Independent Study Online Course Syllabus

**Course Number:** EDU 909  
**Course Title:** Character and Citizenship: Skills and Methods

<table>
<thead>
<tr>
<th>X Online</th>
<th>□ Distance Learning</th>
</tr>
</thead>
</table>

**Instructor:** Angel E. Krause  
**Course Creator:** Carol Gossett  
**Phone number:** 559-284-6561  
**Fax:** 559-453-2001  
**Email:** angel.krause@fresno.edu

**Units:** 3  
**Grade Level:** K-12

**Course Description**
This engaging and informative course on character education offers a close look at Common Core State Standards, classroom lessons, and best practices. A classroom based unit of study focuses on important elements of character education, including: community service, parent involvement, citizenship and civics, conflict resolution, values, and more. A variety of active online assignments will inspire you and your students! Writing across the curriculum, critical thinking skills, problem solving, and engaging lessons provide an integrated approach to teaching. Students will select one set of incredible course materials suited for their grade level among the following grade spans: K-2, 3-5, 6-8, or 9-12.

**Course Dates**
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

**Course Materials**
One of the following Wise Skills binders of materials specific to the student’s grade level focus:
- WiseWords (K-2)
- Wise Quotes (3-5)
- Wise Lives (6-8)
- Wisdom for Life (9-12)
**Course Website** which includes online access information, university basic information, course documents, course links, online course materials, etc.
Direct connections will be made to relevant online resources including articles, webinars, and other valuable materials which directly address and support course content in the Common Core State Standards. Further investigation by the student into the standards is encouraged through course assignments.

A couple of days after you enroll in the course, you will be sent an email asking you which grade level binder you would like to use and you will be given the Moodle course site access information. Once your course instructor is notified by you as to which grade level binder you prefer, your course packet will be mailed to you.
When you receive your course packet, please check to make sure you have received everything listed as part of the course materials. Contact your instructor to let her know you have received everything and to let her know if you have any questions regarding the course assignments, etc. You are now ready to begin your course assignments.

**Technology Requirements:**
In order to successfully complete the course requirements, course participants will need internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Moodle:**
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Moodle Site Login and passwords – (or other online course access information)**
Students will need to have internet access to log onto [http://ce-online.fresno.edu](http://ce-online.fresno.edu). The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**
If you need help with Moodle, please contact the Center for Online Learning (COL),
Course Requirements

Summary of Assignments (for detailed instructions please see Schedule of Topics and Assignments)

Listed below and itemized in detail in the Schedule of Assignments, are the types of assignments, activities, and experiences that are required to be completed and presented via the course website in order to earn either a letter grade or a grade of credit for the course. Embedded within these assignments, students are asked to make specific connections to National and State Character and Civic Education standards and the Common Core State Standards for your grade level which are addressed in the course. Application of Best Practices and Thinking Skills is required throughout the course assignments. As described in the course Rubric, quality of assignments will be determined and based on the Fresno Pacific University’s Desired Student Learning Outcomes (for additional information see Fresno University Information below) A variety of formats are required for the submission of the assignments on the course website and are described in detail in the Schedule of Assignments.

- Personal contacts with FPU instructor
- Participation in focused class discussions via a Forum link on website
- Written Reflective Assignments
- Classroom Application Assignments
- Classroom Project Based Assignments
- Multi-media project based assignment

National Standards:
Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects K-5

Students will make connections to activities included in this course to the standards in the following Domains:

Assignments contained in this course are closely aligned to the Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects. A full version of these standards can be found at: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Go to: http://www.corestandards.org/in-the-states to see if your state has adopted the Common Core State Standards.
If your state has not adopted these standards, use the following resources for standards:

- **Eleven Principles of Effective Character Education** The principles described at this site are not officially adopted standards, however, this document provides an excellent guide on which to base a quality Character Education program. The *Eleven Principles of Effective Character Education* are the cornerstone of the *Character Education Partnership* (CEP) philosophy on effective character education. Each principle outlines vital aspects of character education initiatives that should not be overlooked in program implementation. The *Eleven Principles of Effective Character Education* offer fundamental guidance for educators and community leaders to maximize their character education outcomes.

- **National Standards for Civics and Government K-12** Directed by the Center for Civic Education and funded by the U.S. Department of Education and the Pew Charitable Trusts Copyright 1994-2007 Center for Civic Education. This document focuses mainly on Civic Education, however, embedded in this document are multiple standards which specifically address Character Education.

Also applied are the **National Professional Teaching Standards** found at: [http://www.nbpts.org](http://www.nbpts.org). The following five areas are addressed throughout the course materials. Students are asked to apply these standards in their teaching practices.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experiences.
5. Teachers are members of learning communities.

### Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects K-5

#### READING K-12

- Key Ideas and Details (CCCSK-12)
- Craft and Structure (CCCSK-5)
- Integration of Knowledge and Ideas (CCCSK-5)
- Range of Reading and Level of Text Complexity (CCCSK-5)
Course Number and Title: EDU 909 Character and Citizenship: Skills and Methods
Instructor: Angel E. Krause
Date of Revision: 6/28/16

To register for courses go to http://ce.fresno.edu/cpd and log in

<table>
<thead>
<tr>
<th>Common Core State Standards for ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING K–12</strong></td>
</tr>
<tr>
<td>Text Types and Purposes (1-3)</td>
</tr>
<tr>
<td>Production and Distribution of Writing (4-6)</td>
</tr>
<tr>
<td>Research to Build and Present Knowledge (7-9)</td>
</tr>
<tr>
<td>Range of Writing (10)</td>
</tr>
</tbody>
</table>

**Learning Objectives / Outcomes** (Student Learning Outcomes SLO)

1. Students will identify, reflect on, and apply Common Core State Standards or alternate National Standards in Social Studies for the grade level they are teaching.
2. Students will apply Best Practices and National Professional Teaching standards, through developmentally appropriate teaching strategies in their classroom.
3. Students will apply critical thinking skills and create opportunities for their classroom students to apply critical thinking skills.
4. Students will design lesson plans which address a specific Common Core Standard for their grade level, which reflect the methods and techniques described throughout the course.
5. Students will reflect on their teaching.

**Schedule of Topics and Assignments**

The following course assignments are explained in detail in the online course and major assignments in bold with an assignment number following are outlined in the Grading Rubric below.

- **Orientation**  5.00
- **Instructor Contact #1**  25.00
- **Pedagogy #1**  25.00
- **Character Education in the News**  25.00
- **Why Study Character Education? #2**  25.00
- **Assignment 3 What About National Standards? #3**  25.00
- **Connecting Civic Content Standards to Character Ed**  50.00
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to You and Your Fellow Citizens #4</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>Course Check Up #1</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Instructor Contact #2</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>How Does Your School Score? #5</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>What does your principal think?</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>What does good character do for a person?</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Respecting Differences</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Pillars of Character #6</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Service Learning #7</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Service Learning Project Review</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Course Check Up #2</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills #8</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>Best Practices #9</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>Wise Words (K-2) #10</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Wise Quotes (3-5) #10</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>WiseLives (Grades 6-8) #10</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Wisdom for Life (9-12) #10</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Instructor Contact #3</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Personal Reflections #11</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Family Connections #12</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>Final Project Presentation #13</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Completing Your Course</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1035 Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

It is expected that students spend a minimum of 30 hours of study and preparation per unit. This is a 3 unit course; thus 90+ hours of study and preparation is required.

**Grading Policies and Rubrics**
1035 total points possible
932 – 1035 = 90%– 100% = A
828 - 931 = 80 – 89% = B or Credit Grade
Below 828 points = no credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubric). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Students successfully completing all assignments will earn a grade of Credit or where a letter grade is requested on the Grade Request form, a letter grade of B will be issued. Coursework falling short of a quality equaling a B will not receive credit.

NOTE: An on-track student is someone who is completing this course while teaching in a classroom. Off-track students are those who are completing this course while out of the classroom. Those who begin the course while on-track and find they need to complete the course while out of the classroom (e.g. summer vacation) will need to complete a combination of Reflective Writing Reports based on the teaching of lessons and on those simply reviewed as described in the Schedule of Assignments. For example, a student who needs to mix both on and off track assignments, must complete in any combination, 10 Reflective Writing Report Forms which would be the result of either teaching and/or reviewing the activities presented through the course materials.

Please contact your instructor if you have any questions regarding off-track adaptations for assignments.

**Final Course Grade and Transcripts**
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

**Plagiarism and Academic Honesty**
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.
CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| **Student Learning Outcomes Oral Communication:** Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| **Written Communication:** Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| **Content Knowledge:** Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| **Reflection:** Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| **Critical Thinking:** Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |
| **Moral Reasoning:** Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view. |
| **Service:** Students will demonstrate service and reconciliation as a way of leadership. |
| **Cultural and Global Perspective:** Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems. |
| **Quantitative Reasoning:** Students will accurately compute calculations and symbolic operations. |

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and explain their use in a field of study.

**Information Literacy:** Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.
### Evidence of Learning

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO)</th>
<th>Assignments SLOs are Measured</th>
<th>Connecting Standards To SLOs and Assignments</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will identify, reflect on, and apply Common Core State Standards for the grade level they are teaching.</td>
<td><strong>Assignments 2, 3, &amp; 10</strong></td>
<td><strong>Common Core State Standards</strong> for ENGLISH LANGUAGE ART S &amp; Literacy in History/Social Studies, Science, and Technical Subjects READING and WRITING K-12</td>
<td>Through student’s written assignments which connect specific course activities to the Common Core State Standards, and other guiding documents. Through a student prepared PowerPoint presentation which presents connections to the standards identified throughout the course.</td>
</tr>
<tr>
<td>2. Students will apply Best Practices and National Professional Teaching standards, through developmentally appropriate teaching strategies in their classroom.</td>
<td><strong>Assignments 2, 3, &amp; 10</strong></td>
<td><strong>National Professional Teaching Standards</strong> Standards 1-5</td>
<td>Through student’s written reflection on the implications of content presented throughout the course including school policy, classroom resources, course lessons, and the design of lesson plans.</td>
</tr>
<tr>
<td>3. Students will apply critical thinking skills and create opportunities for their classroom students to apply critical thinking skills.</td>
<td><strong>Assignments 2, 5 - 13</strong></td>
<td><strong>Common Core State Standards</strong> for ENGLISH LANGUAGE ART S &amp; Literacy in History/Social Studies, Science, and Technical Subjects READING and WRITING K-12</td>
<td>Through student’s written reflections on the course readings and the implications for their curriculum and teaching strategies. Through the design of opportunities for their classroom students to use critical thinking skills by designing discussion questions based on the Thinking Skills template provided.</td>
</tr>
<tr>
<td>4. Students will design lesson plans which address a specific Common Core Standard for their grade level, which reflect the</td>
<td><strong>Assignments 2, 5 - 13</strong></td>
<td><strong>Common Core State Standards</strong> for ENGLISH LANGUAGE ART S &amp; Literacy in History/Social Studies, Science,</td>
<td>Through a student designed a lesson plan which addresses a specific Common Core State Math Standard for the first through third grade to teach fractions: addition and subtraction which</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>methods and techniques described throughout the course.</th>
<th>and Technical Subjects READING and WRITING K-12 National Professional Teaching Standards Standards 1-5</th>
<th>asks learners to apply two or more of the Mathematical practices within the CCSS. Through the student prepared Making Connections Curriculum Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Students will reflect on their teaching.</td>
<td>Assignments 1 - 13 National Professional Teaching Standards Standards 1-5</td>
<td>Through student’s written assignments (Reflective Writing Forms) which connect specific course activities to the Common Core State Standards. Through a student prepared PowerPoint presentation which presents connections to the Common Core Standards. Through a culminating reflection on the learning experience in this course.</td>
</tr>
</tbody>
</table>
### GRADING RUBRIC for Evaluating Assignments

<table>
<thead>
<tr>
<th>Major Assignments #1 - 13</th>
<th>Below Standard/ No Credit</th>
<th>Standard credit/B</th>
<th>Superior/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Submissions receiving below standard scores will be required to be resubmitted in order to receive a passing grade.</td>
<td>(20-21 points)</td>
<td>(22-25 points)</td>
</tr>
<tr>
<td><strong>1. The Pedagogy of Teaching Character Education</strong></td>
<td>(Less than 20 points)</td>
<td><strong>(20-21 points)</strong></td>
<td><strong>(22-25 points)</strong></td>
</tr>
<tr>
<td>Compare three documents reviewed within 3 to 4 paragraphs and post in this Pedagogy Forum.</td>
<td>- Less than 80% of the key elements of the assignment are covered.</td>
<td><strong>80-89% of the key elements of the assignment are covered in a substantive way;</strong></td>
<td><strong>90- 100% of the key elements are covered in a substantive way;</strong></td>
</tr>
<tr>
<td>- Note common threads</td>
<td>- Incomplete submission of most items, vague and/or superficial information.</td>
<td><strong>Lacks full development of concepts. Beginnings of critical thinking; submission tends to simply summarize reading materials. Could be improved with more analysis</strong></td>
<td><strong>Demonstrates critical thinking, complete, accurate, and concise reflections, good grammar and spelling.</strong></td>
</tr>
<tr>
<td>- Discuss pros and cons of offering character education through the school curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discuss your own philosophy of the teaching of character education in the classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Post this assignment to the forum below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Respond to the postings of 2 other</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
2. Why Study Character Education?
- Describe the common threads in the documents linked. Select one document and reflect as to how you relate to the information presented.
- Post this assignment in this forum. Respond to one other student's reflections - either agree with their statements and explain why, or disagree and again state why.

<table>
<thead>
<tr>
<th>(Less than 20 points)</th>
<th>(20-21 points)</th>
<th>(22-25 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 80% of the key elements of the assignment are covered.</td>
<td>80-89% of the key elements of the assignment are covered.</td>
<td>90-100% of the key elements are covered in a substantive way;</td>
</tr>
<tr>
<td>Incomplete submission of most items, vague and/or superficial information.</td>
<td>Lacks full development of concepts. Beginnings of critical thinking; submission tends to simply summarize reading materials. Could be improved with more analysis and critical thinking.</td>
<td>Demonstrates critical thinking, complete, accurate, and concise reflections, good grammar and spelling.</td>
</tr>
<tr>
<td>Discussion on forum was lacking depth.</td>
<td></td>
<td></td>
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</tbody>
</table>

3. What About Standards?
Review the Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects for the grade level you are

<table>
<thead>
<tr>
<th>(Less than 20 points)</th>
<th>(20-21 points)</th>
<th>(22-25 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 80% of the key elements of the assignment are covered.</td>
<td>Adequate connections to grade level standards were submitted through</td>
<td>Strong connections to grade level standards were submitted through multiple examples of how</td>
</tr>
</tbody>
</table>

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teaching. Discuss how the Common Core Standards can help to address the content standards for your grade level.

- Incomplete submission of assignment.
- Incomplete submission of most items, vague and/or superficial information.
- Lacking in multiple examples of application of the standards.

4. **Assignment 4 Listening To Our Citizens**
- Prepare a PowerPoint presentation with photos or self-portrait drawings of each of your students and a quote from each of them describing what it means to be a good citizen (in their words). Begin with your own photo and your own original quote. Post a sample of this presentation to this forum.

<table>
<thead>
<tr>
<th>(Less than 40 points)</th>
<th>(40-44 points)</th>
<th>(45-50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Less than 80% of the key elements of the assignment are covered.</td>
<td>- 80-89% of the key elements of the assignment are covered in a substantive way; Lacks full development of the assignment. Could have been improved with more creativity.</td>
<td>- 90-100% of the key elements are covered in a substantive way; Thorough and creative presentation.</td>
</tr>
<tr>
<td>- Incomplete submission of most items, vague and/or superficial information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **How Does Your School Score?**
- Use the SELF-ASSESSMENT TOOL FOR SCHOOLS AND DISTRICTS
- Share this assessment tool with a colleague. After each of you complete the survey without collaboration, compare the results. Record a minimum 1 page summary. Post the survey results and a summary of your discussion with your colleague below.

<table>
<thead>
<tr>
<th>(Less than 40 points)</th>
<th>(40-44 points)</th>
<th>(45-50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Less than 80% of the major concepts for the assignment were defined.</td>
<td>- 80-90% of the major concepts for the assignment were included.</td>
<td>- 90-100% of the major concepts for the assignment were met.</td>
</tr>
<tr>
<td>- Lacked thoroughness in summary.</td>
<td>- Minimal summary submitted.</td>
<td>- Very clear and thorough summary was submitted.</td>
</tr>
</tbody>
</table>
6. **Pillars of Character**  
Relate your own practices to each of the Core Propositions of the Professional Teaching Standards. Reflect on how your own practices are successfully addressing each standard or where you may need to improve in a couple of areas. If you discover an area in which you would like to improve, write down a couple of things you might do to begin this process.

<table>
<thead>
<tr>
<th>(Less than 20 points)</th>
<th>(20-21 points)</th>
<th>(22-25 points)</th>
</tr>
</thead>
</table>
| - Less than 80% of the major concepts for the assignment were defined.  
- Lacking in thoroughness. | - 80-90% of the concepts for the assignment were defined.  
- Adequate summary submitted.  
- Some connections were made to personal practices and the standards. | - 90-100% of the major concepts for the assignment were defined.  
- Excellent connections to personal practices and to the standards. |

7. **Service Learning**  
- Review the four references linked.  
- Describe anything you found to be new information.  
- Describe anything you read that you would like to pursue further.  
- Submit a question that you would like answered about Character Education  
- Post this assignment to this Forum. Respond to a minimum of 2 other student questions with suggestions as answers to your fellow student’s questions.

<table>
<thead>
<tr>
<th>(Less than 20 points)</th>
<th>(80-21 points)</th>
<th>(22-25 points)</th>
</tr>
</thead>
</table>
| - Less than 80% of the major elements for the assignment were defined.  
- Question submitted was below expectations. | - 80-89% of the major elements for the assignment were defined.  
- Question submitted was adequate. | - 90-100% of the major elements for the assignment were defined.  
- All elements were thoroughly discussed.  
- Question submitted encouraged thoughtfulness and reflection. |

8. **Classroom Applications of Critical Thinking Skills**  
Review the Levels of Thinking guide and be

<table>
<thead>
<tr>
<th>(Less than 40 points)</th>
<th>(40-45 points)</th>
<th>(45-50 points)</th>
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<tbody>
<tr>
<td>- An adequate discussion of the Levels of Thinking.</td>
<td>- A clear and thorough discussion of the Levels of Thinking was</td>
<td></td>
</tr>
</tbody>
</table>
ready to apply these skills in the design of questions for your grade level binder assignments listed in Module 10.

Once you have completed assignments in Module 10, come back to this assignment and submit an example of 2 questions in each level of the Thinking Skills that relate to one of your theme lessons. Label each question as to the level of thinking you intend to address.

9. **Best Practices Classroom Assignments**
   - Go to the websites linked. Study each area of each of the various sections that address practices for your grade level.
   - Select 5 areas from and be ready to apply these teaching techniques/strategies to some of the Character Theme lessons from your course binder in Assignment 10.
   - Once you have completed assignments in Module 10, come back to this assignment and submit an example of 6 techniques/strategies that can be applied to one or both of your theme lessons.

<table>
<thead>
<tr>
<th>(Less than 40 points)</th>
<th>(40-44 points)</th>
<th>(45-50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Less than 80% of the key elements of the assignment were submitted.</td>
<td>• 80-89% of the key elements of the assignment were submitted.</td>
<td>• 90-100% of all key elements of the assignment were submitted.</td>
</tr>
<tr>
<td>• Assignment fell below minimum expectations.</td>
<td>• Score could have been improved with more organization and a clearer and more thorough discussion of the Best Practices teaching strategies.</td>
<td>• Submitted work was clear, thorough, and provided an organized presentation of Best Practices.</td>
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</tbody>
</table>

10. **Classroom Applications K-2, 3-5, 6-8, 9-12**
    Design of classroom unit based on one of the

<table>
<thead>
<tr>
<th>(Less than 80 points)</th>
<th>(80-89 points)</th>
<th>(90-100 points)</th>
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<tbody>
<tr>
<td>• A summary was submitted.</td>
<td>• A clear and thorough summary was</td>
<td>• A clear and thorough summary was submitted.</td>
</tr>
</tbody>
</table>
| Grade Level Binders Provided. | • Submission lacked clarity and thoroughness.  
• Submissions receiving below standard scores will be required to be resubmitted in order to receive a passing grade. | submitted.  
• Feedback forms were submitted.  
• Critical Thinking Skills were lacking in the reflection within this assignment. | • Feedback forms were submitted.  
• Critical Thinking Skills were applied to the reflection on this assignment. |

| 11. Reflecting on Your Learning | After teaching two Character Themes, reflect on the experiences by responding in writing to the following.  
Describe the student’s involvement and reactions to the experiences from the Character Theme sections you selected to present.  
Explain any noticeable changes in the attitudes of your students after the completion of each theme. This should be a minimum of 2 pages.  
Analyze whether or not the students achieved the objectives listed at the beginning of each Character Theme section and the content standards you selected to address.  
If the students did achieve the objectives, share which lessons you feel were the most effective and cite evidence of why you think this.  
If the students did not achieve the objectives, describe a plan to modify the strategies used to improve your results the next time you teach. | (Less than 80 points)  
• A summary was submitted.  
• Submission lacked clarity and thoroughness. | (80-89 points)  
• A clear and thorough summary was submitted which included most of the required guiding documents and connections to assignments listed in assignment directions.  
• Critical Thinking Skills were lacking in the reflection within this assignment. | (90-100 points)  
• A clear and thorough reflection was submitted which included all the listed elements of the assignment...  
• Critical Thinking Skills were applied to the reflection on this assignment. |

Course Number and Title: EDU 909 Character and Citizenship: Skills and Methods
Instructor: Angel E. Krause
Date of Revision 6/28/16

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
this theme. This should be a minimum of 2 pages
Describe the Best Practices teaching
techniques/strategies you used and the lessons
to which you integrated these techniques.
Analyze how the students and you responded
to these Best Practices and implications for use
in future lessons.
Discuss student actions and attitudes with a
colleague. Compare the actions and attitudes of
your students with a similar group of students
who have not experienced the WiseSkills
activities and lessons. Note any positive
changes or results. If no change is observed,
analyze why the social skills have not
improved. Be specific and cite actual situations
or incidents observed. This should be a
minimum of 2 pages.
Total pages required: 6

<table>
<thead>
<tr>
<th>12. <strong>Family Connections</strong></th>
<th>(Less than 40 points)</th>
<th>(40-44 points)</th>
<th>(45-50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a newsletter, brochure, or similar document that can be reproduced and sent home to the families of your students. Focus on activities families can participate in to help further Character Education in the home and community. Option: If you have a class website, post this document as a feature on the site.</td>
<td>• Less than 90% of key elements of the assignment were submitted. • Presentation included information, but was not accurate, creative, or engaging.</td>
<td>• 80-89% of key elements of the assignment were submitted. • Presentation was adequate. Lacked creativity and engagement.</td>
<td>• 90-100% of key elements of the assignment were submitted. • Presentation was creative, engaging, and accurate.</td>
</tr>
</tbody>
</table>

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### 13. PowerPoint/Poster Board Presentation
Prepare either a PowerPoint presentation, or a Poster presentation, drama, song, or other similar multi-media presentation to use as a sharing of the experiences you and your class had through this study of Character and Civic Education.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Description</th>
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</table>
| (Less than 80 points) | - Some of the key elements of the PowerPoint or Display Board were submitted.  
- Presentation was unclear and below standard. |
| (80-89 points) | - 100% of all key elements of the PowerPoint or Display Board were submitted.  
- Presentation was accurate, and thorough.  
- Presentation lacked creativity. |
| (90-100 points) | - 90-100% of all key elements of the PowerPoint or Display Board were submitted.  
- Presentation was creative, accurate, and thorough. |

### Instructor Contacts x 3
Students will initiate a minimum of 3 contacts with the instructor as directed in the Schedule of Assignments. Students will respond to any contacts initiated by the instructor throughout the course. 25 points possible for each student required contact.

<table>
<thead>
<tr>
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<th>Description</th>
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</table>
| (Less than 60 points) | - Students did not initiate contacts with instructor.  
- Students did not respond to most instructor contacts.  
- These assignments cannot be made up once the course is over. |
| (60-67 points) | - Students initiated a minimum of 3 required contacts.  
- Students responded to many of the instructor contacts. |
| (68-75 points) | - Students initiated all required contacts.  
- Students responded to all instructor contacts. |

**TOTAL POINTS 1345**
Grading Options
Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. See attached file for instructions for requesting a final grade.

Instructor/Student Contact
It is important in a distance learning course for students to feel connected to their instructor. Please do not hesitate to contact your instructor. If for some reason you do not receive a reply to an email in a timely manner, please call, as sometimes student emails are placed in a Quarantined or Spam folder by the university filtering system and I do not see the message.

Distance Learning Courses:
There are 3 Instructor contacts required of the students in this course. (see Schedule of Assignments above). These contacts are designed to give students the opportunity to discuss specific assignments with the instructor throughout the course. It is important for students to make these contacts at the designated sequence of the schedule of the course to avoid completing assignments incorrectly.

References/ Resources

- Character Counts http://charactercounts.org/
- Josephson Institute Center for Youth Ethics http://charactercounts.org/index.html
- National Commission on Service-Learning, Learning In Deed: The Power of Service-Learning for American Schools [Full Report]
- Shelley H. Billig. The Impacts of Service-Learning on Youth, Schools and Communities: Research on K-12 School-Based Service-Learning [Full Report]
The Center for the Advancement of Ethics and Character Boston University School of Education [http://www.bu.edu/sed/caec/](http://www.bu.edu/sed/caec/)

The Character Education Network [http://charactered.net/](http://charactered.net/)


### General Procedures

#### Request for an Extension

If you find that you will not be able to complete your coursework by the due date, you may request an extension at: [http://ce.fresno.edu/sharedmedia/cpd/cpd_extension_form.pdf](http://ce.fresno.edu/sharedmedia/cpd/cpd_extension_form.pdf). Make sure you request this extension at least 2 weeks prior to your final due date. You will be granted a 6 month extension.

#### Dropping a Course

If you determine that the course is not what you expected or does not fit your professional development needs, you can drop the course for a full refund within 4 weeks after you have registered. Please see University Policy below:

**Please send the following information to Frank Gossett at: fgossett@pacbell.net:**

**DROP Request**

**Name:**

**Course Number:**

**Reason for Dropping the Course:**

**Date Course Materials are being returned:**

**Other comments:**

**Email this message to: fgossett@pacbell.net**

Mr. Gossett will process your Drop as soon as the course materials are received at:

Frank Gossett
795 Douglas Ave.
Clovis, CA 93611

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To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
University Policy: Refunds
A full refund for tuition and instructional materials, less a $30 handling fee, will be granted if a course is dropped within four weeks after registration and all materials are returned to Mr. Gossett in their original condition. After four weeks, a 50% refund will be granted through nine weeks. After nine weeks there is no tuition refund. Student must officially withdraw from a course, or a “no credit” grade will be issued by the instructor one year after the date of registration.