

ESPHE 4403: Ethics and the Professional Context of Teaching

Course Number: 20576 | Section: 0010 | W, F: 9:35 AM – 10:55 PM |

Teaching Associate: Spencer J Smith

Office Hours: Monday 10:00 AM – 1:00 PM & Wednesday 2:00 PM – 5:00 PM; and by appointment

Required Materials

Bulman, R. C. (2015). *Hollywood Goes to High School: Cinema, Schools, and American Culture*. Second Edition. New York, NY: Worth Publishers.

Strike, K. A. & Soltis, J. F. (2009). *The Ethics of Teaching. Fifth Edition*. New York, NY: Teachers College Press.

Both texts are available at campus bookstores. Additional readings will be posted on Carmen and assigned as the semester progresses. Please bring a hard copy or electronic copy of all readings to class with you.

Course Abstract

Throughout this course, by employing multidisciplinary critical analysis, we will explore the very concept of “the school”, as well as the roles that educators, students, parents, the community, and the institution of media play (and are expected to play) within this culturally sensitive space. We will explore the nature of ethics and review various ethical theories and apply these theories to real-world problems that can and have occurred within the spaces we define as “schools”. We will also devote considerable time to discussing educational theory in general, multiculturalism, critical media literacy, and contemporary philosophy, in addition to real world challenges in the field of education. Sessions will consist of a mixture of lecture, source review, collaborative media case-analysis, dialogue, civil debate, and student presentation.*

*“This course is aligned with the Conceptual Framework of the Ohio State University Educator Preparation Unit and its commitment to developing candidates who practice with ‘integrity and ethical behavior.’”

Learning Objectives (Teacher candidates will be able to. . .)

- Explain the role of ethics in teaching
- Describe the role of policies and code of conduct in education
- Apply theoretical perspectives of ethics to decide course of action in ethical dilemmas
- Apply law, policy, and codes of conduct to decide course of action in ethical dilemmas
- Identify a standard by which teacher candidates will be able to make ethical decisions in their own careers

University Escort Service - A safe ride is a service provided to university students who would like safe transportation across campus. Any university student, faculty, or staff member may request a safe ride. Hours: 7pm-3am. Phone: 292-3322

Communication Expectations

- I may communicate important class information via email or Carmen/Canvas. Please check your OSU email and our Canvas course frequently and consistently. You will be responsible and accountable for any and all information that I may communicate through email and Carmen/Canvas.
- **Your emails will receive a response within 24 hours Monday through Friday only.**

Statement of Student Rights

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Statement on Wellness

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at **(614) 292-5766** and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at **1-(800)-273-TALK** or at suicidepreventionlifeline.org

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We should respectfully acknowledge the territory in which we meet as a class as being the ancestral homelands of the Delaware, Miami, and Shawnee Peoples.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources

at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic Misconduct

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an 'excuse' for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Grievances and Solving Problems

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, 'You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.' 'Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.'

Participation, Attendance, and Late Work

Participation counts for 1/6 of your grade. The content of this course lends itself to discussion and you are encouraged to express and support your opinion during class discussion. There are many ways to participate. Having your voice heard in large or small group discussions is one of them. Actively following the class discussion and taking notes or writing down your thoughts, is another. (That being said, I hope to create an environment where all students feel invited to participate and feel comfortable and confident engaging in the class conversation.)

If you are absent more than twice, I begin dropping your final grade by a full grade (from a A to an A-, A- to B+, and so on) for each absence unless you meet with me during office hours or some other decided upon time to think of ways for you to make up for your absences.

Due dates for major assignments are suggestions for completing all course work during the semester. There is no penalty for late work but if you deviate from the suggested schedule, you will need to meet with me during office hours or some other decided upon time to discuss strategies for getting back on track. Additionally, major assignments may be redone until a desired grade is achieved. **This policy does not apply to the reading journal.** If the journal is not complete by the class we discuss the reading, then you do not get points. **But all work must be turned in before the end of the final exam time (December 10 at 11:45 AM)**

Do not put your name on any document you submit for grading; I am trying to resist cultural biases when I grade you. I can hide your names on Carmen as I grade you. But if your name is in the document, it'll give it away.

Class Expectations and Courtesies

My goal throughout the semester is to co-construct a classroom community with all of you in which everyone feels welcomed, valued, and intellectually challenged. It is my sincere hope that all students will actively contribute in realizing this goal. To facilitate this, students are expected to complete all assigned readings/assignments before class in order to be prepared to contribute to class discussion. Remember, your voices are an important part of the learning of this class! Please come ready to contribute. Additionally, for the good of the community, please adhere to the following courtesies:

- Please set all electronic devices to vibrate and/or silent.
- If you must make or take an emergency call, please quietly leave the room.
- Leave no trace. Pick up after yourself and others.
- Be present.
- Step up, step back, and honor air time.
- Appreciate multiple perspectives.
- Participate in civil discourse.
- Assume best intent.

(Community Discussion Norms will be student created in class and posted on Carmen after the fact.)

Course Grading

Ethical Teacher Paper:	20 points
Reading Journal:	80 points
Case Study:	100 points
Film Analysis Paper:	100 points
Final:	100 points
<u>Participation:</u>	<u>100 points</u>
Total:	600 points

Course Assignments

Ethical Teacher Paper – In this 800-word assignment, you will describe the kind of ethical teacher you imagine becoming. Or, alternatively, imagine the most ethical teacher you can imagine. Where are you teaching? Who are your students? What kinds of issues would you encounter? How would you resolve them? Perhaps describe a case you have encountered in your education and think about how to deal with it from a teacher perspective.

Reading Journal - The reading journal is an ongoing assignment completed after each reading and before class throughout the semester. It is a written conversation between you and the authors in which you will respond to and reflect on at least a total of 2 significant quotes from each set of readings. The goals of the reading journal are to prepare students for in-class discussions, to encourage students to be reflective and questioning readers, and to help facilitate the writing process as students write future papers that will require citations to course readings. Reading journal entries should be submitted by midnight the day before the class in which the reading will be discussed. More information and a template can be found on the course Carmen page. You must complete a reading journal on 15 of the 19 days we have required reading to receive all the points.

Case Study – Your case study will analyze a real world ethical dilemma relating to teaching. Students will choose a case from <https://www.justiceinschools.org/>. They will then engage in an ethical analysis of the

situation, connecting the situation to the course concepts. Approximately 4 pages in length (typed, Times New Roman, 12 pt. font, double-spaced, one inch margins). More information regarding this paper can be found on the case study assignment on Carmen.

Film Analysis Paper - In the film analysis paper, students will apply the film analysis concepts from the Bulman text to analyze and reflect on one film from a list pre-approved by the instructor. Approximately 4 pages in length (typed, Times New Roman, 12 pt. font, double-spaced, one inch margins). More information regarding the film analysis paper can be found on the film analysis paper handout on Carmen.

Final: “What Makes You an Ethical Teacher?” - In this 8 page paper (typed, Times New Roman, 12 pt. font, double-spaced, one inch margins), you will revisit your first assignment and show how your understanding of an ethical teacher has grown. What ethical theory do you expect to be the most useful? Why? Are you going to use parts of all of the theories we studied? Use this paper to craft your own ethical theory. And tell me the story of how this class convinced you of that theory.

Semester Calendar – Readings and Due Dates

Date & Class #	Topic	Bulman Text	Strike and Soltis Text	Other Readings (On Carmen)
8/22 Class 1	Course Introduction: What is Ethics?			
8/24 Class 2	Teachers and Ethics: What is a good teacher?		Code of Ethics of the Education Profession (Introduction) p. viii-x	
8/29 Class 3	Teachers and Ethical Theories: Consequentialism		Chapter 1: What This Book Is About, p. 1-23	
8/31 Class 4	Teachers and Ethical Theories: Nonconsequentialism			
9/5	Due: “What Makes You an Ethical Teacher” Paper			
9/5 Class 5	Teachers and Ethical Theories: The Ethic of Care			Noddings (1993): “Caring: A Feminist Perspective”
9/7 Class 6	Teachers and Ethical Theories: Moral Intuition and the Reflective Equilibrium of a “good teacher”			

Date & Class #	Topic	Bulman Text	Strike and Soltis Text	Other Readings (On Carmen)
9/12 Class 7	Individualism and Teaching and School	<p>Chapter 1: Using the Movies to Make Sense of Society: A Sociological Introduction, p. 1-13</p> <p>Chapter 2: Middle-Class Individualism and the Adolescent Frontier: What High School Films Reveal About American Culture, pp. 14-27</p>		
9/14 Class 8	Teachers and Classroom Policies: Ethics of Student Discipline		Chapter 2: Punishment and Due Process, p. 24-37	
9/19 Class 9	Teachers and Classroom Policies: Morality and Power in the Classroom		Chapter 3: Intellectual Freedom, p. 38-54	Buzzelli & Johnston (2001): "Morality and Power in the Classroom"
9/21 Class 10	Teachers and Classroom Policies: Ethics of Classroom Management			<p>Everyone:</p> <p>Kohn (1994): "The Risks of Rewards"</p> <p>Choose One Based on Interest:</p> <p>Gettinger & Fischer (2014) - "Early Childhood Education Classroom Management"</p> <p>Pass (2007) - "A Classroom Discipline Plan that Teaches Democracy"</p>

Date & Class #	Topic	Bulman Text	Strike and Soltis Text	Other Readings (On Carmen)
9/26 Class 11	Teachers and Classroom Policies	Chapter 3: Fighting the Culture of Poverty: The Teacher as the Urban School Cowboy, p. 31-65		
9/28	No class			
10/3 Class 12	Teachers and Society: Urban School Films			Before Class: Watch <i>Stand and Deliver</i> (1988)
10/5 Class 13	Teachers and the Curriculum: Intellectual Freedom		Chapter 4: Equal Opportunity and Democratic Community	
10/10 Class 14	Student speech rights and the curriculum	Chapter 4: We Don't Need No Education: The Rejection of Utilitarian Individualism in Suburban School Films, pp. 66-85		Warnick (2009): "Student Speech Rights and the Special Characteristics of Schools"
10/10 11:59 PM	Due: Case Study using cases from https://www.justiceinschools.org/			
10/12	AUTUMN BREAK			
10/17 Class 15	Teachers and the Curriculum: Diversity		Chapter 5: Multiculturalism and Religion, p. 82-106	Paris (2012): Culturally Sustaining Pedagogy
10/19 Class 16	Teachers and Society: Suburban School Films	Chapter 5: Students as Heroes: Expressing Oneself in a Culture of Conformity, p. 86-106		Before Class: Watch <i>Mean Girls</i> (2004)

Date & Class #	Topic	Bulman Text	Strike and Soltis Text	Other Readings (On Carmen)
10/24 Class 17	Teachers and Equality		Chapter 6: Democracy, Professionalism, and Teaching with Integrity, p. 107-131	Edited version of <i>Brown v. Board of Education</i> (1954)
10/26 Class 18	Teachers and Equality, continued			Jencks (1988): "Whom Must We Treat Equally?"
10/31 Class 19	Teachers and Equality: Special Education			Howe and Miramantes (1992): Excerpts from <i>Ethics of Special Education</i>
11/2 Class 20	Teachers and Society: Private School Films	Chapter 6: Challenging the Culture of Privilege: Class Conflict in the Private School Film, p. 107-128		Before Class: Watch <i>The Emperor's Club</i> (2002)
11/7– 11/9	NO CLASS			
11/14	Due: Film Analysis Paper			
11/14 Class 21	Teachers and Professionalism: Parental Rights, School Authority, and Students' Interests			Warnick (2014): "Parental Authority over Education and the Right to Invite"
11/16 Class 22	Teachers and Professionalism: Teachers' Lives Outside of School			Warnick, Bitters, Falk & Hyun Kim (2016): "Social Media Use and Teacher Ethics"
11/21- 11/23	THANKSGIVING & INDIGENOUS PEOPLE DAY NO CLASS			

Date & Class #	Topic	Bulman Text	Strike and Soltis Text	Other Readings (On Carmen)
11/28 Class 23	Teachers and Professionalism: Teacher Agency			Mirra & Morrell (2011): Teachers as Civic Agents
11/30 Class 24	Teachers and Reflective Practice: Final Class Wrap-up and Work on Final Paper			
12/5	Day for loose ends			
12/10 at 11:45 am	Due: Final “What Makes You an Ethical Teacher” Paper			