existing curriculum.	2.00
Activity Nineteen: Students will explore multiple websites that provide information and ideas about bullying. A list of bullying statistics will be provided for the students.	2.00
Activity Twenty: After reading the statistics, the students will respond to which one they feel is most shocking, why they feel that way, where they believe that most children are bullied, and in their opinion, what can be done to prevent bullying in their class/school.	1.00
Activity Twenty-One: Students will explore www.stopbullying.gov . Students will read "ABC's of Bullying Prevention" by Dr. Kenneth Shore.	1.00
Activity Twenty-Two: Students will explore www.education-world.com , and read Ending Bullying By Teaching Kids Not To Be Victims, by Izzy Kalman.	1.00
Activity Twenty-Three: Students will agree or disagree with Izzy Kalman's controversial approach to bullying. If they agree with the approach, how would the student use this to help them with a bullying situation? If they disagree, explain why you don't agree with his approach?	1.00
Activity Twenty-Four: Students will explore another fantastic website CEP (Character Education Partnership), www.character.org .	1.00
Activity Twenty-Five: After exploring a few websites provided, the students will pick one article and explain how it would be useful to them when teaching character to their students.	2.00
Activity Twenty-Six: Students will thoroughly review The Random Acts of Kindness Foundation, www.actsofkindness.org . Students will then make connections to what they can use from this resource. They will name a book/movie, TV. show, magazine, etc., that they can incorporate into their instruction.	2.00
Activity Twenty-Seven: Students will read 94 Objectives in the Parent Participation Program. Students will pick two ideas that can be utilized in their classroom/school.	1.00

Activity Twenty-Eight: Students will read "Parenting Tips for Promoting Character" and add to Resource Manual for future use.	0.30
Activity Twenty-Nine: Students will read and explore useful information/books on Responsibility and how to incorporate it into daily instruction/lessons.	0.30
Activity Thirty: Students will read the following articles: "Does Discipline Play a Role in Character Education?", "Components of the ITC Classroom Management Program", and "Discipline for Promoting Responsibility and Learning."	2.00
Activity Thirty-One: First the students will answer the question, how do you handle discipline in your class? Using the previous articles read, students will make a connection and see what can be used from the two programs to help your students in the future focusing on discipline and character education?	1.00
Activity Thirty-Two: Students will familiarize themselves with useful resources for perseverance and effort. Students will then pick two books/movies or articles that promote perseverance/effort in the classroom. An activity for each will be created.	1.00
Activity Thirty-Three: Students will read to find 101 Ways to Praise Kids.	0.30
Activity Thirty-Four: Students will respond to the course with any comments, questions, and/or concerns regarding the course.	0.30
Graduate Requirements: Students will write a letter to the parents in their class explaining their philosophy, brief description on how will be implementing character lessons, a list of at least five character traits, books/movies/website for each trait and a short list of ideas and/or suggestions fro the parents to play an active role in their character development.	